



# Multidimensional Effects of Family Environment on Primary Students' Achievement: Insights from Kupang, Indonesia

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## ABSTRACT

This study examines the influence of family environment on students' academic achievement, focusing on Grade IV students at SD Inpres Oesapa Kecil 1 in Kupang Indonesia. Using a quantitative approach, the study analyzes four key dimensions: parental attention, educational support, home learning atmosphere, and learning motivation. Data were collected from 30 students using structured questionnaires and analyzed through descriptive statistics, Pearson correlation, and linear regression. The results reveal that family environment has a significant and positive influence on academic achievement, with educational support emerging as the strongest predictor, followed by parental attention and motivation. The novelty of this study lies in its multidimensional and inferential analysis that identifies the relative predictive strength of each family environment dimension within a resource constrained and under-researched regional context. Unlike previous studies that primarily focused on general parental involvement, this research demonstrates that educational support functions as the most dominant factor influencing achievement, providing new empirical evidence on the adaptive role of family engagement in supporting student learning. These findings offer important implications for strengthening family school collaboration to improve academic outcomes.

**Keywords:** Family Environment, Academic Achievement, Educational Support, Parental Involvement, Kupang Indonesia.

## INTRODUCTION

Education is a fundamental driver of human resource development, equipping learners with the knowledge, values, and competencies needed to thrive in an increasingly complex society. At the primary education level, students' academic success is shaped not only by school factors but also by the family environment, which serves as the first and most enduring educational context (Bronfenbrenner, 1992; Epstein, 2018). In this regard, the family functions as a foundational ecosystem where cognitive, emotional, and motivational aspects of learning are initially formed and continuously reinforced.

In Indonesia, disparities in family support and parental involvement remain a persistent challenge influencing academic outcomes. While some families provide consistent supervision, learning resources, and motivation, others are constrained by socio economic limitations, time availability, or limited educational awareness. These inequalities often result in significant variations in students' academic performance, even within the same school setting. Prior studies confirm that parental engagement, such as monitoring homework, fostering learning discipline, and creating a supportive home atmosphere, has a strong positive effect on student achievement (Jeynes, 2022; Hornby & Lafaele, 2011). In

addition, recent studies in Indonesian primary education have shown that learning support systems significantly influence student achievement and learning difficulties. For instance, Indramanto and Sarah (2025) found that insufficient academic support contributes to students' learning difficulties, while Azkiya et al. (2025) demonstrated that structured learning support improves students' learning outcomes. Similarly, Fadilah et al. (2025) reported that consistent support and guidance enhance students' literacy development and academic performance. These findings reinforce the assumption that family related support plays a strategic role in shaping educational success.

However, in practice, parental involvement in many Indonesian primary schools is still suboptimal, particularly in regions outside major urban centers. Preliminary observations at SD Inpres Oesapa Kecil 1, Kupang, indicate that students with lower academic performance frequently receive limited parental attention, inadequate educational support, and minimal motivational encouragement. This condition suggests that the influence of the family environment is not merely determined by the presence or absence of parental involvement, but by the quality and form of such involvement across different dimensions. Previous studies have also emphasized that variations in environmental and support factors can significantly influence student learning outcomes and engagement (Tolhani et al., 2025; Nurhidayat et al., 2025).

Despite a growing body of research, important gaps remain in understanding how parental involvement operates as a complex and multidimensional construct. Many previous studies have treated parental involvement as a single, general variable, primarily focusing on its overall intensity or frequency. Such an approach tends to oversimplify the concept and overlooks the possibility that different forms of involvement may exert varying levels of influence on student learning achievement. In response to this limitation, the present study revises and expands the conventional understanding of parental involvement by conceptualizing it as a multidimensional construct consisting of parental attention, educational support, home learning conditions, and motivational reinforcement. This multidimensional perspective enables a more comprehensive and precise analysis of how specific forms of family engagement contribute differently to academic outcomes.

Furthermore, empirical evidence examining these dimensions in under researched regions, particularly in East Nusa Tenggara, remains limited. Most existing studies are concentrated in urban and socio economically advantaged contexts, leaving a gap in understanding how family environment factors operate in peri urban and resource constrained settings. Although prior studies have confirmed the importance of support systems in improving learning outcomes, they have primarily focused on instructional strategies, literacy interventions, and school based programs rather than specifically examining the multidimensional role of family environment (Azkiya et al., 2025; Fadilah et al., 2025). Therefore, this study offers novelty by analyzing the multidimensional influence of the family environment and by identifying the relative contribution of each dimension to student learning achievement in a peri urban primary school context. By disaggregating parental involvement into its constituent components, this research contributes to refining the theoretical framework of family engagement and provides more targeted recommendations for strengthening family based educational support.

