

The Effect of Parental Support on Student Learning Outcomes at the High School Level

¹Siti Ma'rifatul Mahbubah, ²Aji Arianto, ³Didit Darmawan

¹⁻³Universitas Sunan Giri Surabaya, Indonesia

Email: ¹marifatulsiti347@gmail.com, ²Ariantoaji123@gmail.com, ³dr.diditdarmawan@gmail.com

Corresponding Author: Siti Ma'rifatul Mahbubah

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Abstract

This qualitative literature study aims to examine in detail the influence of parental support on student learning outcomes at the high school (SMA) level. Given the role of the student's family environment considered important in student learning, this study presents relevant literature such as journal articles, books, and research reports selected based on the quality and proximity of the topic. The analytical approach used is a narrative synthesis strategy to identify trends, themes, and insights to understand the contribution of parental support, such as emotional aspects, learning, and involvement. The conclusions of the literature review suggest that there is a strong positive association between different forms of parental support and improved learning achievement of high school students, although the mechanism and intensity of the effect vary depending on socioeconomic and cultural backgrounds. It is concluded that parental support is important in encouraging, enabling, and creating a supportive learning environment for high school students, so the implications of these findings underscore the importance of parent-school partnerships in initiatives to improve student academic performance.

Keywords: Parental support, Learning outcomes, Upper secondary school students Results and Discussion.

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INTRODUCTION

Education plays a fundamental role in the development of a nation. Through education, human beings are developed not only intellectually, but also morally, socially, and emotionally. Education is the main means of forming superior and competitive human resources, which will ultimately determine the progress of a society's civilization (Deriyansah & Pramudiani, 2022). The main goal of education is to improve the quality of human life through the development of potential in a comprehensive and sustainable manner, both in cognitive, affective, and psychomotor aspects. Therefore, education should be seen as a lifelong process that occurs in various environments, including families, communities, and schools (Wulandari *et al.*, 2025).

Formally, education takes place in school institutions as a space for interaction between educators and students. In this context, teachers play the role of learning facilitators, while students are active subjects who construct knowledge from the various learning experiences provided. However, the formation of students' personalities and academic success is not solely the result of the teaching and learning process in school. Families, especially parents, have a significant responsibility as the first and primary educator for children from an early age. The process of internalizing basic life values, character building, and habituation to positive attitudes and behaviors often takes place in the family environment. Therefore, the participation of parents in supporting the child's education process at home is very important to achieve optimal learning outcomes (Deriyansah & Pramudiani, 2022).

Learning outcomes are the main indicator to assess the success of the educational process. Learning outcomes include various dimensions, both cognitive (knowledge and thinking ability), affective (attitudes and values), and psychomotor (skills and actions). According to Moore (2014), the three domains cannot be separated because they complement each other in forming a whole individual. The cognitive realm includes the ability to understand, apply, analyze, evaluate, and create information. The affective realm is related to the attitudes, interests, and values that students show in the learning process. Meanwhile, the psychomotor realm includes physical abilities and technical skills that support learning activities. These three aspects must be considered in a balanced manner in the learning process.

Students' success in the cognitive realm is often measured through academic achievements such as test scores, assignments, and activeness in learning. However, as stated by Somayana (2020), the success of education is not solely reflected in the grades listed on the report card or diploma, but also from the extent to which students experience growth in thinking and acting. Sulastri *et al.* (2015) stated that learning outcomes can be viewed from two sides, namely from the perspective of students and teachers. From the student's side, success is shown through mental development, motivation, and positive behavior changes after the learning process. Meanwhile, from the teacher's side, the learning outcomes show the effectiveness of the teaching approach and the achievement of learning objectives.

One of the important factors that affect student learning outcomes is parental support. The role of parents in the child's educational process is not only limited to meeting financial needs, but also includes emotional support, appreciation, instrumental help, and constructive information. Lestari (2016) stated that autonomous parental support where parents act as facilitators, not controllers is more effective in encouraging students' independence and motivation to learn. These forms of support have been proven to increase children's involvement in learning activities and foster confidence and responsibility for their academic achievement.

