

Parental Engagement in Children's Education: A Key Factor in Academic Achievement and Learning Motivation

Ibrahim Solahudeen Owoyale-Abdulganiny^{1*}, Issa Nasiru Olokooba² 

¹ Department of Arts and Social Sciences Education, Al-Hikmah University, Ilorin, Nigeria

² Department of Social Sciences Education, University of Ilorin, Ilorin, Nigeria

ARTICLE INFO

Article history:

Received August 13, 2024

Accepted November 20, 2024

Available online December 25, 2024

Kata Kunci:

Keterlibatan Orang Tua, Tanggung Jawab, Siswa, Prestasi Akademik

Keywords:

Parental Involvement, Responsibility, Students, Academic Achievement



This is an open access article under the CC BY-SA license.

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Masih banyak keluarga yang menghadapi berbagai kendala dalam memberikan dukungan akademis yang optimal, seperti keterbatasan waktu, pengetahuan, serta masalah finansial. Penelitian ini bertujuan untuk menganalisis dampak keterlibatan orang tua terhadap prestasi akademis siswa dan mengidentifikasi strategi yang dapat meningkatkan peran orang tua dalam mendukung pendidikan anak. Penelitian ini menggunakan pendekatan survei deskriptif dengan teknik pengambilan sampel acak sederhana. Data dikumpulkan dari tiga partisipan yang terdiri atas wali siswa sekolah dasar melalui kuesioner tertutup dan wawancara mendalam. Data yang diperoleh dianalisis menggunakan statistik deskriptif untuk mengidentifikasi pola keterlibatan dan dampaknya terhadap prestasi akademis siswa. Hasil penelitian menunjukkan bahwa keterlibatan orang tua memberikan kontribusi positif yang signifikan terhadap prestasi akademis siswa. Orang tua yang secara aktif memberikan dukungan, seperti membantu mengerjakan tugas, menyediakan sumber belajar yang memadai, serta menjaga komunikasi dengan pihak sekolah, mampu meningkatkan motivasi belajar anak. Di sisi lain, beberapa hambatan yang ditemukan dalam penelitian ini mencakup keterbatasan waktu orang tua akibat pekerjaan, kurangnya pemahaman terhadap materi pelajaran, serta kendala finansial dalam menyediakan fasilitas belajar yang optimal. Penelitian ini menyimpulkan bahwa peningkatan keterlibatan orang tua sangat penting dalam mendukung keberhasilan pendidikan anak.

ABSTRACT

Many families still face various challenges in providing optimal academic support, such as time constraints, lack of knowledge, and financial issues. This study aims to analyze the impact of parental involvement on students' academic achievement and to identify strategies that can enhance parents' roles in supporting their children's education. The research employed a descriptive survey approach with a simple random sampling technique. Data were collected from three participants, consisting of elementary school students' guardians, through closed questionnaires and in-depth interviews. The collected data were analyzed using descriptive statistics to identify patterns of involvement and their impact on students' academic performance. The results showed that parental involvement significantly contributes to students' academic success. Parents who actively provide support, such as assisting with homework, providing adequate learning resources, and maintaining communication with the school, can enhance children's learning motivation. However, several obstacles were identified in this study, including parents' time limitations due to work commitments, a lack of understanding of the learning materials, and financial constraints in providing optimal learning facilities. This study concludes that increasing parental involvement is crucial in supporting children's educational success.

