THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND STUDENTS’ ENGLISH LEARNING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS IN PALEMBANG

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ABSTRACT

The purpose of this study is to find out the extent of the relationship of parental involvement in the way to improve student’s English learning achievement. The proposed hypothesis is that there is a positive and significant relationship between parental involvement and learning achievement in English. This research belongs to the quantitative type of research, with a corational analysis of product moments. The population of this study was all class VIII students with a total sample of 91 students. The results showed that the significance value was 0.00, because the significance was smaller than 0.05 (0.00 < 0.05), then Ho was rejected, and Ha was accepted. So, there is a relationship and high significance between parental involvement in student English learning achievement.

Keywords: parental involvement, students’ English achievement.

INTRODUCTION

English is recognized as an important foreign language in Indonesia, primarily due to its significance in international communication. The Ministry of Education and Culture of Indonesia, through the decision no 096/1967 of December 12th, 1967, officially acknowledged English as the first foreign language in the country. Given that Indonesian is not widely used globally, English becomes crucial for interacting with other countries and accessing global opportunities.
Artasthana (2017) emphasizes the increasing necessity of English as a medium of communication, as individuals realize that mastering the language can lead to better career prospects in the future. To achieve proficiency in English, students must develop skills in reading, listening, speaking, and writing. The level of achievement in a language is a measure of how much it has been learned and improved. Several factors influence academic success in English, including external factors like the student's environment and materials, as well as internal factors like confidence and motivation. Furthermore, parental involvement has been identified as a significant factor affecting students' academic achievements.

Parental involvement refers to the active participation of parents in their children's education to promote academic success. This involvement includes monitoring their children's progress, communicating with teachers and school staff, and creating a supportive learning environment at home. Parents play a crucial role in shaping their children's competence in learning and socializing at school, and their involvement has a direct impact on students' English learning achievement.

However, many Indonesian parents underestimate the importance of their involvement in their children's education, particularly in the context of English learning. This misinterpretation stems from the assumption that formal and non-formal institutions take primary responsibility for their children's upbringing. In reality, education should not be limited to the classroom, and parents are the first educators in their children's lives. Therefore, it is essential for parents to recognize their role in supporting their children's education, especially in English learning.

The significance of English, data from the Education First English Proficiency Index (2014) revealed that Indonesia's average English proficiency score was moderate. This ranking highlights the need to address the difficulties encountered in learning the English language. These challenges include teacher competence, students' lack of confidence, motivation, family background, and classroom environment. Additionally, the cultural and social context can contribute to students' weaknesses in English learning.

Several previous studies have examined the relationship between parental involvement and academic achievement, demonstrating the positive impact of parental involvement on children's performance. Rafiq (2013) found a significant influence of parental involvement on academic
The relationship between parental involvement and students’ English learning achievement of the eighth grade students in Palembang (Melanium, S.H. Afriani, & H. Husna)

achievement, emphasizing the importance of parental attention, understanding, and support for learning. Masyitoh (2017) and Fane (2019) also discovered a positive correlation between parental involvement and students’ English and mathematics learning achievements, respectively. Nurmaw’izzalah (2015) and Madugu (2014) highlighted the significance of parental involvement in English and mathematics learning achievements.

Given the existing research and the importance of parental involvement in students' English learning achievement, this study aims to investigate the relationship between parental involvement and the English learning achievement of eighth-grade students Palaebang. By exploring this relationship, the study aims to provide valuable insights into the role of parental involvement in enhancing students' English proficiency and academic. Thus, the research question of the study is: To what extent is the relationship between the role of parental involvement and the students’ English learning achievement?

LITERATURE REVIEW

Parental Involvement

Parental involvement is a crucial aspect of a child's education and development. It involves the interactions and engagement of parents with academic institutions and their children to promote academic success. Different definitions of parental involvement highlight the importance of parental behavior at home and school, as well as the expectations parents have for their children's education. One definition, as described by Sari (2014), emphasizes the interactions between parents and academic institutions to achieve academic success. This definition recognizes the role of parents in supporting their children's education and working collaboratively with schools. Parental involvement has been found to be highly significant for child development (Madison, 2004).

Globally, parental involvement can be seen as the efforts of both mothers and fathers to support their children's education during their school years (Avvisati et al., 2010). This involvement creates a partnership between schools and families, where they work together to enhance children's opportunities and success in various areas, such as social, emotional, behavioral, and academic development (Albright & Weissberg, 2010). In the research being conducted, the definition of parental involvement used is based on Sari's (2014) description, which
emphasizes parents' interactions with academic institutions and their children to achieve academic success.

