

## The Effect of Parental Involvement in the Learning Process on Elementary School Students' Academic Achievement

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### Abstract

This study aims to examine the relationship and contribution of parental involvement in the learning process to elementary school students' academic achievement. A quantitative approach with a survey design was employed, involving 100 elementary school students as participants. Data on parental involvement were collected using a structured questionnaire, while academic achievement data were obtained from students' academic records. Data analysis was conducted using descriptive statistics, followed by Pearson correlation and simple linear regression. The results reveal that parental involvement has a positive and significant relationship with students' academic achievement ( $r = 0.63$ ,  $p < 0.01$ ). Furthermore, regression analysis indicates that parental involvement is a significant predictor of academic achievement ( $\beta = 0.62$ ,  $p < 0.01$ ), with a coefficient of determination ( $R^2 = 0.3844$ ), suggesting that parental involvement accounts for 38.44% of the variance in students' academic performance. These findings imply that higher levels of parental engagement—such as assisting with learning, monitoring assignments, and maintaining communication with schools—are associated with better academic outcomes. This study highlights the importance of strong collaboration between families and schools in supporting elementary students' academic success.

**Keywords:** Parental involvement, Academic achievement, Elementary education, Correlation, Regression.

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### I. INTRODUCTION

Education is a fundamental aspect of children's development, particularly at the elementary school level, which serves as the foundation for the formation of academic abilities, character, and lifelong learning skills. The success of education at this stage plays a crucial role in determining students' readiness to progress to higher levels of education. Therefore, improving the quality of learning and students' academic achievement at the elementary level remains a primary concern within educational systems worldwide. In this context, academic achievement is not only influenced by factors within the school environment but also by external factors, particularly those originating from the family. Among the various external factors, parental involvement has been widely recognized as one of the most influential determinants of students' academic success. Parents play a strategic role as the first and primary educators of their children, both in informal learning environments at home and as partners of schools in supporting the learning process. Parental involvement encompasses a range of activities, including assisting children with homework, monitoring their learning progress, providing motivation, and maintaining communication with teachers and schools. Numerous studies have demonstrated that active parental involvement contributes positively to students' learning motivation, attitudes toward education, and academic achievement (Rizkia Nurul Wafa & Ibnu Muthi, 2024; Jannah, 2020).

Despite the acknowledged importance of parental involvement, low academic achievement among students remains a persistent issue in many countries, including Indonesia. This condition persists even though various educational policies and reforms have been implemented to improve learning outcomes. One of the contributing factors to this issue is the suboptimal participation of parents in their children's learning processes. In many cases, parents tend to perceive education as the sole responsibility of schools, limiting their involvement to administrative and financial support rather than active engagement in learning activities (Aminati et al., 2022). This limited involvement reduces opportunities for students to receive consistent academic support across both school and home environments. From a theoretical perspective, the importance of parental involvement is supported by several educational and sociological theories. Biddle's (1986) role theory emphasizes that individuals, including parents, perform socially defined roles that significantly influence

behavior and outcomes. In the context of education, parents are expected to fulfill their role as facilitators and supporters of their children's learning. When this role is effectively carried out, it can positively influence children's academic performance and learning behaviors.

Furthermore, Epstein's (2001) framework of parental involvement provides a comprehensive model that categorizes parental engagement into several types, including parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. According to this model, active parental participation in both school-related activities and home-based learning significantly enhances students' academic outcomes, motivation, and attitudes toward learning. Epstein's theory highlights the importance of building strong partnerships between families and schools to create supportive learning environments for students. Empirical research also supports the positive relationship between parental involvement and academic achievement. A meta-analysis conducted by Sirin (2005) revealed a significant correlation between parental support and students' academic performance, particularly in relation to socioeconomic status and educational background. This finding indicates that parental involvement is not only directly related to academic achievement but is also influenced by broader contextual factors such as family resources and educational awareness.