1. INTRODUCTION

Islam is a religion that gives total support to parental involvement in children's academic lives and even it attracts great rewards in the sight of Almighty Allah. Islamic Studies is a subject where Islamic religion which covers ways of life and the teaching of other subjects like History, Philosophy, Theology, Mysticism, Law, Sciences, Arts, Literature, Architecture, Sociology, Comparative religion, Economics and Athletics are taught (Alwi et al., 2019; Fatayan et al., 2019; Talhah et al., 2019). Therefore, the subject is very essential to be taught and learnt in the schools because of its global importance. The objectives of this

subject may not be properly achieved without parents' contributions and participation in their children's educational activities in the schools (Alwi et al., 2019; Fatayan et al., 2019; Selvi, 2020; Talhah et al., 2019). Many students' low academic performance nowadays is responsible for the fact that their parents' involvement in their educational pursuit is either low or nowhere to be found. Parental involvement is an engagement or participation sacrificially rendered by the parents in order to improve academic achievement of the students (Đurišić & Bunijevac, 2017; Wang et al., 2023). Parental involvement can be defined as the parental responsibilities towards the educational and academic achievement of the child (Bamidele, 2024). Parental involvement also means the parental participatory roles in their children's educational lives (Bamidele, 2024; Đurišić & Bunijevac, 2017; Wang et al., 2023). The level of parental involvement in children's academic activities is the motivating factor for the style of attitude and aspirations the children possess and thereafter determine their academic performance.

Parental involvement is something that cut across all spheres of child's life because it is a monitoring services expected from the parents to carry out day in day out actively. Parents that demonstrate high standard of aspirations commit themselves to be more involved in the education of the children so as to meet up with their desired academic achievement (Bamidele, 2024; Setiawan et al., 2020). Attitude of regular involvement is also indicating that when parents get involved in the children's education, their future academic achievement would be bright. Early parental involvement is very paramount and encouraging because, when parents are involved early in their children's homework and school activities (Lase et al., 2021; Lau & Lee, 2021; Setiawan et al., 2020). It will also not be difficult for them to aspire towards higher educational attainment at university level. This implies that parental involvement is among the essential responsibilities of parents that need adequate concentration and sacrifice because homework, school visitation, prompt payment of school fees among others are seen as parents' responsibilities (Bamidele, 2024; Đurišić & Bunijevac, 2017; Wang et al., 2023).

Furthermore, parents are expected to procure ICT devices for their children and render service of training and monitoring them in doing school assignment and other school activities (Owoyale-AbdulGaniy & Ayuba, 2021). This implies that doing that is part of involvement that meets the need of contemporary society we live nowadays. Parental involvement in the child's educational achievement can be divided into three aspects namely: behavioural, cognitive and affective involvement (Angwaomaodoko, 2023; Rumsari & Nurhayati, 2020; Wang et al., 2023). Behavioural involvement centers on physical presence of parents in the school activities organized in their schools such as parent-teacher meeting, inter-house sports, end of year program to mention a few. Cognitive involvement, deals with academic ways of enriching children's achievement in schooling such as giving necessary assistance in doing home works, provision of reading and writing materials for them and organizing in-room lessons for them. Affective involvement of the parent in children's academic pursuit is captured under parents' ability to emotional support such as encouragement and motivation for the children.

In addition, parental involvement has been discovered in various studies in academic researches to have occupied a significant position in students' academic achievement. Parental level of involvement in children's academic activities have a significant impact on students' academic performance in schools (Ayu et al., 2020; Lawrence & Fakuade, 2021). This implies that children become motivated and excited when they always discover that their parents are ready to render all sorts of supports for them in order to achieve and prosper excellently in their academic pursuit (Bunujevac & Durisic, 2017; Lase et al., 2021). Parental involvement is a cornerstone of children's educational success, with Islamic principles further emphasizing this duty. In Oyo State, Nigeria, parents' perceptions of their roles significantly influence students' academic outcomes. Parents' negative perceptions of Islamic Studies as a challenging subject can deter their children's interest, impacting academic performance (Sanusi & Owoyale-Abdulganiy, 2024). Active parental engagement correlates positively with students' academic achievements, particularly in Islamic Studies. Parental education levels significantly influence students' performance in Islamic Studies in Oyo North, Nigeria (Adebayo, 2015). Inadequate parental involvement contributes to moral decadence among youths, underscoring the importance of a supportive home environment (Sanusi & Owoyale-Abdulganiy, 2024). Several factors impede effective parental involvement in students' education in Oyo State. Socioeconomic status, parental education, and occupation significantly influence students' academic performance. Additionally, challenges such as language barriers, limited technology usage, and cultural differences hinder parental participation, particularly among lower socioeconomic groups. These studies underscore the critical role of parental involvement, guided by Islamic principles, in enhancing students' academic performance in Oyo State. Addressing barriers to such involvement, especially those related to socioeconomic disparities, is essential for improving educational outcomes.