In the Senior High School (SMA) environment, students are at the stage of adolescent development which is characterized by an increase in the capacity to think abstractly, logically, and reflectively. This stage, according to Piaget's theory of cognitive development, is known as the formal operation stage, in which the individual is able to think systematically and consider various possibilities in problem solving. On the other hand, adolescents also begin to develop self-identity, independence, and future orientation. Therefore, the support of the social environment, especially the family and school, greatly determines the direction of their development. High school as a high school level of education plays a strategic role in preparing students for higher education and the world of work. Unfortunately, the reality in the field still shows that not a few students experience obstacles in achieving optimal learning achievement, both due to internal factors such as lack of motivation, and external factors such as lack of support from parents (Sucipto, 2014).

In responding to these challenges, the role of teachers as learning innovators is very important. Teachers are required to design approaches that are adaptive, creative, and relevant to students' needs, and are able to establish effective communication with parents. Mustafa et al. (2021) stated that learning innovations at the high school level not only aim to improve academic achievement, but also shape students' character and social competence. Revalthi et al. (2019) added that synergy between teachers and parents is needed to create a supportive learning environment, both at school and at home. Meanwhile, Sithole et al. (2016) emphasized the importance of a flexible and responsive learning approach to student needs through contextual and collaborative learning experiences.

Based on this background, this study aims to comprehensively examine the influence of parental support on student learning achievement at the high school level. This study will identify different forms of parental support such as emotional support, academic support, involvement in school activities, and effective communication and analyze the extent to which such support contributes to students' academic success. By using a quantitative or qualitative approach, the results of this study are expected to provide valuable input for parents, teachers, and education stakeholders in designing more effective intervention strategies to improve the quality of education and student learning achievement in Indonesia.

METHOD

This study uses a qualitative literature study approach to examine in depth the influence of parental support on student learning outcomes at the high school (SMA) level. Literature review is carried out by examining various theoretical studies, scientific citations, and relevant and up-to-date academic journals. This study specifically analyzes forms of parental support and how these forms affect student learning outcomes in the context of the cultural environment, values, and norms that apply in schools.

The data collected are qualitative, obtained from various sources such as scientific publications, journal articles, and official websites selected based on academic credibility, thematic relevance to the research focus, and suitability with the theoretical framework used. This study focuses on two main variables, namely *parental support* as an independent variable, and *student learning outcomes* as a bound variable.

Data analysis was carried out using a qualitative descriptive approach, which aims to show the relationship between the two variables. This approach is also directed to explore educational practices and policies that can be applied in the context of high school, as well as to improve understanding of the determinants of student learning outcomes.

The results of this study are expected to provide practical recommendations for educators, parents, and policymakers in creating a more supportive learning environment. In addition, this research is also intended as a reference source for future studies that want to examine the impact of parental support on the academic performance of students at the high school level.

RESULTS AND DISCUSSION

In the field of education, especially at the high school level, research on the influence of parental support on student learning outcomes has high urgency. Attention, encouragement, availability of learning resources, and parental participation in various children's academic activities are tangible forms of such support. This role is an external factor that is able to motivate students to study more actively and achieve more optimal academic achievements.

Without parental support, students often have difficulty maintaining motivation and consistency in learning, especially outside the school environment. Forms of support can be in the form of assistance in doing homework, providing a comfortable learning space, and creating a conducive learning atmosphere at home. When students feel cared for and supported by their parents, they tend to be more enthusiastic about learning and have a stronger drive to excel.

In addition, building good relationships between parents, schools, and children is essential to support the success of education. A number of studies show that when parents are actively involved in the educational process such as attending school meetings, monitoring children's academic development, and communicating with teachers, student learning outcomes tend to increase significantly.

The results of a literature search through Google Scholar identified 10 scientific publications that specifically support the importance of the role of parental support in improving the learning outcomes of high school students. These findings reinforce the theoretical and empirical basis that parental involvement in a child's education is not only complementary, but rather a key factor in their academic success.

