

The Influence of Parental Attention on the Academic Achievement of Elementary School Students

Siti Kholidatur Rodiyah,¹ Salwa Sabrina,^{*2} Maulidia Ilham Fadilah³

Universitas Sunan Giri Surabaya

kholidah@unsuri.ac.id

ARTICLE INFO

Article history

Received May 20, 2025

Revised May 23, 2025

Accepted May, 25, 2025

Keywords: Parental Attention,
Academic Achievement,
Elementary School

ABSTRACT

This study aims to analyze the influence of parental attention on student learning achievement at the Elementary School level. Through a qualitative literature study, this study examines various relevant previous research results in order to obtain a comprehensive understanding of the contribution of parental attention to student academic achievement. The results of the analysis indicate that parental attention, which is manifested through mentoring, supervision, motivation, and provision of learning facilities, has a significant influence in improving student learning achievement. This study emphasizes the importance of active parental involvement in the child's education process as a major factor in optimizing learning achievement in elementary schools. Research results show that students who receive more attention and support from their parents tend to have better academic achievements compared to students who receive less attention. Forms of attention can include helping the child study at home, providing motivation, and showing interest in the child's school activities. These findings emphasize that active parental involvement plays a significant role in supporting children's academic success at the elementary school level.

1. INTRODUCTION

The progress of a nation is supported by the quality of education, which also serves to understand what is not yet known (Niswaty, 2023). School is a formal educational institution, but education can be obtained not only through school but also from anywhere, especially from parents, family, and the immediate environment (Setyawati, 2023). The progress of a nation is viewed from the perspective of everyone's right to education with the contribution of each individual. Quality education is supported by effective learning that includes components and contributions from various parties (Kulsum & Muhid, 2022). As Hafidz et al. (2023) stated, the pillars of national progress are due to education that produces quality resources. The quality of education highly depends on the abilities and dedication of its educators (Niswaty, 2023). According to Hernama & Maharani (2023), education is the best structure for building quality resource management through knowledge, skills, and attitudes. The quality of education can be assessed through the academic achievements attained by students, and the improvement in the quality of education can be pursued by enhancing students' academic performance. Academic achievement is stated as evidence of a person's ability to complete learning activities according to the weight achieved (Ariga et al., 2018). The quality of education is inherent in academic achievement that surpasses the educational process (Sandy et al., 2020). The

advancement of a country's education is based on the achievement of learning outcomes; if the achievement of learning outcomes is optimal, then the quality of education will improve. The benchmark for the improvement of academic achievement can be seen through several methods, one of which is the results of rankings and daily task scores. Learning achievement can be said to improve if its performance becomes better than before (Namoun & Alshanqiti, 2021). In fact, students' academic achievements are uneven and have not yet reached an optimal point; there are students with high and low academic performance (Susanto et al., 2024). The uneven achievement of student learning outcomes is caused by internal factors and external factors (Simamomara et al., 2020). One of the external factors referred to is parental attention (Cahyani et al., 2020).

Most parents trust institutions with the responsibility of their child's education, but in reality, parents are the primary educational institutions for their children (Umar, 2015). The environment closest to the child and having a significant influence in shaping the future direction through the academic achievements played by the parents (Qomariyah, 2015). Each individual acquires initial knowledge from the family, and attitudes are passed down through parental behavior, thereby influencing the child's developmental skills (Lubis et al., 2021). As Rahayu et al. (2024) revealed, parents are entrusted with the responsibility of providing education to their children. Parents who delegate the responsibility of their child's education to formal educational institutions will not be aware of their child's cognitive development.

The development of children in learning becomes the main focus of parents so that children can achieve educational goals (Cahyani et al., 2020). Research by Widiyanto and Nurfaizah (2023) explains that parents are at the forefront in playing the roles of motivators and facilitators to help their children achieve the best version of themselves in the future. As facilitators, the role of parents includes determining the child's learning patterns, which affects the child's achievements if parents are always indifferent to their child's learning (Pratiwi, 2015). In line with Rahmawati and Wardati (2021), the lack of parental attention leads to a decrease in students' motivation and focus during learning, as well as causing poor behavior towards their surroundings. The attention given by parents to their children not only affects cognitive development but also influences children's behavior towards their surroundings because children who receive attention and supervision from their parents will be able to control themselves from undesirable actions.