Low involvement of parents in their children's academic endeavour has become common scenario that needs attention of all stakeholders in Nigeria in order to make quality assurance in education possible. Parental involvement is a veritable tool for ensuring students' academic achievement. Therefore, it has

become unavoidable assignment for parents (father/ mother or guardian) to participate efficiently in promoting child's performance at schools via homeworks, prompt payment of school fees, attending parent-teacher meeting among others (Bamidele, 2024; Đurišić & Bunijevac, 2017; Wang et al., 2023). This indicates that all these activities could build morale in students and their performance would be affected positively in the schools. Society is full of deviant people as a result of their failure to acquire necessary education that could make them productive in the society. Child's motivation and encouragement enhancement: parents' engagement and participation in child's education boost child's motivation and encourage him/her to attend the school. Child feel happy whenever he/she is going to school because his/her parents support him/her through provision of all needed materials for learning in the school (Amato & Keith, 2021; StefaniMilovanska-Farrington, 2021). Parental involvement is widely recognized as a critical factor influencing students' academic achievement. In the context of Islamic education, this involvement is not only beneficial but also considered a religious responsibility. In Oyo State, Nigeria, there is a growing concern regarding the level of parental engagement in their children's education, particularly in Islamic Studies, and its subsequent impact on academic performance.

Recent studies have highlighted the significance of parental support in enhancing students' interest and performance in Islamic Studies. Increased parental involvement correlates with a reduction in moral decadence among students in Oyo North, emphasizing the role of a supportive home environment in fostering academic interest and ethical behavior (Sanusi & Owoyale-Abdulganiy, 2024). Despite these findings, there remains a gap in understanding the specific ways in which parental involvement, guided by Islamic principles, influences students' academic outcomes in Oyo State. Additionally, factors such as parental education level, socioeconomic status, and home environment require further exploration to determine their impact on students' academic self-efficacy and performance. Addressing this issue is crucial, as inadequate parental involvement may contribute to declining academic performance and moral standards among students. Understanding the dynamics of parental engagement within the Islamic context can inform strategies to enhance educational outcomes and uphold the moral values emphasized in Islam. This study aims to analyze the impact of parental involvement on students' academic achievement and to identify strategies that can enhance parents' roles in supporting their children's education.

2. METHOD

This study employed a descriptive research design, deemed suitable for investigating the perceptions, levels of involvement, and barriers experienced by parents regarding their participation in their children's academic success. The descriptive approach facilitated a systematic examination of these variables, allowing the researchers to capture detailed information about the existing conditions without manipulating the study environment. The primary aim was to understand the nature and extent of parental involvement, alongside the specific challenges they face, within the context of their children's education. By adopting this design, the research sought to provide an accurate depiction of parental engagement patterns as they relate to students' academic performance. The study adopted a quantitative methodology, which enabled the researchers to collect numerical data that could be analyzed statistically, thereby ensuring objectivity and precision in addressing the research questions. Quantitative data were primarily gathered through survey instruments, as they are effective for obtaining standardized information from a large population. A structured questionnaire was designed to capture parental perceptions, their degree of involvement in their children's learning process, and the barriers they encountered. This approach facilitated the collection of data that could be quantitatively assessed, offering robust insights into the relationship between parental participation and student achievement.