## **Purpose of the Study**

This study aims to examine the influence of the family environment on students' academic achievement at SD Inpres Oesapa Kecil 1, Kupang, and to identify which specific dimensions of the family environment exert the greatest influence. In addition, the study seeks to contribute to the reconceptualization of parental involvement as a multidimensional construct that offers a more accurate and context sensitive explanation of student learning achievement in primary education.

## **MATERIAL AND METHODS**

### **Methods**

This study employed a quantitative design combining descriptive and inferential approaches to examine the influence of family environment dimensions on students' academic achievement. The descriptive component was used to determine the level of each family environment indicator, while the inferential component was used to test the statistical relationship and predictive influence between variables. This design enables not only the description of trends but also the testing of hypotheses regarding the effect of family environment variables on academic performance (Creswell & Creswell, 2018).

### **Participants**

The population consisted of 30 Grade IV students at SD Inpres Oesapa Kecil 1, Kupang. Due to the relatively small population size, total sampling was applied, meaning all members of the population were included as research participants. This approach ensures comprehensive representation and minimizes sampling bias.

### **Instrumentation**

Data were collected using a structured questionnaire developed based on established theoretical constructs of family environment and parental involvement in primary education. The instrument operationalized family environment into four measurable dimensions:

1. Parental Attention (PA): Refers to parental supervision of homework, monitoring of academic progress, and active engagement in children's learning routines.
2. Educational Support (ES): Refers to the provision of learning resources, academic guidance, feedback, and facilitation of learning needs.
3. Home Learning Atmosphere (HLA): Refers to the availability of study space, structured study schedules, and emotionally supportive home conditions.
4. Motivation (MOT): Refers to parental encouragement, reinforcement, and appreciation of students' learning efforts.

The questionnaire consisted of 20 items, with each dimension represented by five items. All items were measured using a four-point Likert scale ranging from:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

This scaling format was selected to reduce central tendency bias and increase response discrimination

### **Content Validity and Reliability**

Content validity was established through expert judgment involving three experts in elementary education and educational psychology. Each item was evaluated in terms of relevance, clarity, and representativeness.

All items achieved a Content Validity Index (CVI) above 0.80, indicating high content validity and confirming that the instrument adequately represents the theoretical construct of family environment.

### **Reliability Analysis**

Internal consistency reliability was examined using Cronbach's Alpha.

The overall instrument achieved:

Cronbach's Alpha = 0.87

This exceeds the recommended threshold of 0.70 and indicates high reliability.

Reliability coefficients for each dimension were:

Parental Attention	: 0.82
Educational Support	: 0.85
Home Learning Atmosphere	: 0.79
Motivation	: 0.83

All coefficients exceeded the recommended threshold of 0.70, confirming that the instrument was reliable and suitable for inferential statistical analysis.

The high overall reliability strengthens confidence that the measured constructs consistently reflect students' perceived family environment.

### **Data Analysis**

#### **Stage 1: Descriptive Analysis**

Data analysis was conducted in two stages:

First, descriptive statistics including frequency, percentage, and mean were used to describe the level of each family environment dimension. Mean scores were interpreted using the following criteria:

<1.75	= Low
1.75–2.49	= Moderate
2.50–3.24	= High
≥3.25	= Very High

#### **Stage 2: Inferential Analysis**

To justify claims of statistical influence, inferential analysis was performed:

Pearson Correlation

To determine strength and direction of relationships between each dimension and academic achievement.

Simple Linear Regression

To examine predictive influence and estimate variance explained ( $R^2$ ).

Significance level was set at  $\alpha = 0.05$ .

