

LEVEL OF PARENTAL CARE ATTENDING SCHOOL ACTIVITIES MEETING BASED ON 2020 AKM DATA

Url Jurnal: <https://uia.e-journal.id/akademika/article/1338>

DOI : <https://doi.org/10.34005/akademika.v10i01.1338>

Submitted: 2021-04-24

Reviewed: 2021-05-14

Published: 2021-05-30

Safari

Universitas Islam As-Syafi'iyah-Indonesia

safari_puspendik@yahoo.com

Abstract: *The main objective of this study is to determine whether there is a relationship between the level of concern of parents attending school activity meetings with the level of student learning pleasure with teachers at school. The design used in this study is quantitative research This study used data from the AKM 2020 SMA / SMK test results held by Pusmenjar. The population of this study is the condition of the level of pleasure of students studying with teachers at school in SMA / SMK students who are studying with teachers at school in 2020, while the sample is the condition of the level of feelings of SMA / SMK students who are taking the 2020 AKM (Minimum Competency Assessment) test. The data in this study In the form of a questionnaire that was answered by 269988 SMA / SMK students participating in the 2020 AKM (514 districts in 34 provinces in Indonesia). The research finding showed a positive relationship between the level of parental concern in attending school meeting activities and the level of pleasure of students learning with teachers at school. ($P < 0.05$) although the contribution is relatively small, namely 1% and the regression equation is $Y = 2.663 + 0.120X$. The conclusion is that there is a relationship between the level of parental care attending school meeting activities with the level of student learning pleasure with teachers at school ($P < 0.05$). The more often parents care about attending meetings at school, the higher the student's confidence in learning with teachers at school.*

Keywords: *parents, meetings, school activities, learning, teachers.*

Abstrak: Tujuan utama penelitian ini adalah untuk mengetahui ada tidaknya hubungan antara tingkat perhatian orang tua menghadiri pertemuan kegiatan sekolah dengan tingkat kesenangan belajar siswa dengan guru di sekolah. Desain yang digunakan dalam penelitian ini adalah penelitian kuantitatif. Penelitian ini menggunakan data dari hasil tes SMA / SMK AKM 2020 yang diadakan oleh Pusmenjar. Populasi penelitian ini adalah kondisi tingkat kesenangan siswa belajar dengan guru di sekolah pada siswa SMA / SMK yang sedang belajar dengan guru di sekolah tahun 2020, sedangkan sampelnya adalah kondisi tingkat perasaan siswa SMA / SMK. siswa yang sedang mengikuti tes AKM (Penilaian Kompetensi Minimum) 2020. Data dalam penelitian ini berupa angket yang dijawab oleh 2.69988 siswa SMA / SMK peserta AKM 2020 (514 kabupaten di 34 provinsi di Indonesia). Hasil penelitian menunjukkan adanya hubungan yang positif antara tingkat kepedulian orang tua dalam bersekolah. kegiatan pertemuan dan tingkat kesenangan belajar siswa dengan guru di sekolah ($P < 0,05$) walaupun kontribusinya relatif kecil yaitu 1% dan persamaan regresinya adalah $Y = 2,663 + 0,120X$. Kesimpulannya ada hubungan antara tingkat asuhan orang tua menghadiri kegiatan rapat sekolah dengan tingkat kesenangan belajar siswa dengan guru di sekolah ($P < 0,05$) Semakin sering orang tua peduli menghadiri

rapat di sekolah maka semakin tinggi kepercayaan diri siswa dalam belajar dengan guru di sekolah.

Kata kunci: orang tua, pertemuan, kegiatan sekolah, pembelajaran, guru.

Introduction

Many factors influence the success of the teaching and learning process in schools, one of which is student enjoyment with teachers at school. In the educational process, teachers have a critical role and strategy to guide, educate students towards maturity, maturity, and independence. Teachers are said to be the spearhead of education. The success or failure of education depends on the teacher as the spearhead of implementing education in an educational institution (Iskandar, 2013). The ideal teacher is a teacher who able as a role model and always provides good examples (Oktradiksa, 2012; Jajuli & Ghrazianendri, 2019; Karso, 2019) and can transmit knowledge to students, able to organize emotions, and can communicate with anyone with courtesy and courtesy. Meanwhile, a teacher who is not ideal is a teacher who has uncontrolled emotions, is to give full time, energy, heart to students, has difficulty developing his professionalism in a sustainable manner, only focuses on learning tools but is unable to realize it in learning. Law No. 14 of 2005, explicitly stated that teachers are professional educators. Their primary tasks are educating, teaching, guiding, mobilizing, training, assessing, and evaluating students in early childhood education through formal education, primary, and secondary education. In the context of education management, there are educators and the educated or teachers and students. In Arabic there are several words that denote this profession such as mudarris, mu'allim and mu'addib which, although they have the same meaning, each have different characteristics.