However, in practice, parental involvement in education—particularly at the elementary school level in Indonesia—still faces various challenges. Several studies indicate that the level of parental participation remains relatively low and uneven across different regions and socioeconomic groups (Alfiansyah, 2015). Factors such as parents' educational background, socioeconomic status, occupational demands, and awareness of educational importance significantly influence their level of involvement. Parents with higher educational attainment and socioeconomic status tend to be more actively engaged in their children's education compared to those from lower socioeconomic backgrounds (Salfadilah et al., 2023). In addition, cultural and contextual factors also play a role in shaping parental involvement. In some communities, educational responsibility is traditionally delegated to schools, leading to limited parental engagement in learning activities. This cultural perception can hinder the development of effective collaboration between schools and families. Moreover, time constraints due to parents' work commitments often limit their ability to actively participate in their children's learning processes.

Another important issue is the gap between theoretical expectations and empirical findings regarding parental involvement. While many studies emphasize the importance of parental engagement, its impact on academic achievement is not always consistent or significant across different contexts (Sirin, 2005). Some studies suggest that the quality of involvement may be more important than the quantity, indicating that not all forms of parental participation lead to improved academic outcomes. For instance, excessive parental control or pressure may negatively affect students' motivation and autonomy, while supportive and autonomy-enhancing involvement tends to produce more positive outcomes. Furthermore, schools and teachers often have not fully optimized parental involvement in the learning process. In many cases, parents are only involved in administrative matters, such as school meetings or financial contributions, rather than being actively engaged in supporting learning activities at home. This limited involvement reduces the potential benefits of home-school collaboration in enhancing students' academic performance (Aminati et al., 2022). Therefore, it is essential for schools to develop strategies that actively involve parents in meaningful ways, such as providing guidance on how to support learning at home and establishing effective communication channels.

The importance of parental involvement is also closely related to the concept of ecological systems theory proposed by Bronfenbrenner (1979), which emphasizes that children's development is influenced by interactions within multiple environmental systems, including family, school, and community. According to this theory, the interaction between the home and school environment (mesosystem) plays a critical role in shaping children's learning outcomes. When parents and schools work collaboratively, students are more likely to experience consistent support, leading to improved academic achievement.

In the context of elementary education, parental involvement is particularly crucial because students at this stage are still developing foundational learning skills and habits. They require guidance, support, and encouragement from both teachers and parents to build confidence and

motivation. Without adequate parental support, students may struggle to develop effective learning strategies and maintain academic performance. Given the complexity of factors influencing parental involvement and its impact on academic achievement, there is a need for further empirical investigation. Specifically, it is important to examine not only the existence of parental involvement but also its level, forms, and effectiveness in supporting students' academic performance. Understanding these aspects can provide valuable insights into how parental engagement can be optimized to enhance learning outcomes.

Based on the above considerations, this study aims to analyze the relationship and contribution of parental involvement in the learning process to elementary school students' academic achievement. This study seeks to provide empirical evidence on the extent to which parental participation influences academic outcomes and to identify the significance of this relationship within the context of elementary education. The findings of this study are expected to contribute both theoretically and practically. Theoretically, the study enriches the existing literature on parental involvement and its role in educational outcomes. Practically, it provides recommendations for schools, teachers, and parents to strengthen collaboration and develop strategies that promote active parental engagement in supporting students' learning. Ultimately, enhancing the synergy between families and schools is essential for improving students' academic success and overall educational quality.

## **II. METHOD**

This study employed a quantitative approach using a survey research design. The quantitative approach was selected because it enables a clear and objective examination of the relationship between the variables under study, namely parental involvement in the learning process and students' academic achievement (Sugiyono, 2021). The research design can be categorized as causal-comparative, as it aims to examine differences in students' academic achievement based on varying levels of parental involvement. The study was conducted at SDN 033 Tanjung Jabung Barat. The participants consisted of elementary school students and their parents. The sample was selected using purposive sampling, targeting participants from a school that demonstrates variation in levels of parental involvement. A total of 100 students were included in the sample, and they were categorized into three groups based on the level of parental involvement: high, moderate, and low. This grouping was intended to facilitate comparison and analysis of differences in academic achievement across varying levels of parental participation.