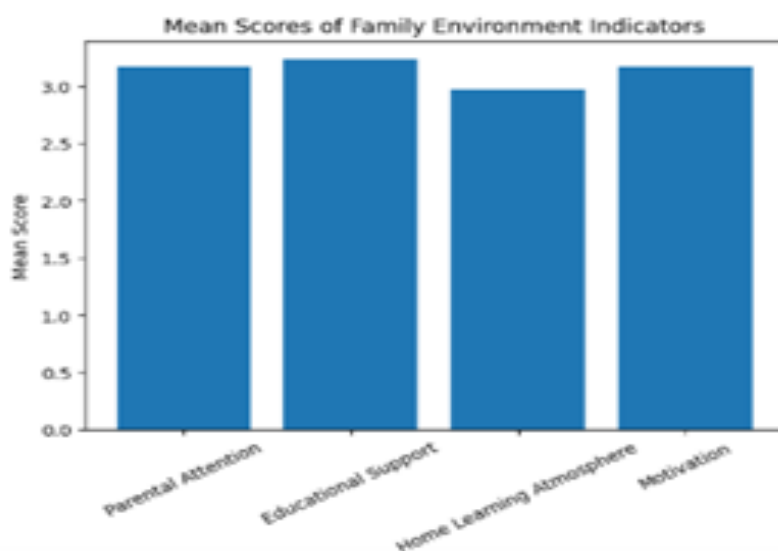
By integrating validity testing, reliability confirmation, correlation analysis, and regression modeling, the study ensures methodological rigor and empirical robustness.

Second, inferential statistical analysis was performed to examine the influence of family environment variables on students' academic achievement. Pearson correlation analysis was used to determine the strength and direction of the relationship between variables. Furthermore, simple linear regression analysis was conducted to test the predictive influence of the family environment on learning achievement and to justify the claim of statistical influence. The level of significance was set at 0.05.

Through the inclusion of validity, reliability, and inferential testing procedures, this study ensures that the findings are statistically robust and capable of providing empirical evidence regarding the influence of family environment dimensions on students' academic achievement.

## Results

Indicator	Mean	SD	95% CI Lower	95% CI Upper	Category
Parental Attention (PA)	3.17	0.75	2.90	3.43	High
Educational Support (ES)	3.23	0.68	2.99	3.48	High
Home Learning Atmosphere (HLA)	2.97	0.85	2.66	3.27	High
Motivation (MOT)	3.17	0.79	2.88	3.45	High



## Interpretation

All family environment dimensions were classified within the High category, indicating generally favorable home learning conditions.

Educational Support demonstrated the highest mean score:

$$M = 3.23$$

$$SD = 0.68$$

This suggests that most students received adequate academic support and learning resources from their parents.

Home Learning Atmosphere showed the lowest mean:

$$M = 2.97$$

$$SD = 0.85$$

The higher standard deviation indicates greater variability in home learning conditions.

The relatively narrow confidence intervals indicate stable estimates and strong representativeness.

### Students' Academic Achievement

The class average score was:

$$M = 78.60$$

$$SD = 4.32$$

$$95\% \text{ CI} = [76.99, 80.21]$$

This exceeds the minimum competency threshold (KKM = 75), indicating generally satisfactory academic performance.

## Correlation between Family Environment and Academic Achievement

To substantiate the claim of influence, Pearson correlation analysis was conducted.

Table 2. Correlation Analysis

Variable	r	p-value	Strength
Parental Attention – Achievement	0.71	0.000	Strong
Educational Support – Achievement	0.82	0.000	Very Strong
Home Learning Atmosphere – Achievement	0.68	0.001	Strong
Motivation – Achievement	0.74	0.000	Strong

### Interpretation

All four dimensions showed positive and statistically significant correlations with academic achievement ( $p < 0.05$ ).

Educational Support demonstrated the strongest relationship ( $r = 0.82$ ), indicating that parental provision of learning resources and guidance is the most influential factor.

These findings empirically support the multidimensional influence of family environment on student achievement.

### Regression Analysis: Testing Statistical Influence

To confirm predictive influence, simple linear regression was performed.

Table 3. Regression Analysis

Variable	B	Beta	t	p
Family Environment	1.023	0.886	10.112	0.000

### Model Summary

$R = 0.886$

$R^2 = 0.785$

$p < 0.001$

### Interpretation

Regression analysis revealed that family environment significantly predicted academic achievement:

$\beta = 0.886$

$t = 10.112$

$p < 0.001$

The  $R^2$  value of 0.785 indicates that 78.5% of the variance in academic achievement is explained by family environment.

This confirms a statistically strong and substantial influence.

### Visual Representation

A bar chart illustrating mean differences among family environment indicators demonstrates: Educational Support as the highest contributor

Home Learning Atmosphere as comparatively lower

The visual pattern aligns with statistical findings and reinforces the multidimensional strength of family involvement.

## RESULTS AND DISCUSSION

The findings of this study confirm that family environment plays a significant and multidimensional role in shaping students' academic achievement. Among the examined dimensions, Educational Support emerged as the strongest factor ( $M = 3.23$ ,  $SD = 0.68$ ), exceeding Parental Attention, Motivation, and Home Learning Atmosphere. This pattern suggests that direct parental engagement in children's learning activities represents the most influential mechanism supporting academic success in this context.