In selecting the favorite teacher, the criteria are that the first order of importance is the attitude, the second is how to teach, and the third is appearance (Ayulestari et al. 2019). There are several characteristics that teachers must have in managing an effective classroom psychosocial climate for the continuity of the learning process, namely: (1) being liked or liked by students; if the student likes the teacher, the student will always try to follow or obey what the teacher expects; (2) patient, a patient teacher in the sense that he does not just judge a student's mistakes; (3) familiar with students (Harjali, 2019).

The teacher's sense of humor can also affect student achievement. Humor is a form of communication that can convey many things. In the communication process, humor brings students to communication situations that are comfortable, interesting, and delivery that is effective and can have a good effect, humor is able to build relationships, reduce social tension, and provide another side of the meaning of messages (Prasetyo: 2007: 31-32). Psychological factors influence the interaction between teachers and students, such as dislike between teachers and students, the absence of teacher attention to students, and the teacher's very authoritarian and introverted attitude. One way to reduce the

psychological distance between teachers and students is by giving love by the teacher to students, develop themselves and their performance optimally. Therefore, the teacher's sense of humor as a tension reliever, able to reduce stress and humor can also be used to dilute the atmosphere or distract from the attention process in the role of trust (Prasetya, 2007: 203). With a pleasant classroom atmosphere, teaching and learning activities will be more optimal and create enthusiasm for students to participate in learning well. Making people laugh can not only be done with words but can also be done with deeds or through an image. The presentation of humor can be done in the form of images such as caricatures, cartoons, or comics, in the form of dramas such as ludruk or comedy, in the form of text, and the form of conversations (Hartanti: 2008: 40).

According to Rahmanadji (2007: 217) based on the criteria as a form of expression in our lives, humor can be divided into three types: personal humor, humor in association, and humor in the arts. A person with a sense of humor has many advantages. According to Hartanti (2008: 38), a sense of humor tends to reduce stress and positively affect individual health or psychology. Another opinion by Gomes in Zulkarnain and Ferry Novlladi (2009: 49), humor can cause a laugh reflex, and laughter is the best medicine against stress. Humor also has benefits in reducing the anxiety experienced by students in taking exams. Exams are very stressful for most students, so you must have a relaxed psyche, so you don't feel pressured in the face of exams. A relaxed psyche, can reduce anxiety. According to Zulkarnain and Ferry Novlladi (2009: 52), there is a negative relationship between the sense of humor and anxiety in facing exams. This fact indicates that the higher a student's sense of humor, the lower the level of anxiety in facing exams. Humor has many uses in the view of psychology. Humor is good for mental health. Humor can reduce stress and have a positive effect. Humor can also reduce anxiety in dealing with problems in one's life and make the mind more relaxed.

In this study, the level of student learning preferences with teachers at school closely related to the concern of students' parents attending school activity meetings such as the first day of school, distribution of report cards, socialization, committee meetings, etc. Parents (biological father and mother) are the most important means of supporting children's development and can guide their children to success. Good cooperation between the school and the parents of students is needed so that the results of children's education and the school desire can be adequately achieved (Permatasari et al., 2019). Therefore, cooperation between parents and schools must be encouraged to address the gap between the school and the teacher. There needs to be the involvement of parents within the scope of the school, namely as work partners or as teachers at home, by providing parenting programs so that parents can carry out their duties as teachers (Lindasari et al., 2017). Schools can create a program where teachers and parents can meet to unite connect or link children's educational goals in schools. This program can bring parental participation in supporting the implementation of children's education (Ayudia, 2014). Such as the availability of

computers both at school and at home which makes it easier for children to learn using modern technology. This is based on Safari's research (2019a) which shows that the availability of computers both at school and at home greatly affects student exam results.