The role of parents through supervision, rewards, time allocation, and guidance during the student's learning process, results in enthusiasm and optimizes their academic performance (Rarasanti et al., 2021). In line with Muhsin (2017), children not only need material fulfillment but also other needs such as love and affection, which include parental involvement during home learning. Children's education is largely obtained through parents because children often spend time with their mothers and fathers at home (Khaironi, 2017). A pleasant learning environment must be created by parents to provide motivation for children in the teaching and learning process, so that learning outcomes meet expectations (Prasetyo & Sukarni, 2022). Parental involvement in the child's

learning process includes attention, guidance, provision of the child's needs during the learning process, and advising the child to study diligently and earnestly (Hernama & Maharani, 2023). Zakiyah (2022) Parents strive to encourage their children to be enthusiastic about learning by providing the best learning resources at home (Arwen, 2021). According to Rizkiyana and Safrul (2023), parental involvement at home while children are studying is an important factor in improving academic performance.

The main focus of this research is to thoroughly analyze how parental attention affects the academic performance of elementary school students. Several opinions from previous research conclude that any form of parental attention, no matter how small, given to a child's education will affect the academic achievement attained. In addition to reinforcing previous research findings regarding the positive relationship between parental attention and students' academic achievements, this study expands the analysis by evaluating various methodologies and outcomes in different situations at the elementary school level. One of the unanswered issues in previous research is the lack of a comprehensive synthesis of the parental attention indicators that most significantly impact the dimensions of academic achievement (cognitive, affective, and psychomotor). The influence of these indicators varies in the social context and elementary school environment, and this will be explained more clearly in this research. Considering the poor academic performance of students and the many parents who do not yet understand the importance of active parental involvement in children's education, this research is very important to improve the quality of primary education through the optimization of parental attention.

2. METHODS

This research uses a qualitative literature study method collected through previous research data. The reason for using qualitative methods is that this technique does not use statistics (Nugrahani, 2014). The pattern used as a data collection technique in the literature study is to use research results that have the same relevance (Sidiq, 2019). The subjects of this research are elementary school students who have been the focus of previous studies related to parental attention and academic achievement. The data for this research uses primary data in the form of previous studies that are comprehensive and significant.

The data collection technique uses purposive sampling to select appropriate research sources. Relevant literature studies were conducted in journals and scientific articles. Identification, selection, analysis, and synthesis of data from previous research are the steps used in the study to reach comprehensive conclusions. Data analysis uses contextual coding techniques to identify main themes. In qualitative research, contextual coding can help researchers understand the sociocultural meaning of data early in the process and enhance readers' understanding. (Iham & Darmawan, 2024). As Younas et al. (2022) stated, coding techniques are used to facilitate the sorting and grouping of words needed as the focus of the research.

3. RESULTS AND DISCUSSION

The results of this research are demonstrated by the presence of several previously conducted research articles that have contextual adjustments. Here are the relevant previous research data as primary and supporting data for this study:

1. Erpan Susanto, Dharma Putra, and Sayida Khoiratun Nisa (2024). The purpose of this research is to determine the influence of parental attention on academic achievement. This research uses a quantitative methodology and was conducted at SDN 097 Jambi. The population sampled using purposive sampling technique consisted of 48 fourth and fifth-grade students. Based on linear regression analysis, parental attention has a positive effect on students' academic achievement and learning motivation.
2. Sri Rahayu, Iswan Riyadi, and Nela Rofisian (2024) The aim of this quantitative research is to determine how parental attention affects the academic performance of students at SDN 2 Brangkal. Purposive sampling was conducted to select 152 fifth-grade students from the population. Parental attention has a significant impact on students' academic achievement and motivation, based on the results of multiple regression analysis, which also shows a relationship between parental attention and students' academic achievement.
3. Nurdan, Iskandar, and Herlina (2024). All students are part of the population, this research is quantitative in nature. The purposive sampling technique was used to select 61 students as research respondents, aimed at understanding the impact of parental attention on students' academic performance at SDN Fatufia, Bahodopi District, Morowali Regency. Multiple linear regression data analysis supports the research conclusion that parental attention at home affects high academic achievement.
4. Suci Wirahayu, Muhammad Faisal, and Wahira (2025). The quantitative method in this study uses 53 students selected through purposive sampling as the sample, and employs multiple linear regression analysis. as a data analysis tool, the purpose of this research is to determine the role of parental attention in influencing students' academic performance. All students at SD Inpres 5/81 Tadang Palie, Bone, participated in this study.
5. Fidia Rahmawati and Wirdati (2021). This study examines the relationship between academic achievement and parental attention. Each student at SDN 161/II Bukit Sari, Bungo faces a unique set of challenges. A total of 44 students were selected as respondents using the random sampling technique. Linear regression is used to analyze the collected statistics. According to the data, academic achievement is greatly influenced by parental attention.
6. Purwanti Setyawati (2023). This study involves 213 sixth-grade students from Kapanewon Kretek Elementary School, using a quantitative approach. The purpose of this research is to determine how parental attention affects students' academic performance. 100 students were selected using the stratified proportional random selection technique. The research