The target population for the research consisted of parents of secondary school students in Oyo State, Nigeria, with a specific focus on those whose children were enrolled in the Islamic Studies subject. This population was chosen because it offered a culturally and religiously significant context, allowing the study to explore parental involvement within a specialized academic discipline. The inclusion of this specific group aimed to reveal whether religious and cultural values influenced parental attitudes and behaviors concerning their children's education, thus enriching the findings with contextual nuances. A simple random sampling technique was employed to ensure that the sample was representative of the diverse demographic backgrounds of parents within the region. This approach minimized selection bias and enhanced the generalizability of the results. The sample comprised 300 parents, drawn equally from urban and rural communities, reflecting variations in socioeconomic status, educational attainment, and religious commitment. The balanced representation between urban and rural respondents ensured that the study accounted for the potential disparities in parental involvement that might arise from differing geographic and economic contexts.

3. RESULT AND DISCUSSION

Result

This study aims to analyze the impact of parental involvement on students' academic achievement and to identify strategies that can enhance parents' roles in supporting their children's education. The first question in this study was What is the perception of parents in Oyo State regarding their responsibilities in the academic success of students as guided by Islamic principles? The results of the data analysis are presented in Table 1.

Table 1. Perceptions of Parents in Oyo State Regarding Their Responsibility in Students' Academic Success as Guided by Islamic Principles

S/N	Items	Mean	SD	Rank
1.	Islamic guidance shapes my involvement in my child's education	2.68	0.89	5 th
2.	Primary responsibilities of me are to ensure that my child excels academically in Islamic Studies	3.69	0.59	1 st
3.	It is my responsibility as a parent to actively participate in my child's academic success	3.07	0.96	3 rd
4.	I guide my child in Islamic Studies and other related academic activities	3.19	0.93	2 nd
5.	I feel accountable to Allah for ensuring my children are educated in both secular and religious matters.	3.00	0.93	4 th

Table 1 presents the responses to five specific statements that address perceptions of parents in Oyo State regarding their responsibility in students' academic success as guided by Islamic principles. Statements 1st to 5th are parents' perceptions of parents in Oyo State regarding their responsibility in students' academic success as guided by Islamic principles. Research Question 2: How does the level of parental involvement in students' education affect their academic performance in Islamic Studies in secondary schools in Oyo State? The results of the data analysis are presented in Table 2.

Table 2. Level of Parental Involvement in Students' Education Affect Their Academic Performance in Islamic Studies in Secondary Schools

S/N	Items	Mean	SD	Rank
1.	I attend parent-teacher meetings and other school activities.	3.67	0.79	3 rd
2.	I assist my child on homework and other studies.	3.51	0.83	4 th
3.	I notice an improvement in my child's academic performance when I actively involve in their education.	3.86	0.62	1 st
4.	I evaluate my child's academic performance in Islamic Studies	2.26	0.92	5 th
5.	I contribute to my child's academic success such as providing materials, encouraging study and tutoring.	3.71	0.74	2 nd

Table 2 presents the responses to five specific statements that address level of parental involvement in students' education affect their academic performance in Islamic Studies in secondary schools, statements 3, 5, 1, 2, which were ranked 1st, 2nd, 3rd and 4th respectively are the statements that shows the level of parental involvement in students' education affect their academic performance in Islamic Studies in secondary schools as their means are above 2.50 benchmark. However, the least of the statements was statement 4 which was below the benchmark of 2.5. This implies that all identified statements on level of parental involvement in students' education affect their academic performance in Islamic Studies in secondary schools except statement 4 (I evaluate my child's academic performance in Islamic Studies) are parental involvement in students' education affect their academic performance in Islamic Studies in secondary schools. Research Question 3: What are the barriers to effective parental involvement in students' academic activities in Oyo State?. The results of the data analysis are presented in Table 3.