Marisyah, et al. (2019) reveals that the educational concept of Ki Hajar Dewantara teaches the importance of the interrelated, namely education in the family, school, and community, which mutually affects the formation of children's character and personality. Therefore, the role of parents in children's education is essential and vital, both in terms of the learning process and academic achievement, attitudes (morals), knowledge, and skills. Parents have rights and obligations in determining the selection of primary schools for their children (Prihantono, et al. 2018). This is as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 7 which reads (1) The right to participate in choosing an education unit and obtain information about the development of their child's education, (2) Parents of children of learning age are obliged to provide basic education to their children. Often, parents only choose schools for their children without being involved in their education. The same thing was expressed by the 44th President of the United States, Barack Obama, in his speech in Missouri, namely "I always have to remind people that the biggest ingredient in school performance is the teacher. That's the biggest ingredient within a school. But the single biggest ingredient is the parent" (in Persada et al, 2017). "I always have to remind people that the biggest ingredient in school performance is the teacher. It's the biggest ingredient in a school. But the biggest ingredient is the parent."

From the various descriptions above, the problem in this study is whether there is a relationship between parents attending school activity meetings and learning pleasure between students and teachers at school.

METHOD

The research method used is quantitative. The basis for the use of this method is that it is adjusted to the main objectives of this study, which are to obtain facts from the existing symptoms and seek factual information based on the data of this study. The data in this study used data from high school students participating in the 2020 AKM (Minimum Competency Assessment) test organized by the Center for Assessment and Learning (Pusmenjar). The population of this study is the level of learning pleasure between students and teachers in schools in 2020, while the sample is the level of learning pleasure between students and teachers in schools who are taking the 2020 AKM test. The reason for selecting the sample is that students are taking the 2020 AKM test. The data in this study In the form of a questionnaire that was answered by 269988 high school students participating in the 2020 AKM (514 districts in 24 provinces in Indonesia). The form of the question is a multiple-choice form (never, rarely, often, always) for the topic "Parents attend a meeting in school activities (for example first day of school, distribution of report cards,

socialization, committee meetings, etc.)” and multiple-choice forms (never, rarely, often, always) for the topic “Students feel happy studying with teachers at school”.

The method of analysis used in this research is simple regression analysis. The purpose of this analysis is to calculate the relationship between parents attending school meeting activities with the level of student learning pleasure with teachers at school. In order for the results of the analysis of this study to be obtained accurately, all data in this study were processed or analyzed using the SPSS 22.00 program.

RESULT

Based on the percentage of students who have filled out the questionnaire by 269988 high school students participating in the 2020 AKM (514 districts in 24 provinces in Indonesia) are as follows.

Table 1. Percentage of parents’ care level and students’ enjoyment of learning with teachers at school

			Feel happy studying with the teacher at school				Total
			Never	Rarely	Often	Always	
Parents attend meetings in school activities (example: First Day of School Entry, Distribution of Report Cards, Socialization, Committee Meetings, etc.)	Never	Count	1438	4627	6165	6886	19116
		% of Total	0,6%	1,9%	2,5%	2,8%	7,9%
	Rarely	Count	1773	14184	19494	15078	50529
		% of Total	0,7%	5,8%	8,0%	6,2%	20,8%
	Often	Count	1730	16940	34629	23561	76860
		% of Total	0,7%	7,0%	14,3%	9,7%	31,7%
	Always	Count	2085	17497	38673	37917	96172
		% of Total	0,9%	7,2%	15,9%	15,6%	39,6%
Total		Count	7026	53248	98961	83442	242677
		% of Total	2,9%	21,9%	40,8%	34,4%	100,0%

Table 1 informs that most of the percentage of parental care level is in the “often” and “always” positions: 39.6% often, 31.7% always, 20.8% rarely, and 7.9% never. The order of the percentage of the level of pleasure in learning with

teachers from the greatest to the smallest is: 40.8% always, 34.4 often, 21.9% rarely, and 2.9% never. The results of this analysis indicate that the higher / often the level of parental concern in attending meetings in school activities (such as the first day of school, distribution of report cards, socialization, committee meetings, etc.), the higher the level of student enjoyment with teachers at school.

Table 2. Results of the Summary Model Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,103 ^a	,011	,011	,953

a. Predictors: (Constant), Feel happy studying with the teacher at school

Table 2 informs that the correlation coefficient (R) is 0.103. This is the correlation between the variable Y = The level of pleasure of students learning with the teacher, variable X = The level of concern of parents attending meetings in school activities is very significant. R Square (R²) = 0.011 means that 1% of the variation that occurs in the Y criterion is caused by the influence of the predictor X = The level of concern of parents attending meetings in school activities together. In comparison, the remaining 0.99% is due to the influence of variables that are not studied or variables outside the study area classified as residues. Thus the size of the coefficient of determination will determine whether or not the precision of the regression line is a tool for predicting research variables. This result showed that the greater the coefficient of determination that occurs, the stronger the accuracy of the regression line would be.