findings, supported by data processing using regression analysis, indicate that parental attention has a positive impact on students' academic performance.

7. Ita Suryaningsih and Ernawati (2022). The purpose of this study is to determine the influence of parental attention on the academic achievement of fifth-grade students at SD Bontokamase in Gowa, which is affected by parental attention during the 2020–2021 academic year. A total of 31 respondents were selected through proportional random sampling in this quantitative study. The research results, which show that parental attention greatly enhances students' academic performance, are presented using multiple linear regression analysis.
8. Edgar Aufer Zulfahmi, Masturi, and Imaniar Purbasari (2020). The focus of this research is to determine how parental attention affects the academic achievement of 5th-grade students at SDN 1 Kaliwungu Kudus. The quantitative method was used for this research, with the entire 5th-grade population. Total sampling was used to determine the number of respondents, which amounted to 25 students. As a result of the multiple linear regression (MLR) analysis, the data processing shows a significant positive relationship between parental attention and students' academic achievement.
9. Maria Desinta, Asrori, Antonius Totok Priyadi, Tomo Djudin, and Endang Purwaningsih (2023). The purpose of this research is to determine the relationship between parental attention and student academic achievement at SD Suster Pontianak. The quantitative method is used in this research. Through random sampling techniques, 32 students were selected to represent a population of 105. Based on the multiple linear regression analysis of the collected questionnaire data, students' academic performance is greatly influenced by parental attention.
10. Indah Septia Rini, Sri Enggar Kencana Dewi, and Supangat (2020) The main objective of this research is to determine how parental attention affects students' academic performance, particularly at SDN Nusa Tenggara, Belitang III.

Table 1 shows a list of studies that have been analyzed through several sources of articles and journals relevant to the research topic on the influence of parental attention on students' academic performance.

Table 1

Previous research on the influence of parental attention on the academic performance of elementary school students

Judul	Metode Penelitian	Hasil Penelitian	Persamaan dan Perbedaan	Objek	Temuan Utama
The influence of parental attention on students' academic performance.	Quantitative	Parental attention has a very positive impact on the academic performance of fourth and fifth-grade students at SDN 097 Jambi.	The difference in this research lies in the research method.	Fourth and fifth-grade students of SDN 097 Jambi	This research is suitable for application at the elementary school level.
The influence of parental attention on students' academic performance	Quantitative	Students at SDN 2 Brangkai are greatly influenced by their parents' attention in terms of academic achievement.	The difference in this research lies in the research method.	Students of SDN 2 Brangkai.	This research is suitable for application at the elementary school education level.
The influence of parental attention on students' academic performance	Quantitative	Parental attention has a very positive impact on the academic performance of students at SDN Fatufia, Bahodopi District, Morowali Regency.	The difference in this research lies in the research method.	SDN Fatufia, Bahodopi District, Morowali Regency	This research is suitable for application at the elementary school level.
The influence of parental attention on students' academic performance.	Quantitative	Based on the multiple linear regression analysis conducted, it was revealed that at SD Inpres 5/81 Tadang Palie, Sibulue District, Bone Regency, parental attention has a significant and positive impact on students' academic performance.	The difference in this research lies in the research method.	Students of SD Inpres 5/81 Tadang Palie, Sibulue District, Bone Regency.	This research is suitable for application at the elementary school level.
The influence of parental attention on students' academic performance.	Quantitative	The academic performance of students at SD 161/II Bukit Sari, Bungo Regency, has significantly improved thanks to parental attention.	The difference in this research lies in the research method.	Students of SD Negeri 161/II Bukit Sari, Bungo Regency.	This research is suitable for application at the elementary school level.
The influence of parental attention on students'	Quantitative	In Kretek District, the academic performance of sixth-grade elementary school students has	The difference in this research lies in the	Sixth-grade elementary school students from	This research is suitable for application at the elementary