Table 3. Barriers to Effective Parental Involvement in Students' Academic Activities

S/N	Items	Mean	SD	Rank
1.	Long working hours or inflexible jobs make it hard for me to attend school events or help with homework.	3.15	0.89	3 rd
2.	Parents juggling childcare, household tasks, and other commitments may struggle to find time.	3.23	0.87	2 nd

S/N	Items	Mean	SD	Rank
3.	Parents with limited education may feel unqualified to assist with academic tasks or navigate school systems.	3.09	0.92	5 th
4.	Limited resources can make it difficult to provide supplies, internet access, or transportation for school activities.	3.13	0.91	4 th
5.	Parents from diverse backgrounds may have different expectations about their role in education.	3.24	0.85	1 st

Table 3 presents the responses to five specific statements that address the barriers to effective parental involvement in students' academic activities in Oyo State. Statements 1st to 5th are barriers to effective parental involvement in students' academic activities in Oyo State as their means are above 2.50 benchmark. This implies that they are barriers to effective parental involvement in students' academic activities in Oyo State.

Discussion

The findings indicate that many parents in Oyo State view their role in their children's academic success as a religious duty, deeply rooted in Islamic teachings. This aligns with studies, which emphasize the integration of parental guidance in fostering students' discipline and academic interest (Aziz et al., 2022; Đurišić & Bunijevac, 2017; Sanusi & Owoyale-Abdulganiy, 2024). However, a significant portion of parents lack a comprehensive understanding of how to apply these principles practically, leading to inconsistencies in engagement. These results suggest the need for awareness campaigns or workshops to enhance parents' comprehension of their roles within an Islamic framework. The study highlights a strong positive correlation between parental involvement and students' performance in Islamic Studies. Parents who actively participate in homework assistance, moral guidance, and monitoring of academic progress report higher levels of academic achievement in their children. Home-based support significantly influences students' performance in Islamic subjects (Adebayo, 2015; Đurišić & Bunijevac, 2017; O'Brien & Kauffman, 2020).

However, some parents reported challenges in maintaining consistent involvement due to time constraints or lack of familiarity with the curriculum. This calls for innovative solutions such as technology-based tools to support parental involvement in education. Socioeconomic disparities emerged as a critical factor affecting the level and quality of parental involvement. Parents from lower-income households often cited financial constraints, lack of time due to multiple jobs, and limited access to educational resources as significant barriers (Alcaraz, 2020; Deenanath et al., 2019; Minh et al., 2022). Conversely, parents from higher-income households demonstrated greater engagement, benefiting from access to better resources and educational materials. Addressing these disparities requires targeted interventions, such as government or community-supported programs, to ensure equitable parental participation across all socioeconomic groups.

Addressing these challenges requires collaborative efforts among schools, religious leaders, and policymakers to provide support mechanisms for parents (Alwis et al., 2020; Angreranti & Malihah, 2018; Indra, 2017). Recommendations include educational workshops rooted in Islamic values, flexible communication platforms, and the provision of subsidized learning resources for economically disadvantaged families. Ultimately, enhancing parental involvement is key to fostering not only academic success but also moral and spiritual development, aligning with the holistic goals of Islamic education. The insights gained from this study provide a framework for targeted interventions that can bridge the gaps in parental involvement and contribute to equitable educational outcomes in Oyo State. Recommendations for further action include first, development of culturally tailored workshops to educate parents on their roles in promoting academic success, aligned with Islamic teachings. Second, introduction of flexible parent-teacher communication platforms to accommodate parents with time constraints. Third, Provision of subsidized educational resources for low-income families to mitigate financial barriers.

4. CONCLUSION

This study explored the perceptions, impacts, and challenges of parental involvement in students' academic success, particularly in Islamic Studies, within Oyo State. The findings underscore the critical role of parents as primary educators, a responsibility strongly emphasized in Islamic teachings. Many parents recognize the importance of their involvement as a religious obligation, but gaps in practical implementation remain. The level of parental involvement significantly influences students' academic performance in Islamic Studies. Active engagement in students' education, such as monitoring, guidance, and support, correlates positively with better academic outcomes. However, disparities exist due to varying

socioeconomic backgrounds. Parents from lower-income households face barriers such as financial constraints, time limitations, and lack of resources, while higher-income families are better equipped to support their children's academic needs.