Types of Parental Involvement

Parental involvement can be categorized into different types or dimensions. Epstein (1995) proposed a comprehensive framework that includes the following six types of parental involvement:

1. Parenting: Schools provide guidance to parents to create a supportive environment for their children's education at home. Parents are encouraged to actively support their children's education and understand its importance.
2. Communicating: Effective communication channels between schools and parents help parents understand their children's progress and available programs at school. It also aims to improve children's academic performance.
3. Volunteering: This dimension involves anyone who supports the school's goals and assists in the programs conducted by the school, regardless of the location and timing of their voluntary actions.
4. Learning at Home: Parents are provided with information and ideas on how to help their children with homework and other curriculum-related activities. It includes studying and doing homework together.
5. Making Decisions: Parents are involved in school decisions and the development of parental representation in schools. Parent-Teacher Associations are often a starting point for decision-making activities, allowing families to participate in decisions that impact school programs.
6. Collaborating with the Community: Schools collaborate with parents and utilize community resources and services to improve student learning and the overall quality of education.

Learning Achievement

Learning achievement is a proof of the success of efforts achieved by a person after gaining learning experience or learning something, then learning achievement is the maximum result achieved by a person after carrying out learning efforts (Winkel, 1991). In line with that, Sukmadinata (2007) stated that achievement is also a value, the final formulation that a teacher can give regarding a student's learning progress/achievement during a given time period. Achievement is the result of a student's effort during a specific time doing an activity. From
some of the above opinions, we can conclude that successful learning is the result of student effort. This can be achieved by following a learning process that can be evidenced by test results.

Achievement refers to a good end result of learning. In addition, academic achievement is measured by test scores in the form of teacher tests, homework, class work, and standardized tests. Learning success is what students need to know about the skills they acquire through the activity called learning. Educational success is the mastery of knowledge or skills developed by subjects, usually indicated by teacher-administered test scores. That is, actual or observable abilities can be directly measured by certain tests. While conducting this research, the researcher used the definition of Sari (2014), which states that achievement is a measure of how well a person's language has been mastered and improved.

**Factors Affecting the Achievement**

Factors affecting learning achievement can be classified as internal and external factors. Internal factors refer to characteristics within the learner, such as physical factors (health and body defects), psychological factors (intelligence, attention, interests, talents, motives, maturity, and readiness), and fatigue factors (physical and mental fatigue). These internal factors can influence a student's ability to achieve in their learning.

External factors, on the other hand, stem from the learner's environment. Family circumstances play a significant role in a student's learning achievement. The family is often considered the first and primary educational institution, and a sense of security within the family environment is crucial for active and motivated learning. The community environment surrounding the learner also affects their learning outcomes. The natural environment and social interactions within the community can impact a child's personal development and learning.

Understanding the factors that influence learning achievement helps to identify areas where support and intervention may be necessary to enhance a student's educational success. By recognizing the importance of parental involvement and considering both internal and external factors, educators and parents can work together to create a conducive learning. The learning achievements achieved by students are the result of interactions between various factors that affect them.
RESEARCH METHODOLOGY

This study used quantitative research methodology. This research fell under the category of non-experimental research which was correlational study. In this study, it was very appropriate to use a correlational study because this study examined how strong the relationship between two variables.

The population in this study is all the eighth-grade students at SMP Negeri 31 Palembang for the academic year 2021/2022, which consisted of 248 students. Sampling technique in this research is purposive sampling, namely the technique of determining the sample with certain considerations (Sugiyono, 2016). Samples that are used in this study was taken from 91 students of class VIII 6, VIII 7, and VIII 8 (3 classes) of the eighth-grade students of SMPN 31 Palembang.

The researcher used parental involvement questionnaire and documentation. This documentation is an English achievement for eighth-grade students in class VIII 6 – VIII 8 with 2021/2022 academic year. This student learning achievement consists of value data at the end of the semester exam in the form of a soft file or hard file owned by the English teacher. Then, the data were analyzed by using descriptive statistics, Assumption test, correlation analysis, and the regression analysis computed if there was a significant correlation between two variables.

RESULTS AND DISCUSSION

Results

The descriptive statistics of parental involvement and the reading learning achievement are provided in the following section. Next, the results of correlation and simple regression statistic analyses are presented systematically.