academic performance		significantly improved thanks to parental attention.	research method.	Kapanewon Kretek.	school education level.
The influence of parental attention on students' academic performance	Quantitative	Parental attention has a significant positive impact on the academic performance of sixth-grade students at Bontokamase Elementary School in Gowa Regency.	The independent and dependent variables in both studies are the same.	Sixth-grade students of Bontokamase Elementary School, Gowa Regency.	This research is suitable for application at the elementary school level.
The influence of parental attention on students' academic performance	Quantitative	Parental attention can significantly improve the academic performance of fifth-grade students at SD Negeri 1 Kaliwungu Kudus positively.	The difference in this research lies in the research method.	Fifth-grade student at SD Negeri 1 Kaliwungu Kudus.	This research is suitable for application at the elementary school level.
The influence of parental attention on students' academic performance.	Quantitative	Students in the fourth grade at Suster Singkawang Elementary School have shown significant improvement in academic performance due to parental attention, according to the results of multiple linear regression analysis.	The difference in this research lies in the research method.	Fourth-grade students of Suster Singkawang Elementary School	This research is suitable for application at the elementary school level.
The influence of parental attention on students' academic performance	Ex Post Facto	Parental attention has a very positive influence on the academic achievements of students at SD Nusa Tenggara, Belitang III District.	The difference in this research lies in the research method.	Students of Nusa Tenggara Public Elementary School, Belitang III District	This research is suitable for application at the elementary school level.

Encouragement, and maximum appreciation from parents. Many parents do not pay attention to their children's needs, so the children are unable to maximize their potential (Salo et al., 2019). One of the indicators supporting the success of education is students' academic achievement. Students with good academic performance and active participation in the learning process will achieve educational success (Wirahayu, 2025). Academic achievement is considered a benchmark of success when students are able to achieve the highest learning outcomes (Ardiansyah & Maruwae, 2019). Learning achievements are known through the results of learning evaluations. Learning achievement is said to be optimal if it encompasses cognitive, affective, and psychomotor aspects (Salsabila et al., 2022).

Academic achievement can be influenced by various factors, but this study focuses on the influence of parental attention as the main factor supporting student achievement. This study found that the main external factor influencing the academic achievement of elementary school students is

parental attention. This study found that the main external factor affecting the academic performance of elementary school students is parental attention. These findings align with Slameto's (2010) educational theory, which states that parental attention is an important component in the success of a child's education. Moreover, the findings of this study align with Qomariyah's (2015) opinion, which emphasizes the importance of the family environment as the place where children are raised. Classical and modern educational theories also support the findings of this research. These theories place the family, especially parents, as the first and most important place for children to learn (Slameto, 2010; Qomariyah, 2015).

There is a strong and positive relationship between parental attention and students' academic achievement. This is supported by previous research that has effectively investigated and explained the table. This evidence offers the potential for high-quality education in line with the expectations of parents and students. Parental encouragement in the form of attention can motivate the achievement of academic performance and make students feel more valued (Nurdan et al., 2024). This study shows that parental attention positively and significantly affects students' academic achievements, both cognitively, affectively, and psychomotorically. The results of the studies by Susanto et al. (2024), Rahayu et al. (2024), and Suryaningsih & Ernawati (2022) show a positive correlation between parental attention and academic achievement. Parents greatly desire their children's success in education, but this must be pursued through the role of motivators and focusing attention on the child (Desinta, 2023). Parental concern for their child's education will shape the child's abilities in the future (Suryabrata & Sumadi, 2015). Parents should participate in assessing their child's abilities by helping with homework, guiding them in studying, and motivating them to learn (Sardiman, 2007). If parents remain involved in helping their children learn, the children's motivation to learn will increase and yield the expected results (Safitri & Nurhayati, 2018).