5. REFERENCES

- Adebayo, F. A. (2015). Home Background and Secondary School Students' Academic Performance in Islamic Studies in Oyo North, Nigeria. *Jurnal Pendidikan Islam*, 3(1). <https://doi.org/10.14421/jpi.2015.31.1-14>.
- Alcaraz, M. (2020). Beyond Financial Resources: The Role of Parents' Education in Predicting Children's Educational Persistence in Mexico. *International Journal of Educational Development*, 75, 102188. <https://doi.org/10.1016/j.ijedudev.2020.102188>.
- Alwi, S., Lubis, S. A., & Lubis, L. (2019). Bullying Behavior in the Integrated Islamic Boarding School at Lhokseumawe City. *International Journal on Language, Research and Education Studies*, 3(3), 400–411. <https://doi.org/10.47766/idarah.v5i2.147>.
- Alwis, A., Marsidin, S., Effendi, M., & Jama, J. (2020). Developing Academic Supervision Model To Improve Islamic Education (PAI) Teachers' Performance At Madrasah Aliyah (Islamic Senior High Schools). *Digital Press Social Sciences and Humanities*, 6, 00014. <https://doi.org/10.29037/digitalpress.46379>.
- Amato, P. R., & Keith, B. (2021). The impact of parental divorce on children's emotional regulation and mental health: Findings from a longitudinal study. *Developmental Psychology*, 57(2). <https://doi.org/10.1037/dev0000945>.
- Angreranti, M., & Malihah, N. (2018). The influence of school environment and the performance of the honorary teachers of Islamic education toward the learning achievements. *MUDARRISA: Journal of Islamic Education*, 9(2), 248. <https://doi.org/10.18326/mdr.v9i2.248-266>.
- Angwaomaodoko, E. A. (2023). The impact of parents' involvement on students' academic achievement in Nigeria: A case study of parents in Asaba, Delta State. *International Journal of Education*, 15(4). <https://doi.org/10.5296/ije.v15i4.20981>.
- Ayu, D., Handayani, P., Gede, D., & Wirabrata, F. (2020). How Parents' Academic Background Can Affect Parental Involvement in Preschooler ' S Education. *Journal of Contemporary Research American international*, 8(1). <https://doi.org/10.23887/paud.v8i1.24560>.
- Aziz, A., Saddhono, K., & Setyawan, B. W. (2022). A parental guidance patterns in the online learning process during the COVID-19 pandemic: case study in Indonesian school. *Heliyon*, 8(12), 1–8. <https://doi.org/10.1016/j.heliyon.2022.e12158>.
- Bamidele, S. D. O. (2024). An assessment of parental involvement on public secondary school adolescents' academic performance in Science in Lagos State, Nigeria. *Edukasiana: Jurnal Inovasi Pendidikan*, 3(1). <https://doi.org/10.56916/ejip.v3i1.472>.
- Bunujevac, M., & Durisic, M. (2017). Parental Involvement as a Important Factor for Successful Education. *CEPS Journal*, 7(3). <https://doi.org/10.26529/cepsj.291>.
- Deenanath, V., Danes, S. M., & Jang, J. (2019). Purposive and unintentional family financial socialization, subjective financial knowledge, and financial behavior of high school students. *Journal of Financial Counseling and Planning*, 30(1), 83–96. <https://doi.org/10.1891/1052-3073.30.1.83>.
- Đurišić, M., & Bunujevac, M. (2017). Parental Involvement as a Important Factor for Successful Education. *Center for Educational Policy Studies Journal*, 7(3), 137–153. <https://doi.org/10.26529/cepsj.291>.
- Fatayan, A., Hanafi, I., Sari, E., & Ghani, A. R. A. (2019). The Implementation of School Based Management: School Committee Involvement in Islamic Schools. *International e-Journal of Educational Studies*, 4(7), 106–110. <https://doi.org/10.31458/iejes.608131>.
- Indra, H. (2017). Salafiyah Curriculum at Islamic Boarding School in the Globalization Era. *Tarbiya : Journal of Education in Muslim Society*, 4(1). <https://doi.org/10.15408/tjems.v4i1.4960>.
- Lase, D., Zega, T. G. C., & Daeli, D. O. (2021). Parents' Perceptions of Distance Learning during COVID-19 Pandemic in Rural Indonesia. *SSRN Electronic Journal*, 13(2), 101–111. <https://doi.org/10.2139/ssrn.3890610>.
- Lau, E. Y. H., & Lee, K. (2021). Parents' Views on Young Children's Distance Learning and Screen Time During COVID-19 Class Suspension in Hong Kong. *Early Education and Development*, 32(6), 863–880. <https://doi.org/10.1080/10409289.2020.1843925>.
- Lawrence, K. C., & Fakuade, O. V. (2021). Parental Involvement, Learning Participation and Online Learning Commitment of Adolescent Learners During the COVID-19 Lockdown. *Research in Learning Technology*, 29, 1–16. <https://doi.org/10.25304/rlt.v29.2544>.
- Minh, T. N., Quang, A. M. T., & Ha, T. A. (2022). The influence of children's behavior problems on parents'