1. Sucipto (2014)

This study aims to find out the extent of the influence of self-regulated learning (SRL) and parental support on students' learning outcomes in Economics subjects in the Social Studies study program of State High School in Jombang City. The approach used in this study is quantitative correlation, with 463 subjects from three schools, namely SMA Negeri 1 Jombang, SMA Negeri 2 Jombang, and SMA Negeri 3 Jombang.

The data collection method was carried out through questionnaires, documentation, and interviews, while the sampling technique used the random sampling method. The data obtained were analyzed using a double linear regression statistical test to test the relationship and influence between independent variables (SRL and parental support) on bound variables (student learning outcomes). The results of the study show that there is a significant influence between self-regulated learning and parental support on the learning outcomes of students in Economics subjects in the Social Studies study program of State High School in Jombang City.

2. Salnti Malretal (2020)

This study aims to analyze the influence of parental support, the number of hours of learning at home, and learning motivation on the learning outcomes of Geography students at SMA Negeri Kerinci Regency. This type of research is quantitative research.

The population in this study is all students of class XI social studies spread across the State High School of Kerinci Regency in the 2014/2015 school year, with a total of 765 students. The research sample was taken using the cluster sampling technique, with a sample of 82 students.

The data collection technique uses questionnaires and document recording, while data analysis is carried out using the path analysis method.

The results of the study show that:

- a. There is a direct influence of parental support on students' Geography learning outcomes.
- b. There is a direct influence of the number of hours of study at home on students' Geography learning outcomes.
- c. There is a direct influence of learning motivation on students' Geography learning outcomes.
- d. There is a direct influence of parental support on student learning motivation.
- e. There is a direct influence on the number of hours of study at home on students' motivation to learn.

Based on these results, it is suggested that the government, schools, and families strive to increase parental support, increase learning time at home, and foster student learning motivation to support the improvement of Geography learning outcomes.

3. Halnal Sajidah and Mohammad Arief Ralfsanjani (2021)

This study aims to determine the influence of emotional intelligence and parental support on economic learning outcomes through self-directed learning as a mediating variable. This type of research uses a causal associative method with a quantitative approach. The research sample was 114 students in grade XI of Al-Islam Krian High School.

Data was obtained through the results of questionnaires and daily summative scores of Economics subjects. The data analysis technique used is Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 4 software.

The results of the study show directly that:

- a. Emotional intelligence has no significant effect on learning outcomes.
- b. Parental support had no significant effect on learning outcomes.
- c. Self-directed learning has a significant effect on learning outcomes.
- d. Emotional intelligence has a significant effect on self-directed learning.
- e. Parental support has a significant effect on self-directed learning.

Meanwhile, the results of indirect influence show that:

- 1) Emotional intelligence on learning outcomes through self-directed learning had no significant effect.
- 2) Parental support for learning outcomes through self-directed learning also did not have a significant effect.

4. Muhammad Akbar Syafruddin and Muh Nugrah Setiawan (2025)

This study aims to determine the influence of parental support and the school environment on the learning outcomes of physical education students in Makassar City. The type of research used is quantitative descriptive. The sample in this study was 75 students from high school (SMA) in Makassar City who were selected using random sampling techniques.

Data collection was carried out through a Likert scale questionnaire with 5 answer choices. The data analysis technique used in this study is regression analysis, which begins with testing normality and linearity as a prerequisite for the regression test.

The results of the regression analysis showed that parental support and the school environment had a significant effect on students' physical education learning outcomes. The significance value obtained supports the conclusion that the two independent variables together contribute to the achievement of student learning outcomes in physical education subjects.

5. Putri Alnadi Alzwarri and Bener Sembiring (2025)

This study aims to determine the influence of parental support and learning facilities on the learning outcomes of class X students at SMAN 9 Jambi City. This study uses a quantitative method with multiple linear regression analysis techniques. The population in this study is all class X students at SMAN 9 Jambi City, with a sample of 252 students.