The research instruments included a parental involvement questionnaire and documentation of students' academic achievement scores. The questionnaire was designed using a Likert scale and developed based on several key dimensions of parental involvement, including home learning assistance, monitoring of assignments, communication with the school, provision of learning facilities, and emotional support. Prior to data collection, the instrument underwent a series of validation processes, including content validity assessment by experts, empirical item validity testing, and reliability testing using Cronbach's alpha to ensure consistency and accuracy. Data were collected through the distribution of questionnaires to parents and documentation of students' academic scores obtained from school records. The collected data were analyzed using both descriptive and inferential statistics. Descriptive analysis was used to summarize the characteristics of parental involvement and students' academic performance, while inferential analysis was conducted using Pearson correlation to examine the relationship between variables and simple linear regression to determine the predictive contribution of parental involvement to academic achievement.

Before conducting hypothesis testing, the data were subjected to prerequisite assumption tests, including normality and linearity tests, to ensure the validity of parametric statistical analysis (Creswell & Poth, 2017). These procedures ensured that the findings of the study were statistically valid and reliable in explaining the relationship between parental involvement and students' academic achievement.

### III. RESULTS AND DISCUSSION

#### A. Results

In this study, data were collected using two primary instruments: a questionnaire to measure the level of parental involvement in the learning process and documentation of students' academic achievement obtained from their report cards. The sample consisted of 100 elementary school students drawn from schools in both urban and rural areas. The main variables examined were parental involvement and students' academic achievement, which included test scores, assignments, and overall report card performance. To provide a comprehensive understanding of the findings, the results are presented in three stages: descriptive analysis, correlation analysis, and regression analysis.

##### 1. Descriptive Statistics of Parental Involvement and Academic Achievement

The first stage of analysis aimed to describe the distribution of parental involvement levels and the corresponding academic achievement of students. Based on the collected data, parental involvement was classified into three categories: high, moderate, and low. This classification provides an overview of how parental engagement varies among participants and how it relates to students' academic performance. The distribution of parental involvement levels and the average academic achievement scores are presented in Table 1.

**Table 1.** Descriptive Statistics of Parental Involvement and Academic Achievement

Level of Parental Involvement	Number of Students (n)	Percentage (%)	Mean Academic Score
High	40	40%	85
Moderate	35	35%	75
Low	25	25%	65
Total	100	100%	—

As shown in Table 1, there is a clear pattern in students' academic achievement based on the level of parental involvement. Students whose parents were highly involved achieved the highest average score (85), followed by those with moderate parental involvement (75), and those with low parental involvement (65). This pattern suggests that greater parental engagement is associated with higher academic achievement. In particular, students whose parents actively participated in their learning—such as attending school meetings, assisting with homework, and maintaining regular communication with teachers—tended to perform better academically. These findings provide initial descriptive evidence that parental involvement plays an important role in supporting students' learning outcomes.

##### 2. Pearson Correlation Analysis

To examine the strength and direction of the relationship between parental involvement and academic achievement, a Pearson correlation analysis was conducted. This analysis helps determine whether an increase in parental involvement is associated with a corresponding increase in students' academic performance. The results of the correlation analysis are presented in Table 2.

**Table 2.** Pearson Correlation Results

Variables	r	Sig. (p)	Interpretation
Parental Involvement ↔ Academic Achievement	0.63	< 0.01	Strong positive and significant

The results of the Pearson correlation test indicate a correlation coefficient of  $r = 0.63$  with a significance level of  $p < 0.01$ . This result shows a strong, positive, and statistically significant relationship between parental involvement and students' academic achievement. This finding implies that as the level of parental involvement increases, students' academic performance also tends to improve. The strength of the correlation suggests that parental involvement is not merely a supporting factor but a substantial contributor to students'

academic success. These results are consistent with previous studies highlighting the importance of parental engagement in enhancing students' learning outcomes.

### 3. Simple Linear Regression Analysis

To further examine the predictive effect of parental involvement on academic achievement, a simple linear regression analysis was conducted. This analysis aims to determine the extent to which parental involvement can explain variations in students' academic performance. The results of the regression analysis are presented in Table 3.