Descriptive Statistic of Students’ Parental Involvement and Reading Learning Achievement

Here is Table 1 that shows the result of descriptive statistics of parental involvement from the questionnaire.
The relationship between parental involvement and students’ English learning achievement of the eighth grade students in Palembang (Melanium, S.H. Afriani, & H. Hasna)

Table 1. Descriptive Statistics of Parental Involvement Questionnaire

<table>
<thead>
<tr>
<th>Data</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>91</td>
</tr>
<tr>
<td>Maximum</td>
<td>71</td>
</tr>
<tr>
<td>Minimum</td>
<td>21</td>
</tr>
<tr>
<td>Mean</td>
<td>43.92</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>9.749</td>
</tr>
</tbody>
</table>

Based on the table above, it shows that parental involvement has an average score of 43.92 with the highest score of 71 and the lowest of 21.

Table 2. Distribution of Parental involvement Questionnaire

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-80</td>
<td>Good</td>
<td>6</td>
<td>6.6 %</td>
</tr>
<tr>
<td>40—59</td>
<td>Average</td>
<td>53</td>
<td>58.2 %</td>
</tr>
<tr>
<td>20-39</td>
<td>Poor</td>
<td>32</td>
<td>35.2 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>91</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the table distribution of Parental Involvement above, the result showed that 6 students were in the good parental involvement; 60 – 80. On the contrary, 53 students were in average parental involvement; 40 – 59. Meanwhile, 32 students were in poor parental involvement.

The below table is to show the descriptive statistic of English Learning Achievement of the students.

Table 3. Descriptive statistic of English Learning Achievement

<table>
<thead>
<tr>
<th>Data</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>91</td>
</tr>
<tr>
<td>Maximum</td>
<td>95</td>
</tr>
<tr>
<td>Minimum</td>
<td>76</td>
</tr>
<tr>
<td>Mean</td>
<td>82.54</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.475</td>
</tr>
</tbody>
</table>

The descriptive statistical analysis of English achievement for the participants is shown in Table 4.2. The maximum score was 95, and the
minimum score was 76. The mean of English achievement scores for the participants was 82.54, and the standard deviation was 5.475.

The below table shows the result of normality test of the above variables.

**Table 4. Result of normality test**

<table>
<thead>
<tr>
<th>Data</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>91</td>
</tr>
<tr>
<td>A</td>
<td>0.05</td>
</tr>
<tr>
<td>Sig.</td>
<td>0.200</td>
</tr>
</tbody>
</table>

**Conclusion**: Normalized distributed data

It is in accordance with the basis of decision-making in this normality test that if the Sig is > α then the data is normally distributed. Thus, because the Sig value is 0.200 > 0.05, the questionnaire of parental involvement and English learning achievement are normal.

The below table shows the result of homogeneity test of the above variables.

**Table 5. Result of Homogeneity Test**

<table>
<thead>
<tr>
<th>Data</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>91</td>
</tr>
<tr>
<td>A</td>
<td>0.05</td>
</tr>
<tr>
<td>Sig.</td>
<td>0.86</td>
</tr>
</tbody>
</table>

**Conclusion**: The data is homogeneous

In accordance with the basis of decision making in the homogeneity test that if Sig is > α then the data is homogeneous. Thus, because the Sig value is 0.086 > 0.05, the English learning achievement questionnaire data is homogeneous.

**The Relationship Between Parental Involvement and Students’ English Learning Achievement**

The relationship between these two variables underwent correlation and regression analyses. The results of statistic analyses are indicated in the following section.
The relationship between parental involvement and students’ English learning achievement of the eighth grade students in Palembang (Melanium, S.H. Afriani, & H. Hasna)

Table 6. Correlation Test Result

<table>
<thead>
<tr>
<th>Data</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumlah Sampel (N)</td>
<td>91</td>
</tr>
<tr>
<td>( \alpha )</td>
<td>0,05</td>
</tr>
<tr>
<td>Sig.</td>
<td>0,000</td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>0,406</td>
</tr>
</tbody>
</table>

| Conclusion          | There is a relationship between X and Y |

Based on table 4.6, data on the value of Sig. 2-tailed is 0.000 smaller than the level of significance (0.00 > 0.05), so this shows that Ho is rejected which means that there is a relationship between the variables of parental involvement and English achievement of the students. It can also be known that the Correlation Coefficient value is 0.406. The criteria for the relationship between parental involvement and English learning achievement are included in moderate category because the Correlation Coefficient value of 0.406 is a range of values with an interval of 0.00 – 0.199 or is in the moderate category.

Simple Regression Analysis

Regression analysis was used to determine whether or not the parent engagement variables were positively related to students’ English learning achievement. Below is a table of results of a simple regression analysis.