Table 3. Anova Analysis Results ^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2356,759	1	2356,759	2592,808	,000 ^b
	Residual	220581,920	242675	,909		
	Total	222938,679	242676			

a. Dependent Variable: Parents attend meetings in school activities, (example: First Day of School Entry, Distribution of Report Cards, Outreach, Committee Meetings, etc.)

b. Predictors: (Constant), Feel happy learning with teachers at school

Table 3 informs that the level of significance is 0.000 <0.05, which means that the regression equation is significant and can be used to make a basis for predictions. This means that the comfort level of students learning with teachers at school can be predicted from the predictors of the level of parental care attending meetings in school activities.

Table 4. Results of Regression Coefficients Analysis ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,663	,007		355,957	,000
Feel happy studying with the teacher at school	,120	,002	,103	50,920	,000

a. Dependent Variable: Parents attend meetings in school activities (example: First Day of School Entry, Distribution of Report Cards, Outreach, Committee Meetings, etc.)

Table 4 informs that the regression equation $Y = 2.663 + 0.120X$ means that the average score of the Y criterion is expected to change by 0.120 for each unit change in X.

DISCUSSION

This study indicates a relationship between the level of pleasure of learning students and teachers at school with the level of concern of parents attending meetings in school activities. The higher/the level of parental concern in attending meetings in school activities (such as the first day of school, distribution of report cards, socialization, committee meetings, etc.), the higher the enjoyment level of students learning with teachers at school. The results of this study are the same as the results of research that have been conducted by previous researchers relating to parents' concern for student achievement as follows. (1) There is an effect of parental attention and achievement motivation together on learning achievement (Astuti and Handayani, 2012).). (2) There is a significant influence of the parent's attention variable on learning achievement, meaning that the better the parents' attention, the higher the student's learning achievement. This means that in this case the learning achievements obtained by students, one of which is the contribution of parents in paying attention to their children (Hendriani and Muchtar, 2015). (3) There is a significant effect of parental attention on student learning habits (Kurniawati and Irawan, 2019). (4) There is a significant influence between parental attention and learning creativity together on students' Geography learning achievement (Sriyono, 2017). (5) Parents' attention, learning motivation and social environment together have a significant influence on mathematics learning achievement (Kurniawan and Wustqa, 2014). (6) There is a significant relationship between parental attention and student learning motivation in doing school assignments (Febriany and Yusri, 2013). (7) There is a positive and significant relationship between Democratic Parenting and Student Motivation (Mudadaldas, et al., 2012). (8) There is a significant positive effect between learning independence and parental attention on mathematics learning achievement (Ningsih and Arfatin, 2016). (9) There is a significant influence between the involvement of fathers in caring for

the learning achievement of school-age children (Purwindarini, et al., 2014). (10) Parents point to learning as an opportunity, whereas so many students see it as a requirement, pressure, or burden (Froiland, 2013). (11) Mother-adolescent differences in maternal sacrifice were considered negatively predictive of youth achievement motivation in poor Chinese families, whereas father-adolescent differences in perceived fatherly sacrifice did not (Leung and Daniel, 2015), there was a positive and significant relationship between students' perceptions of attention. parents with students' economic learning achievement (Darwin, 2008).

Other research results are also related to parents' concern for student achievement, namely the results of research: (1) Yummi (2017) shows that the role of parents can increase student motivation, (2) Akbar (2015) results in the role of parents from street vendors can improve student learning outcomes, (3) Valeza (2017) shows that the role of parents can improve children's achievement, (4) Budiono (2012) shows that there is a positive influence between parents' attention on student achievement, (5) Numtaza (2018) shows that there is a positive influence between parental attention on the learning achievement of Islamic Religious Education and student Characteristics, (6) Utami (2015) shows that there is a positive effect of parental attention on student learning responsibilities, (7) Utami (2015) shows that there is a significant relationship between parental attention and student motivation, (8) Ayunitasari (2014) shows that there is a positive and significant influence of interest in learning, parental attention and tutoring outside of school together on learning achievement, (9) Kristandi (2012) shows that there is a positive and significant influence of Parents' Attention on Accounting Learning Achievement, (10) Mustikasari (2013) show that there is a positive and significant relationship between parents' attention to learning persistence, (11) Carolita (2017) shows that there is a positive influence on Learning Motivation, Parents' Attention, and Peers together on Accounting Learning Achievement. 12) Kurnianingtyas (2016) shows a positive and significant influence on the use of student learning time outside of class hours and the attention of parents together on accounting learning achievement.