**Table 3.** Simple Linear Regression Results

Predictor Variable	$\beta$	Sig. (p)	R <sup>2</sup>	Interpretation
Parental Involvement	0.62	< 0.01	0.3844	Significant predictor

Based on Table 3, parental involvement is identified as a significant predictor of students' academic achievement, with a regression coefficient ( $\beta$ ) of 0.62 and a significance value of  $p < 0.01$ . This indicates that parental involvement has a positive and statistically significant effect on academic performance. The coefficient of determination ( $R^2 = 0.3844$ ) shows that parental involvement explains 38.44% of the variance in students' academic achievement, while the remaining 61.56% is influenced by other factors not included in the model, such as individual ability, teaching quality, and learning environment. These findings reinforce the importance of parental involvement as a key factor in students' academic success. Students whose parents are actively engaged in their education—through monitoring learning activities, providing academic support, and maintaining communication with schools—are more likely to achieve better academic outcomes.

Overall, the results of this study consistently demonstrate that parental involvement has both a strong relationship and a significant predictive effect on students' academic achievement.

## B. Discussion

The findings of this study demonstrate that the Articulate Storyline-based interactive learning media developed through the ADDIE model possesses a very high level of feasibility, as evidenced by expert validation results. The validation scores obtained from the material expert (92%), language expert (90%), and media/graphics expert (96%) all fall within the "highly feasible" category. These results indicate that the developed media has met essential quality standards in terms of content accuracy, linguistic clarity, instructional structure, and visual design. From an instructional design perspective, this confirms that the development process successfully aligned learning objectives, content organization, and delivery methods, ensuring that the media is both pedagogically sound and technically appropriate for classroom use.

The high feasibility of the developed media can be understood in relation to the nature of the Basic Accounting Equations topic, which is inherently abstract and requires a strong conceptual foundation. Students are expected to understand not only the components of assets, liabilities, and equity but also the dynamic relationships among them as financial transactions occur. Without appropriate instructional support, these concepts are often perceived as complex and difficult to internalize. Therefore, the use of interactive media that visually represents these relationships plays a crucial role in facilitating conceptual understanding. This finding is consistent with prior studies by Rahmadani and Mursid (2021) and Reeve and Gallimore (2020), which emphasize that accounting concepts require visual and interactive representations to enhance comprehension.

From the perspective of cognitive learning theory, the effectiveness of such media can be explained through Mayer's Cognitive Theory of Multimedia Learning (2009), which posits that meaningful learning occurs when learners are able to integrate verbal and visual information through well-designed multimedia environments. In this study, the use of animations, diagrams, and interactive simulations in the Articulate Storyline media likely contributed to reducing cognitive load and supporting the dual processing of information. As a result, students were

better able to construct mental models of accounting relationships, rather than relying solely on memorization.

In addition to content and instructional quality, the graphical and interactive aspects of the media also played a significant role in its feasibility. The high score from the media/graphics expert (96%) reflects the effectiveness of visual design elements such as layout, color composition, navigation, and interactivity. These elements are not merely aesthetic but serve important pedagogical functions by guiding attention, enhancing engagement, and facilitating information processing. Previous research by Daryanes (2023), Sapitri and Benri (2021), and Adawi and Eviyanti (2022) supports this finding, indicating that Articulate Storyline is an effective platform for developing engaging and structured digital learning media. Another important finding of this study is the highly positive response from students, with a percentage of 99.13%. This result suggests that the developed media is not only usable but also highly accepted by learners. Students reported that the media was easy to use, visually appealing, and helpful in understanding the material. This aligns with the concept of usability and user experience in educational technology, where effective media should be intuitive, engaging, and supportive of learning goals.