Table 7. Result of Regression Analysis

<table>
<thead>
<tr>
<th>Data</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression Equation</td>
<td>( Y = 72,179 + 0,243X. )</td>
</tr>
<tr>
<td>( \alpha )</td>
<td>0,05</td>
</tr>
<tr>
<td>( t_{\text{test}} )</td>
<td>4,191</td>
</tr>
<tr>
<td>p-value</td>
<td>0,000</td>
</tr>
</tbody>
</table>

| Conclusion          | Parental involvement positively related to student English learning achievement |
In the output table of the results of the simple linear regression equation coefficients above, \( t_{test} \) the parental involvement is 4.191. With free degrees (df) = \( N-2 = 91-2 = 89 \) from the table \( t \) above found \( t_{table} \) by 1.990. Then it can be concluded that \( t_{test} > t_{table} \) (4.191 > 1.990). Since \( t_{test} > t_{table} \) then Ho is rejected and Ha is accepted. This means that there is a significant influence between parental involvement on students’ English achievement. And from the results of the \( t \) test, the sign value is known. 0.000 is less than 0.05 (0.000 < 0.05) this means that there is a very low influence between parental involvement on students’ English achievement.

Discussion

This study aims to determine the relationship between parental involvement and students’ learning achievement in English subjects. Many factors affect student learning achievement, both internal and external factors. In this case, parental involvement belongs to external factors that can affect students’ achievement. Therefore, researcher will discuss the findings of the questionnaire that has been filled out by parents of class VIII students of SMP Negeri 31 Palembang. The data on students’ English learning achievement was obtained from the scores of the Final Semester Examination (UAS) for the 2021/2022 academic year. Based on the results of the study, it shows that the variable parental involvement has a positive influence on learning achievement and in the results of this study also shows that the higher the involvement of parents, the better student learning achievement, and also, learning achievement will decrease if there is no parental involvement.

The results of this study are in line with research conducted by Rafiq (2013), he revealed that parental involvement has a significant effect on the academic performance of their children. This research proves that parental involvement can improve their children's academic performance. According to him, parents should pay more attention to their children, see the potential and talents that exist in their children, provide facilities and infrastructure to support their learning process at school and always motivate children to remain enthusiastic in learning.

Madugu (2014) also collaborate by suggesting that parental involvement and interest in learning have a significant influence on students. The study recommends parents should ensure that they can complement the efforts of teachers in schools by monitoring and supervising their children's academic activities in order to improve learning achievement.
Likewise, the results of research conducted by Fane (2019) shows that there is a positive and significant influence of parental involvement on student mathematics subject learning achievement. The family/parent is the main institution, first and closest to the child. It becomes most important for the child. Understanding, acceptance, understanding, attention, and parental assistance become very meaningful for children to direct life and the achievement of learning achievements. With the involvement of parents, students become more controlled and have their own drive to achieve better learning achievements. That way the involvement of parents in their children's learning is one of the most important factors to build learning success.

From the results of the questionnaire on parental involvement research, it can be concluded that from 91 samples, it shows that there are 43.95% of parents involved in the child's learning process. These results show that parents have good involvement because almost half of the number of parents are involved in children's learning. According to Schunk (2010), several ways for parents to stay involved in children's learning, including being able to see from providing support for children, providing additional tutoring, paying attention to schoolwork and daily schedules, and showing the involvement of parents in school activities. If this method is done by parents, the child's achievements can increase.

Based on the description and learning achievement of English students at SMPN 31 Palembang, it is known that the highest score obtained by students is 95 and the lowest is 76 with the average overall score of students is 82.54. Students who scored high tended to parents who had high involvement, although not all, because the results showed a coefficient of determination (R2) of 0.165 which means that 16.5% of the variation in the dependent variable of student learning achievement can be explained by the variation in the independent variable of parental involvement. While the remaining 83.5% is influenced by other variables. From the results of the coefficient of determination, it was found that other factors dominated student learning achievement more than parental involvement factors.

Other factors as stated by Slameto (2010), namely: (1) factors that come from within the individual who is studying or internal factors consist of physical factors (physical health of children and body disabilities), psychological factors (intelligence, interests, talents, motivation, maturity, and readiness), and fatigue factors (physical fatigue and spiritual fatigue). (2) Factors that exist outside the individual
or external consist of family factors, school factors, and community factors.

CONCLUSION

Based on the analysis of research data, hypothesis testing, and discussion, it was concluded that there was a positive and significant relationship between parental involvement and students’ English learning achievement. The percentage of contribution of the influence of the parental involvement variable on students’ English learning achievement was relatively moderate at 40.6%, while the highest influence of student learning achievement was influenced by other factors not discussed in this study.

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