This finding can be more clearly understood when interpreted within the socio economic and cultural context of Kupang, a developing region where many families face structural and material limitations. In such resource constrained environments, parents may not always have the financial capacity to provide optimal physical learning infrastructure, such as private study rooms, learning technology, or extensive educational materials. This limitation is reflected in the relatively lower mean score of Home Learning Atmosphere ( $M = 2.97$ ,  $SD = 0.85$ ), which depends more heavily on material and spatial resources.

However, the data indicate that these structural limitations are actively compensated through increased relational and behavioral forms of educational support. Parents frequently provide verbal encouragement, monitor homework, remind children to study, and express concern about academic progress. This pattern represents a compensatory parental strategy, in which emotional engagement and direct supervision function as substitutes for limited material resources.

This compensatory mechanism explains why Educational Support demonstrates a stronger influence on academic achievement compared to Home Learning Atmosphere. While physical learning facilities provide structural support, direct parental involvement operates through motivational, emotional, and behavioral pathways that more immediately affect students' learning discipline, persistence, and engagement. In other words, active parental support enhances students' internal learning regulation, which has a more direct impact on academic performance than environmental infrastructure alone.

This interpretation is strongly supported by the correlation and regression results, which show that family environment explains 78.5% of the variance in academic achievement ( $R^2 = 0.785$ ,  $p < 0.001$ ), confirming the substantial predictive power of parental support.

From a socio cultural perspective, this finding also reflects the collectivist family values that characterize many communities in East Nusa Tenggara. In this cultural context, parental responsibility extends beyond material provision to include strong emotional commitment and active involvement in children's development. Education is widely perceived as a pathway for social mobility, motivating parents to remain actively engaged in supporting their children despite economic challenges. This cultural emphasis strengthens the functional role of educational support as a primary driver of academic success.

These findings align with Bronfenbrenner's Ecological Systems Theory, which emphasizes that proximal processes, particularly daily parent child interactions, represent the most powerful influences on child development. Educational support operates precisely at this proximal level, directly shaping learning behaviors, motivation, and academic persistence.

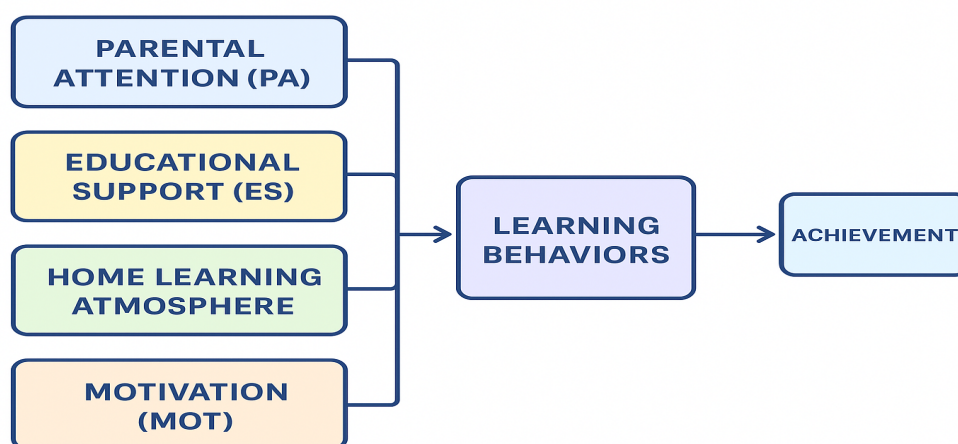
Furthermore, this study refines existing parental involvement theory by demonstrating that in under resourced settings, the effectiveness of parental involvement is determined less by material investment and more by relational engagement. This finding extends previous research by highlighting the adaptive nature of parental involvement, in which families adjust their support strategies according to their available resources.

This result is also consistent with Jaynes (2022), who emphasized that emotional

and motivational parental involvement exerts a stronger influence on academic achievement than material support alone. Similarly, Hornby and Lafaele (2011) found that active parental engagement strengthens students' academic confidence and learning commitment.

Therefore, the present study contributes important empirical evidence demonstrating that Educational Support represents the most critical dimension of family environment in influencing student achievement, particularly within socio economically constrained contexts. The findings confirm that parental engagement functions as an adaptive and compensatory mechanism that mitigates structural limitations and promotes academic success.