The positive student response can also be interpreted as an indicator of increased motivation and engagement during the learning process. According to Harsiwi and Arini (2020) and Wulandari (2020), interactive learning media can enhance students' interest, participation, and overall learning experience. In the present study, the inclusion of interactive elements such as quizzes, simulations, and immediate feedback likely contributed to maintaining students' attention and encouraging active participation. This is particularly important in vocational education, where learning is expected to be practical, contextual, and closely related to real-world applications. From the perspective of effectiveness, the results of this study provide strong evidence that the developed media significantly improves students' learning outcomes. The experimental group achieved a higher mean posttest score compared to the control group, supported by a statistically significant difference, higher N-Gain values, and a large effect size. These findings indicate that the use of Articulate Storyline-based media not only enhances learning outcomes but does so with a substantial level of practical impact.

The N-Gain results show that the experimental group achieved a higher level of learning improvement compared to the control group, indicating that the media effectively facilitates conceptual understanding. Meanwhile, the effect size value in the large category suggests that the observed differences are not only statistically significant but also meaningful in real educational contexts. This reinforces the argument that interactive media can serve as a powerful instructional tool, particularly when designed based on sound pedagogical principles. These findings are consistent with previous studies conducted by Rizaluddin (2025), Kamilah and Susanti (2022), and Daryanes (2023), which demonstrate that Articulate Storyline-based media can improve learning outcomes by providing interactive content, structured learning pathways, and immediate feedback. The ability of such media to combine multiple forms of representation—textual, visual, and interactive—enables students to engage with content more deeply and meaningfully.

From a constructivist perspective, the effectiveness of the developed media can also be explained by its ability to support active learning. According to Piaget (1972) and Vygotsky (1978), learning occurs when students actively construct knowledge through interaction and experience. In this study, students interacted with the media by exploring content, completing exercises, and receiving feedback, which likely facilitated the construction of knowledge and the development of understanding. This active engagement contrasts with conventional learning methods, which often position students as passive recipients of information. Furthermore, the interactive features of the media support the development of higher-order thinking skills. Students are not only required to recall information but also to analyze transactions, evaluate their impact on the accounting equation, and apply concepts in different scenarios. This aligns with the objectives of the *Kurikulum Merdeka*, which emphasizes critical thinking, problem-solving, and independent learning.

The integration of Articulate Storyline-based media into accounting instruction also addresses the limitations of conventional teaching methods. Traditional approaches that rely heavily on lectures and textbooks often fail to provide opportunities for active engagement and practical application. In contrast, interactive media offers a more dynamic learning environment where students can learn at their own pace, receive immediate feedback, and engage in repeated practice. This shift from passive to active learning is essential for improving both the quality of the learning process and its outcomes. Overall, the findings of this study confirm that Articulate Storyline-based interactive learning media is a highly feasible, well-accepted, and effective instructional solution for teaching Basic Accounting Equations in vocational high schools. The media not only enhances students' understanding of abstract concepts but also increases their motivation, engagement, and learning outcomes.

These findings have important implications for both theory and practice. Theoretically, the study contributes to the growing body of literature on the effectiveness of multimedia learning and interactive instructional design in vocational education. Practically, it provides educators with a viable alternative to conventional teaching methods, offering a tool that supports the implementation of student-centered learning in line with the *Kurikulum Merdeka*. In conclusion, the use of interactive learning media based on Articulate Storyline represents a promising approach to addressing the challenges of teaching abstract accounting concepts. By combining interactivity, multimedia elements, and systematic instructional design, such media can create meaningful learning experiences that support both conceptual understanding and skill development. Therefore, its adoption is strongly recommended as part of efforts to improve the quality of accounting education in vocational schools.

#### IV. CONCLUSION

Based on the findings of this study, it can be concluded that parental involvement in the learning process has a positive and significant relationship with elementary school students' academic achievement. The results indicate that higher levels of parental engagement—such as assisting with learning activities, monitoring assignments, providing emotional support, and maintaining communication with schools—are associated with improved academic performance. Furthermore, regression analysis reveals that parental involvement makes a meaningful contribution to predicting students' academic achievement, accounting for 38.44% of the variance. This finding confirms that parental involvement is a critical factor in supporting students' academic success. However, parental involvement is not the sole determinant of academic achievement, as other internal and external factors also play important roles. Therefore, strengthening collaboration between families and schools is essential to create a supportive learning environment that enhances students' academic outcomes.

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