Affection and attention are rights that should be given by parents to their children (Salsabila et al., 2022). Parental attention provides the closest support within the student's environment, and thus the indicators of parental attention are closely linked to the role of the parents themselves. Parents become the first provocateurs when their child's academic performance declines, a role they feel is primary when accompanying their child (Zulfahmi et al., 2020). This research reinforces the findings of Paramansyah et al. (2021) and Darmawan (2015), which state that supervision, accompaniment, provision of learning facilities, advice, and affection are indicators of parental attention. Both experts concluded that students' academic performance is influenced by parental attention. Student learning achievements also have indicators, according to Syamsuriana et al. (2022), including cognitive, psychomotor, and affective. In line with Wulandari's (2025) opinion that cognitive, affective, and psychomotor are indicators of learning achievement. Based on the indicators from the variables above, it affirms the importance of supporting factors in improving students' academic achievements, one of which is parental attention. As per the research findings of Sirait and Simanullang (2025), active parental involvement in children's learning at home will foster positive

attitudes, as well as socialization and adaptation to society, especially with friends at school, which is a right that must be granted to children.

Academic achievement is influenced by parental attention (Sandy et al., 2017). The support and encouragement given to children are examples of parental attention. (Maghfiroh et al., 2023). Parental attention can increase the enthusiasm for learning. The focus and involvement of parents at home in learning can provide a learning paradigm for children that enables them to face challenges and learning demands (Safitri & Nurhayati, 2018). The involvement of both father and mother fosters learning habits at home and serves as a barrier against negative cultural influences present in the home if poor behavior occurs (Saman et al., 2021). The child's enthusiasm that drives achievement and success in learning is caused by the parents' focus (Rini et al., 2020). Children's education is likely influenced by parental attention; however, it has been found that some parents prefer to support their children but do not have enough resources to ensure their children study diligently (Pada & Nurhaeda, 2022). Parents are the figures behind the success of their children's academic achievements, and it is essential for mothers and fathers to act as mentors in supervising and guiding their children's learning process (Ummah et al., 2024).

Based on the findings of the research that has been explained, it is stated that the factor of increased student learning achievement can be influenced by parental attention. The success and achievement of a child begin with the initial efforts of the parents. The effort that can be made is to position parents as facilitators or mentors, as a wise decision respected by the child. That policy will foster the child's spirit and motivation to achieve learning goals in line with the parents' expectations. The hope of all parents is to make their children successful with a multitude of achievements. This research not only proves and reinforces previous studies but also provides new information by emphasizing the importance of parental attention indicators in improving the academic performance of elementary school students. This research attempts to add qualitative analysis by highlighting the importance of the context of parental attention effectiveness and also refutes the notion of parents completely handing over their child's education to the school, asserting that active involvement and parental attention at home remain crucial for supporting children's academic achievement.

4. CONCLUSION

Based on the context outlined in this research, the quality of education in a country is greatly influenced by students' academic performance, which is a measure of the success of the learning process. In addition, students' academic performance is influenced by many external factors, especially parental attention and educational institutions around them, as well as internal factors such as motivation and individual ability. Based on a comprehensive analysis of the literature, it can be concluded that parental attention is very significant, positive, and direct in improving students' academic performance in elementary school in terms of affective, cognitive, and psychomotor

aspects. Parental attention is manifested through supervision, assistance during home study, provision of learning facilities, and motivation.

According to this research, there is a positive relationship between parental attention and academic achievement. In addition to educational institutions, parents must also collaborate and actively participate in improving their children's learning outcomes. Parents should act as inspirators, facilitators, and primary companions for their children at home. Therefore, this research shows that it is very important for parents, educators, and policymakers to pay more attention to and optimize the role of families in supporting children's educational success. This will shape a generation that is character-driven, accomplished, and ready to face future challenges.