The results of the study show that there is a significant influence between parental support and learning facilities on student learning outcomes. Students who receive support from their parents, such as encouragement of enthusiasm for learning,

fulfillment of learning needs, and completeness of learning facilities, tend to have better learning outcomes. However, the lack of adequate provision of learning media is still an obstacle in supporting the learning process optimally.

Therefore, it is important for schools and parents to pay attention to and improve the quality of learning facilities, in order to support the success of students in achieving maximum learning outcomes.

6. Chientya Annisa Rahman Putrie (2019)

This study aims to find out and analyze the influence of parental social support on student learning outcomes in Economics. This study uses a quantitative approach. The population in this study is all grade XI students of A-accredited State High School in Padang City.

Sampling was carried out using a simple random sampling technique with a sample of 206 students, consisting of 30 students from SMA Negeri 2 Padang, 61 students from SMA Negeri 6 Padang, 45 students from SMA Negeri 7 Padang, 16 students from SMA Negeri 10 Padang, and 54 students from SMA Negeri 13 Padang. The instruments used in this study were questionnaires and documentation. The data analysis technique uses path analysis.

The results of the study show that there is a significant and negative influence between parental social support on students' academic procrastination in Economics subjects. This means that the higher the level of social support provided by parents, the lower the level of academic procrastination carried out by grade XI students of A-accredited State High Schools in Padang City.

7. Fitricia Wulandari, Lovelly Dwindal Dalhen, dan Nisha Selvia (2025)

This study aims to analyze the influence of learning independence, learning activities, parental support, teacher teaching style, and learning motivation on student learning outcomes. This study uses a quantitative approach. The research population was grade XI students at SMAN 1 Airpura District, with a sample of 86 students taken using the proportional random sampling technique. The instrument used was in the form of a closed questionnaire, while the data analysis technique was carried out through a path test and a t-test.

The results showed that learning independence, learning activities, and teachers' teaching style had a negative effect on students' learning motivation and learning outcomes, while parental support had a positive effect on learning motivation, but had a negative effect on student learning outcomes. The motivation to learn has a positive effect on student learning outcomes. Based on these findings, the researcher recommends improvements in aspects of learning independence, learning activities, parental support, and teacher teaching style through learning motivation as an intervening variable to improve student learning outcomes.

8. Nurul Saqinah, Citra Ramayani, dan Yosi Eka Putri (2023)

This study aims to find out whether or not there is an influence between learning independence, learning methods, parental support, peers, and learning motivation on student learning outcomes. This type of research is quantitative with the help of the SPSS program.

The research population is all students of class XI of Social Studies High School Negeri 9 Sijunjung for the 2021/2022 school year as many as 104 students, and is

categorized as associative research. Data analysis techniques include descriptive and inductive analysis, using path analysis with the help of SPSS version 16.0 and EVIEWS 8.

The results of the study show that parental support has a significant influence on learning outcomes, where the higher the parental support, the higher the student learning outcomes.

9. Intan Sarlina, Didik Santoso, dan Siti Masyarrah (2023)

The purpose of this study is to find out:

- a. The Effect of Self-Regulated Learning on Students' Mathematics Learning Outcomes,
- b. the influence of parental support on students' mathematics learning outcomes, and
- c. The simultaneous influence of self-regulated learning and parental support on students' mathematics learning outcomes.

This research is included in the quantitative type with an ex-post facto approach. The sample in this study was 32 students of class X TKJ SMK Dwinarna Medan, which were taken using the total sampling technique.

Data collection was carried out through learning outcome tests in the form of descriptions and questionnaires for self-regulated learning variables and parental support. The results of the analysis showed that there was a significant simultaneous influence between self-regulated learning and parental support on students' mathematics learning outcomes.

10. Nanda Asmar Harlati dan Armida (2023)

This study aims to determine the influence of parental support and improvement of school facilities on the readiness of teaching and learning and accounting learning outcomes of grade XI students of SMK Cerdas Pessel in accounting expertise programs in the fields of services, trade, and manufacturing practicum.

This type of research is quantitative with a causal associative approach. The population in this study is all students of grade XI of the accounting expertise program at SMK Cerdas Pessel, with sampling techniques using a total sampling of 62 students.