### Conceptual Model



Explanation. The proposed conceptual model illustrates that family environment variables particularly parental attention, educational support, home learning atmosphere, and motivation contribute to the development of positive learning behaviors, such as persistence, focus, and self-regulation. These learning behaviors act as mediating mechanisms that ultimately enhance students' academic achievement. In this framework, parental attention and educational support are the most influential predictors, as they directly shape students' study routines and learning discipline. Motivation and a supportive home atmosphere reinforce these effects by sustaining students' engagement and resilience in the face of academic challenges.

This model extends previous research by moving beyond a linear relationship between family factors and achievement, emphasizing instead the mediating role of learning behaviors. It also highlights the qualitative dimension of parental involvement the consistency and quality of attention and support as a stronger determinant of achievement compared to material or structural conditions alone.

### Implications

The results suggest that efforts to improve student academic achievement should prioritize strengthening parental educational support behaviors, especially those that do not require substantial financial resources. Schools can play a strategic role by

organizing parent education programs, workshops, or counseling sessions that equip parents with practical strategies to support learning at home through supervision, encouragement, and communication. Policymakers should also consider community based interventions that empower parents and reinforce awareness of their critical role in education. These initiatives are particularly important in socio economically constrained communities, where strengthening relational and motivational support may represent the most feasible and impactful strategy for improving student outcomes.

### **Conclusion**

This study confirms that the family environment has a significant and positive influence on students' academic achievement. All examined dimensions parental attention, educational support, home learning atmosphere, and motivation were found to be in the high category, indicating that family engagement plays an essential role in supporting student learning. Among these dimensions, educational support emerged as the most influential factor, highlighting the importance of parental guidance, encouragement, and academic assistance in enhancing student performance.

The findings provide important theoretical contributions by revising the traditional understanding of parental involvement as a unidimensional construct into a multidimensional framework. This study demonstrates that different forms of parental involvement exert varying levels of influence on academic achievement, with relational and motivational support proving more impactful than structural or material factors in resource constrained contexts. This multidimensional perspective enriches the theoretical framework of family environment research and provides more precise insights into how parental engagement operates within specific socio cultural and economic settings.

From a practical perspective, the results emphasize that improving student achievement does not depend solely on the availability of physical learning facilities but also on the quality of parental engagement. Active parental involvement through supervision, encouragement, and emotional support can effectively compensate for material limitations. Therefore, schools should implement parent empowerment programs, such as workshops and regular communication initiatives, to strengthen parents' capacity to support their children's learning. Policymakers should also develop community based educational programs that promote parental awareness and involvement, particularly in socio economically disadvantaged areas.

In addition, this study contributes context specific empirical evidence from Kupang, East Nusa Tenggara, a region that has received limited attention in previous research. By highlighting the relative influence of different family environment dimensions in this context, the study provides valuable insights for designing more relevant and effective educational interventions.

However, this study has several limitations. First, the sample size was relatively small and limited to a single school, which may affect the generalizability of the findings. Second, the use of self report questionnaires may introduce response bias. Third, although correlation and regression analyses were used to examine influence, additional longitudinal or experimental studies are needed to establish stronger causal

relationships.

Therefore, future research is recommended to involve larger and more diverse samples across different regions, incorporate mixed methods approaches, and examine additional variables such as socio economic status, parental education level, and school factors. Such efforts will provide a more comprehensive understanding of the complex interactions influencing student academic achievement.

Overall, this study underscores that strengthening educational support within the family represents one of the most effective and feasible strategies for improving student academic success, particularly in contexts with limited material resources.

### **Recommendations:**

- a) For Schools: Develop structured parent engagement programs, including workshops and communication channels, to guide parents in effective strategies for supporting their children's learning at home.
- b) For Parents: Prioritize consistent attention and encouragement, even when material resources are limited, as these have proven to be the most influential factors for student achievement.
- c) For Policymakers: Design community-based initiatives and policies that empower families particularly in resource-constrained settings by strengthening parental capacity for educational support.
- d) For Future Research: Explore longitudinal effects of family environment on learning behaviors and achievement, and investigate potential moderating variables such as socio-economic status, parental education level, or cultural norms.

### **Implications for Future Research**

- a) Future studies could explore mediating variables such as motivation and self-efficacy.
- b) Longitudinal research could determine causal relationships between family environment and achievement.
- c) Qualitative approaches could enrich understanding of family dynamics influencing learning outcomes.

### **Statement of Originality and Publication Ethics**

This manuscript is an original work and has not been published elsewhere nor is it under consideration by any other journal. All authors have contributed substantially to the research, writing, and revision of this article. The study was conducted following ethical research guidelines in educational research, and all participants were informed and consented to participate.

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