Regarding favorite teachers who can increase student learning pleasure with teachers in schools, the research results of Ayulestari et al. (2019) show that the first order of importance is the attitude, the second is teaching, and the third is appearance. There are several characteristics that teachers must have in managing an effective classroom psychosocial climate for the continuity of the learning process, namely: (1) being liked or liked by students; if the student likes the teacher, the student will always try to follow or obey what the teacher expects; (2) patient, a patient teacher in the sense that he does not just judge a student's mistakes; (3) familiar with students (Harjali, 2019). The Director-General of Early Childhood Education (2016: 1) argues that many studies have shown that parental involvement in school is beneficial, including: (1) for students to support academic achievement, increase attendance, awareness of healthy living, and increase positive behavior; (2) for parents to improve their view of the

school, increase satisfaction with teachers, and strengthen relationships with children; and (3) for schools to improve the school climate, improve school quality, and reduce discipline problems. Although schools are able to increase students' initial understanding when they are in school, then the evidence shows that schools can do this, the good attitudes of these children will slowly disappear if the values taught at the school are not. Get support from the family environment. Based on the results of Safari's research (2019b), it shows that the teachers' educational background greatly affects the learning outcomes or exams. Based on the results of the 2018 Program for International Student Assessment (PISA) international test, teachers in countries above the PISA average often provide feedback and provide better reading material to their students compared to teachers in countries below average PISA average like Indonesia (Safari, 2020).

Sumarsono (2015), in his research, shows that education is a shared responsibility between the government, parents, and society. Therefore, parents and teachers are who need to join hands when guiding the growth and development of students. Various researches on the participation of parents in schools have been carried out in many countries. The conclusion shows that the involvement of parents in school is vital for children's achievement, as stated by the New Zealand Council for Educational Research, namely "The research literature is unequivocal. in showing that parental involvement makes a significant difference to educational achievement" (Bull, et al. 2008: 1). Full parental participation in education will provide positive motivation and enthusiasm that will make the child's education process successful. Parental participation will help teachers be more responsible in the process of children's education, and the relationship between parents and their children becomes closer and more harmonious (Tarsilla and Lydiah, 2014: 421). Parents have a positive effect on students' academic achievement at school (Erlensdottir, 2010: 82).

CONCLUSION

Based on all the descriptions above, the results of the study can be concluded with the following findings and suggestions. The correlation between the level of attention of parents attending meetings in school activities and the level of self-confidence of students learning with teachers at school was statistically significant ($P < 0.005$). The contribution of the two variables is 0.011%. This finding means that the 1% variation that occurs in the criteria $Y =$ the level of self-confidence of students learning with teachers at school is caused by the influence of predictor $X =$ the level of attention of parents attending meetings in school activities. As a comparison, the remaining 0.99% is caused by the influence of other variables that are not studied or variables outside the study area are classified as residues with the regression equation $Y = 2.663 + 0.120X$. This means that the average score of the Y criterion is expected to change by 0.120 for each unit change in X . These results indicate that the higher or more

often the level of parental care attending meetings in school activities (such as the first day of school, distribution of report cards, socialization, committee meetings, etc. .), the higher the level of self-confidence of students learning with teachers at school.

SUGGESTIONS

Based on the research results above, there are several important suggestions as follows. To increase the joy of student learning with teachers in schools based on the level of concern of students' parents, the main assets are as follows. (1) Teachers must be close to students and build a pleasant atmosphere: a. understand student needs; b. give awards; c. can control emotions well. (2) The teacher must be able to act as a second parent: a. build affection; b. give the best; c. accompany with pleasure. (3) The teacher becomes a companion in learning and is compassionate: a. Affection inspires enthusiasm; b. no compassion is the same as nurturing violence; c. learn with eternal love. (4) Teachers must be patient in teaching: a. Endure all circumstances; b. calm and not rushed. To facilitate the implementation, it can be done as follows: (1) knowing the background of the students; (2) consider all students to be intelligent; (3) creative in teaching; (4) understand the use and role of digital technology as a teaching medium; (5) actively invite students to discuss. There are several things that should not be done, namely: (1) making bad nicknames for wayward students, (2) favoritism, (3) not being open to critical student thinking.

ACKNOWLEDGMENTS

The author would like to thank the Center for Assessment and Learning of the Ministry of Education and Culture's Balitbang for conducting the 2020 AKM test trial, whose data was used for this research. In addition, the authors would like to thank friends at Pusmenjar who have provided input, suggestions, and comments, so that this paper is made possible.