The instruments used were Likert scale-based questionnaires and documentation. The results of the study show that:

- a. Learning facilities affect learning readiness,
- b. Parental support affects learning outcomes,
- c. Learning facilities in schools affect learning outcomes,
- d. Learning readiness affects learning outcomes, and
- e. Student learning readiness and learning outcomes are influenced by parental support and learning facilities.

Table 1. The Effect of Parental Support on Student Learning Outcomes

<i>No</i>	<i>Researcher</i>	<i>Research Location</i>	<i>Research Focus</i>	<i>Main Findings</i>
1	Sucipto (2014)	SMA Negeri 2 Jombang	The influence of self-regulated learning and parental support on students'	Parental support has a significant

				learning outcomes in effect on economics subject (social studies program) learning outcomes
2	Salnti Marleta (2020)	SMA Negeri, Kerinci Regency	The influence of parental support, study hours at home, and learning motivation on geography learning outcomes	Parental support influences learning outcomes
3	Halna Sajidah & Mohamad Arief Rafsanjani (2021)	SMA Al-Islam, Kerinci	The influence of emotional intelligence and parental support on learning outcomes through self-directed learning as a mediating variable	Parental support has a significant effect on learning outcomes
4	Muhammad Akbar Syafruddin & Muh Nugrah Setyawan (2025)	SMA, Makassar	The influence of parental support and school environment on physical education learning outcomes	Parental support has a significant effect on learning outcomes
5	Putri Analdia Alzwarri & Benar Sembiring (2025)	SMA Negeri 9, Jambi City	The influence of parental support and learning facilities on students' learning outcomes	Parental support influences learning outcomes
6	Chientya Annisa Rahman Putrie (2019)	Accredited A Public High Schools, Padang City	The influence of parental social support, learning interest, and academic procrastination on economics learning outcomes	Parental support has a significant effect on learning outcomes
7	Fitricia Wulandari, Lovelly Dwinda Dahlen & Nisha Selvia (2025)	SMA Negeri 1 Airpura	The influence of learning independence, learning activities, parental support, and teaching style on economics learning outcomes and learning motivation as an intervening variable	Parental support has a significant effect on learning outcomes
8	Nurul Saqinah, Citra Ramayani & Yosi Eka Putri (2023)	SMA Negeri 9, Sijunjung	The influence of learning independence, learning strategies, parental support, and peer relationships on economics learning outcomes	Parental support has a significant effect on learning outcomes
9	Intan Sarlawina, Didik Santoso &	SMK Dwinarna, Medan	The influence of self-regulated learning and parental support on	Parental support has a significant

	Siti Maysarah (2023)		mathematics outcomes	learning effect on learning outcomes
10	Nanda Asmar Harialti & Armidal (2023)	SMK Cerdas, Painan	The influence of parental support and school learning facilities on learning outcomes, with learning readiness as a mediating variable	Parental support influences learning outcomes

Other research reveals that parental support has a significant contribution to student learning outcomes. Parents who give attention and support to their children in the learning process are able to increase their children's enthusiasm to learn more hard, earnestly, and not easily give up when facing difficulties in learning. This shows that the more positive the support of parents, the higher the student learning outcomes (Sucipto, 2014).

Sucipto (2014) stated that parental support is very important and affects students' learning outcomes. This support can be provided through accompanying children while learning, reminding them of assignments, checking the learning outcomes achieved by children, providing a comfortable learning atmosphere, directing children, and giving awards so that learning outcomes can be achieved optimally.

Similar findings were conveyed by Saljidah and Rafsanjani (2021) that parental support is an attitude and action given to their family members, in this case children. Parental support is a factor that can affect students' learning outcomes. The right support can provide motivation and encouragement for students to improve their learning outcomes, especially if provided through positive attention and consistent encouragement.

Parental support is also often mentioned in the literature, as explained by Yudha (2020) who states that moral and material support from parents to children can explain how children's learning motivation and potential develop properly if they receive guidance, attention, and supervision from their parents. If all learning needs can be met through informal education at home, then children will be more motivated to learn and more easily achieve learning achievements than students who never get attention or support from their parents.