5. REFERENCES

- Ardiansyah, A., & A. Maruwae. (2019). Pengaruh Perhatian Orang Tua terhadap Prestasi beelajar. *Jambura Economic Education Journal*, 1(2), 85-94.
- Ariga, R., R. Amelia, & S. Sari. (2018). Relationship of Extrovert and Introvert Personality Types Against Student Achievement Faculty of Nursing USU. *Journal of Physics: Conference Series*, 3-8.
- Arwen, D. (2021). Pentingnya Peran Orang Tua dalam Meningkatkan Prestasi Belajar Siswa. *Journal of Education and Instruction (JOEI)*, 4(2), 564-576.
- Cahyani, A., I. D. Listiana, & S. P. D. Larasati. (2020). Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19. *Jurnal Pendidikan Islam*, 3(01), 123-140.
- Darmawan, D. (2009). *Metode Penelitian dan Teknik Praktis Menulis Karya Ilmiah*. Metromedia Education, Surabaya.
- Darmawan, R. (2015). *Pengaruh Minat Belajar dan Perhatian Orang Tua Terhadap Prestasi Belajar Siswa Kelas Tinggi SD Negeri 01 Wonolopo Tahun Ajaran 2014/2015* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Desinta, M., Asrori, A. T. Priyadi, T. Djudin, & E. Purwaningsih. (2023). Pengaruh Perhatian dan Motivasi Orang Tua terhadap Prestasi Belajar Matematika Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar Perkhasa*, 9(2), 518-534.
- Hafidz, F., Farida, I., Lestari, P. K., & Dewi, R. S. (2023). Urgensi Penerapan Pendidikan Karakter sebagai Pilar Utama dalam Menciptakan Sekolah Berkarakter. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, 1(2), 237-250.
- Hernama, H., & A. Maharani (2023). Pengaruh Perhatian Orang Tua, Motivasi Belajar, dan Lingkungan Sosial terhadap Prestasi Belajar Matematika pada Siswa SMP. *Jurnal Keguruan dan Ilmu Pendidikan*, 4(1), 164-173.
- Ilham, M., & Darmawan, D. (2024). Pengaruh Perhatian Orang Tua terhadap Hasil Belajar Siswa Se-tingkat Menengah Atas. *Jurnal Penelitian Pendidikan Indonesia (JPPI)*, 2(1), 231-240.

- Khaironi, M. (2017). Pendidikan Karakter Anak. *Jurnal Golden Age Universitas Hamzanwadi*, 1(2), 82-89.
- Kulsum, U., & Muhid, A. (2022). Pendidikan Karakter melalui Pendidikan Agama Islam di Era Revolusi Digital. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 12(2), 157-170.
- Lubis, Z., Ariani, E., Segala, S. M., & Wulan, W. (2021). Pendidikan Keluarga sebagai Basis Pendidikan Anak. *PEMA*, 1(2), 92-106.
- Maghfiroh, K., F. Agustini, & M. Basyar. (2023). Pengaruh Perhatian Orang Tua terhadap Hasil Belajar Siswa Tema 5 Kelas IV SD Negeri Sawah Besar 01 Semarang. *Jurnal Wawasan Pendidikan*, 3(1), 288–298.
- Muhsin, A. (2017). Upaya Orang Tua Dalam Membentuk Karakter Anak Di Dusun Sumbersuko Desa Plososari Kecamatan Grati Kabupaten Pasuruan. *DINAMIKA : Jurnal Kajian Pendidikan Dan Keislaman*, 2(02), 123–150.
- Namoun, A., & A. Alshanqiti. (2020). Predicting Student Performance Using Data Mining and Learning Analytics Techniques: A Systematic Literature Review. *Applied Sciences*, 11(1), 1-28.
- Niswaty, R. (2023). Membangun Budaya Akademik Sekolah Menengah. *Jurnal Pengabdian Masyarakat Global*, 2(2), 125–129.
- Nugrahani, F. (2014). *Metodologi Penelitian Kualitatif*. Surakarta: LPPM Univet Bantara.
- Nurdan, N., Iskandar, I., & Herlina, H. (2024). Pengaruh Motivasi Belajar dan Perhatian Orang Tua terhadap Prestasi Belajar Siswa Sekolah Dasar. *Jurnal Studi Guru dan Pembelajaran*, 7(1), 369-379.
- Pada, A., & Nurhaedah, N. (2022). Pengaruh Motivasi Belajar Dan Perhatian Orang Tua terhadap Prestasi Belajar IPS Siswa Sd. 12 Kecamatan Bacukiki Kota Parepare. *Global Journal Basic Education*, 1(2), 145-153.
- Prasetyo, A., & Sukarni. (2022). Pengaruh Perhatian Orang Tua dan Peran Guru terhadap Motivasi Belajar Siswa Masa Pandemi Covid-19. *Jurnal Pendidikan Modern*, 7(2), 42–54.
- Pratiwi, N. K. (2015). Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, dan Minat Belajar Siswa terhadap Prestasi Belajar Bahasa Indonesia Siswa SMK Kesehatan di Kota Tangerang. *Jurnal Pujangga*, 1(2), 75-105.
- Qomariyah, S. N. (2015). Pengaruh Perhatian Orang Tua terhadap Prestasi Belajar Menjahit pada Siswa SMPN 2 Mojogedeng Kabupaten Karanganyar. *Jurnal Keluarga*, 1(1), 55–61.
- Rahayu, S., I. Riyadi & N. Rofisian. (2024). Pengaruh Perhatian Orang Tua terhadap Prestasi Belajar Siswa Kelas V SD Negeri 2 Brangkal Tahun Pelajaran 2023/2024. *Jurnal Protasis*, 3(1), 79-92.
- Rahmawati, F., & Widati. (2021). Pengaruh Perhatian Orang Tua terhadap Prestasi Belajar Mata Pelajaran Pendidikan Agama Islam Siswa Sekolah Dasar. *Jurnal Pendidikan Islam*, 1(4), 584-597.