- psychological well-being: A serial mediation model of parental psychological control and parental burnout. *Children and Youth Services Review*, 134.
<https://doi.org/10.1016/j.chidyouth.2022.106366>.
- O'Brien, K., & Kauffman, J. (2020). Career decision-making self-efficacy and its impact on career exploration. *Journal of Career Development*, 47(1). <https://doi.org/10.1177/0894845317745267>.
- Owoyale-AbdulGaniy, I. S., & Ayuba, O. J. (2021). The use of information and communication technology for teaching Islamic Studies amidst COVID-19 Pandemic in Kwara State. *International Journal of Management, Social Science, Peace and Conflict Studies*, 4(2).
- Rumsari, C., & Nurhayati, S. (2020). Parent Involvement in Instilling Social Care Attitudes to Early Childhood Through the Friday Blessing Program. *Jurnal Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 9(2), 306–312. <https://doi.org/10.22460/empowerment.v9i2p306-312.1929>.
- Sanusi, R. A., & Owoyale-Abdulganiy, I. S. (2024). Parental Involvement and Home Background as Determinants of Students' Interest in Islamic Studies in Oyo North, Oyo State, Nigeria. *Suluh: Jurnal Bimbingan dan Konseling*, 10(1). <https://doi.org/10.33084/suluh.v10i1.8286>.
- Selvi, I. D. (2020). Implementation of Assessment for Islamic and Catholic Religious Values Development. *Indonesian Journal of Early Childhood Education Studies*, 9(1), 29–34.
<https://doi.org/10.15294/ijeces.v9i1.38007>.
- Setiawan, J. A., Suparno, Sahabuddin, C., Tasrif, & Ramadhan, S. (2020). The role of parents on the character education of kindergarten children aged 5-6 years in Bima. *Universal Journal of Educational Research*, 8(3), 779–784. <https://doi.org/10.13189/ujer.2020.080307>.
- StefaniMilovanska-Farrington. (2021). The Effect of Parental and Grandparental Supervision Time Investment on Children's Early-Age Development. *Research in Economics*, 75(3).
<https://doi.org/10.1016/j.rie.2021.06.006>.
- Talhah, M., Jima'ain, A. @, Nurul', A., Mahpuz, A., Nur, S., Rahman, H. A., & Mohamad, A. M. (2019). Industrial Revolution 4.0: Innovation and Challenges of Islamic Education Teachers in Teaching. *BITARA International Journal of Civilizational Studies and Human Sciences*, 2(1), 38–47.
- Wang, H., Chen, Y., Yang, X., Yu, X., Zheng, K., Lin, Q., Cheng, X., & He, T. (2023). Different associations of parental involvement with children's learning of Chinese, English, and math: a three-wave longitudinal study. In *European Journal of Psychology of Education* (Vol 38, Number 1, bll 269–285).
<https://doi.org/10.1007/s10212-022-00605-0>.