Family is the main and first pillar in shaping children's character, so the greatest support in the home environment comes from parents. Parents are expected to provide opportunities for children to develop their abilities, learn to take initiative, make decisions about what they want to do, and learn to account for their every action (Kasiono, 2017).

In line with the research of Alzwarri and Sembiring (2025) which revealed that one of the factors that affect student learning outcomes is parental support. Their research results show that the higher the parental support given to students, the more likely it is that student learning outcomes will increase. The high and low learning outcomes of students are greatly influenced by how much support is provided by parents, both in the form of material support, attention, and affection. Thus, students will feel comfortable and safe in their learning process, so that they can achieve satisfactory learning outcomes.

The importance of parental support in the educational environment cannot be overlooked, especially when it comes to influencing student learning outcomes. Parental support plays a very important role in a child's learning success. When parents are actively involved in the learning process, provide motivation, and create a supportive atmosphere

at home, children tend to be more motivated and able to overcome various academic challenges.

In addition, parental attention that focuses not only on the academic aspect, but also on the emotional needs of the child, significantly helps to improve learning outcomes. Recent studies have shown that parental involvement both in the form of learning aids and emotional support is strongly correlated with the achievement of better learning outcomes in students. In other words, children who feel comprehensively supported by their parents tend to be more active in learning and achieving optimal results (Jeynes, 2021).

The importance of parents' active involvement in their child's education is a major emphasis in driving learning success. Parents are expected to be more proactive in accompanying and guiding their children if they realize that such support has a major impact on learning outcomes. However, support that is only in the form of motivation is not enough. Parents also need to pay attention to the fulfillment of children's learning needs as a whole, because to achieve optimal learning outcomes, not only spiritual support is needed, but also physical support such as the provision of learning facilities and infrastructure (Alzwarri & Sembiring, 2025).

Given the large impact on student learning outcomes, the main emphasis of this study is the role of parental support in the teaching and learning process. The findings suggest that parents' support for their children's learning activities can be strengthened to improve student learning outcomes. Parents can actively participate in efforts to improve learning outcomes in all academic, moral, and emotional aspects. To provide the sense of security, confidence, and constructive encouragement that students need in facing the learning process, parental support is essential.

This is in accordance with Maslow's (1943) theory of hierarchy of needs which states that students who are able to achieve self-actualization in learning are those whose emotional needs have been met, such as a sense of security, love, and appreciation obtained from parents. Students who have the full support of their parents tend to be more disciplined, responsible, and motivated in learning, all of which have a positive impact on their learning outcomes.

According to Bandura (1986) in social learning theory, the achievement of learning outcomes is also influenced by the surrounding environment through the process of observation and imitation. Therefore, the positive learning attitude shown by parents can encourage children to imitate and practice it in their learning life.

Conversely, a lack of parental involvement and attention often leads to a decrease in students' motivation to learn, which adversely affects their learning outcomes. Parents must be able to provide constructive feedback in order to foster children's confidence to develop their abilities and achieve success in education (Masnawati & Darmawan, 2024).

Therefore, building synergy between the home and school environment is essential to create good learning conditions. Parents, teachers, and students must work together to provide ongoing support to improve student learning outcomes.

CONCLUSION

Based on the results of in-depth research on various relevant literature, it can be concluded that parental support has a significant positive role in the learning outcomes of high school students. Various forms of support, ranging from emotional support, involvement in academic activities, to improved communication between parents and

children, have been proven to increase learning motivation, self-esteem, and ultimately have an impact on improving students' academic achievement.

Although the process and power of such influences can vary depending on the family's socioeconomic and cultural context, the main commonality that can be concluded is that the active involvement of parents in providing positive support helps to create a better learning environment at home, which in turn supports student achievement at the high school level. Therefore, this study emphasizes that the active involvement of parents is one of the main pillars in supporting the quality of education and student learning outcomes at the high school level.

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