- Rarasanti, I. G. A., Sarjana, K., Prayitno, S., & Sripatmi, S. (2021). Pengaruh Motivasi Belajar dan Perhatian Orang Tua terhadap Prestasi Belajar Matematika Siswa Kelas VIII SMPK. *Griya Journal of Mathematics Education and Application*, 1(3), 275-284.
- Rini, I. S., S. E. K. Dewi, & Supangat. (2020). Pengaruh Perhatian Orang Tua dalam Kegiatan Belajar terhadap Prestasi Belajar Siswa di SD Negeri Nusa Tenggara Kecamatan Belitang III. *Jurnal Edukasi Madrasah Ibtidaiyah*, 2(2), 96-107.
- Safitri & Nurhayati. (2018). Studi Pustaka: Pengaruh Perhatian Orang Tua terhadap Prestasi Belajar Siswa Di Sekolah. *Journal of Educational Review and Research*, 1(2), 64-67.
- Salma, N. S., F. S. Hilyana, & Sumaji. (2022). Analisis Perhatian Orang Tua terhadap Prestasi Belajar Matematika Siswa Kelas VI Sd Negeri 2 Gondoharum. *Jurnal Ilmiah Pendidikan Matematika*, 7(2), 1-13.
- Salo, E. S, R, Lolotandung, & H. Tulak. (2019). Pengaruh Perhatian Orangtua dan Minat Belajar terhadap Prestasi Belajar IPS Siswa di SDN 3 Toraja Utara Kabupaten Toraja Utara. *Elementary Journal*, 1(2), 1-11.
- Saman, F., M. N. Parta, & Kapsul. (2021). Hubungan Perhatian dan Peran Orang Tua dengan Prestasi Belajar pada Siswa Kelas VIII Smp Negeri 1 Long Iram. *Jurnal Ilmu Sosial dan Ekonomi*, 3(1), 56-71.
- Sandy, L. L., Suryadi, & A. Nasrullah. (2017). Pengaruh Perhatian Orang Tua dan Motivasi Belajar terhadap Peningkatan Prestasi Belajar Siswa. *Jurnal Penelitian Bimbingan dan Konseling*, 2(1), 38-50.
- Sardiman A.M. (2007). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT Raja Grafindo Persada.
- Setyawati, P. (2023). Pengaruh Perhatian Orang Tua dan Motivasi Belajar terhadap Prestasi Belajar Siswa Kelas VI Sekolah Dasar Se-Kapanewon Kretek. *Elementary School*, 10(1), 78-86.
- Sidiq, U., Choiri, M., & Mujahidin, A. (2019). Metode penelitian kualitatif di bidang pendidikan. *Journal of Chemical Information and Modeling*, 53(9), 1-228.
- Simamora, T., E. Harapan, & N. Kesumawati. (2020). Faktor-Faktor Determinan yang Mempengaruhi Prestasi Belajar Siswa. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 5(2), 191-205.
- Sirait, Y. K. B., & Simanullang, H. (2025). Analisis Perhatian Orang Tua terhadap Prestasi Belajar Siswa Kelas 1 SD. *Jurnal Ilmu Pendidikan dan Kearifan Lokal*, 5(3), 679-687.
- Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Suryabrata & Sumadi. (2015). *Psikologi Pendidikan*. Raja Grafindo Persada, Jakarta.
- Suryaningsih, I & Ernawati. (2022). Pengaruh Perhatian Orang Tua dan Minat Belajar Terhadap Prestasi Belajar Siswa Kelas VI SD Bontokamase Kabupaten Gowa. *Cokroaminoto Juornal of Primary Education*, 5(1), 25-30.

- Susanto, E., D. Putra, & S. K. Nisak. (2024). Pengaruh Perhatian Orang Tua terhadap Prestasi Belajar Siswa di Sekolah Dasar. *EDUSOSHUM*, 4(2), 155-167.
- Syamsuriana, N., Anggerwati, A. I., & Hikma, N. (2022). Status Sosial Ekonomi Orang Tua dan Minat Belajar Terhadap Prestasi Belajar Siswa. *YUME: Journal of Management*, 5(3), 452-462.
- Umar, M. (2015). Peranan Orang Tua Dalam Peningkatan Prestasi Belajar Anak. *Jurnal Edukasi: Jurnal Bimbingan*, 1(1), 20-28.
- Ummah, F. T., Maghfiroh, M., Fikhriyah, S., Ilmi, V. M., Muhibbah, A. K., Maulidah, D., & Lathifah, E. (2024). Pengaruh Motivasi Dan Perhatian Orang Tua Terhadap Prestasi Mahasiswa Ilmu Al-Qur'an Tafsir:(Studi Kasus di IAI TABAH Lamongan). *Perspektif: Jurnal Pendidikan dan Ilmu Bahasa*, 2(1), 21-30.
- Widiyanto, B. B., & Nurfaizah, N. (2023). Peran Orang Tua terhadap Pendidikan Karakter Anak. *Jurnal Dinamika*, 4(1), 63-73.
- Wirahayu, S., M. Faisal & Wahira. (2025). Pengaruh Perhatian Orang Tua dan Minat Belajar terhadap Prestasi Belajar Siswa SD Inpres 5/81 Tadang Palie Kecamatan Sibulue Kabupaten Bone. *Jurnal Pustaka Cendekia Pendidikan*, 2(3), 417-422.
- Wulandari, E. (2025). *Analisis Prestasi Belajar Peserta Didik Pada Mata Pelajaran IPAS Ditinjau Dari Aktivitas Belajar Kelas V Sekolah Dasar* (Doctoral dissertation, Universitas Jambi).
- Younas, A., Cuoco, A., Vellone, E., Fàbregues, S., Escalante Barrios, E. L., & Durante, A. (2022). Contextual Coding in Qualitative Research Involving Participants with Diverse Sociocultural Backgrounds. *The Qualitative Report*, 27(11), 2509-2527.
- Zakiyah, M. (2022). Pengaruh Perhatian Orang Tua Dan Kompetensi Profesional Guru Terhadap Hasil Belajar Siswa Di SMKN 3 Tanah Putih Kabupaten Rokan Hilir. *Jurnal Tafidu*, 1(1), 153– 165.
- Zulfahmi, E. A., Masturi, & I. Purbasari. (2020). Pengaruh Perhatian Orang Tua terhadap Prestasi Belajar Siswa Kelas V Sd Negeri 1 Kaliwungu Kudus. *Jurnal Ilmiah Pendidikan Dasar*, 5(2), 176-186.