REFERENCES

BOOK:

- Bull, A. Brooking, K., dan Campbell, R. 2008. Successful Home-School Partnerships: Report to The Ministry of Education. New Zealand
- Harjali. (2019). Penataan Lingkungan Belajar Strategi Untuk Guru dan Sekolah. Seribu Bintang.
- Direktorat Pembinaan Pendidikan Keluarga. 2016. Petunjuk Teknis Kemitraan Sekolah Dasar dengan Keluarga dan Masyarakat. Jakarta: Kemendiknas

SCIENTIFIC JOURNAL:

- Astuti, SP dan Handayani, S. (2012). Pengaruh Perhatian Orang Tua dan Motivasi Berprestasi Terhadap Prestasi Belajar Fisika. **Jurnal SAP** 2(1) 2017. p-ISSN: 2527-967X e-ISSN: 2549-2845
- Ayudia, C. (2014). Upaya Kepala Sekolah dalam Meningkatkan Partisipasi Orang tua di SDN Kecamatan Pariaman Utara Kota Pariaman. **Bahana Manajemen Pendidikan**, 2(1). <http://103.216.87.80/index.php/bahana/article/view/3739/2974>
- Ayulestari, I.; Farlina, Y.; Yulistria, R.; dan Susilawati, D. (2019). Pemilihan Guru Favorit Menggunakan Metode Analytical Hierarchy Process (AHP) di MI MWB PUI At-Tahdhiriyyah. **Jurnal Swabumi**, Vol. 7 No. 1 Maret 2019. Pp 134-140. E-ISSN: 2549-5178.
- Bustomi, Y. (2018). Modal Utama Agar Menjadi Guru Favorit Bagi Peserta Didiknya. **Annaba : Jurnal Pendidikan Islam**, Volume 4 No. 1 Maret 2018.
- Darwin, B. (2008). "Hubungan Persepsi Siswa Tentang Perhatian Orang Tua, Kelengkapan Fasilitas Belajar, dan Penggunaan Waktu Belajar di Rumah dengan Pestasi Belajar Ekonomi". **Jurnal Ekonomi dan Pendidikan** , Volume 5 Nomor 1, April 2008: 74-94
- Febriany, Rani; Yusri. (2013). Hubungan Perhatian Orang Tua Dengan Motivasi Belajar Dalam Mengerjakan Tugas-tugas Sekolah. **E-journal Universitas Negeri Padang**, 2(1)(2013).
- Froiland, JM. (2013). Parents' Weekly Descriptions of Autonomy Supportive Communication: Promoting Children's Motivaation to Learn and Positive Emotions". **Jurnal Internasional University of Northern Colorado USA**, 24:117-126 (2015).
- Hartanti. (2008) Apakah Selera Humor Menurunkan Stres? Sebuah Meta-analisis Anima, **Indonesia Psycology Jurnal**. Vol. 24, No. 1, Hlm 38-35.
- Hendriani, Y. dan Muchtar, B. (2015). Pengaruh Perhatian Orang Tua Dan Konsep Diri Terhadap Prestasi Belajar Siswa Mata Pelajaran Produktif Akuntansi Pada Smk Di Kota Payakumbuh. **Jurnal Kajian Pendidikan Ekonomi**, Vol. 2, No. 1 (2015).
- Iskandar, U. (2013). Kepemimpinan kepala sekolah dalam peningkatan kinerja guru. **Jurnal Visi Ilmu Pendidikan**, 10(1).
- Jajuli, J., & Ghrazianendri, S. (2019). Keteladanan Guru Dalam Perspektif Pandangan Al-Qur'an Dan Al-Hadist Melalui Implementasi Kurikulum 2013. **al-Afkar, Journal For Islamic Studies**, 2(2, July), 207-225.
- Karso, K. (2019). Keteladanan Guru Dalam Proses Pendidikan Di Sekolah. In **Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI PALEMBANG** (Vol. 12, No. 01).
- Kurniawan, D. dan Wustqa, DU. (2014). Pengaruh Perhatian Orang Tua, Motivasi Beljar, dan Lingkungan Sosial Terhadap Prestasi Belajar Matematika Siwa SMP. **Jurnal riset Pendidikan Matematika**, Volume 1- Nomor 2, November 2014.

- Kurniawati, R. dan Irawan, S. (2019). Pengaruh Perhatian Orang Tua Terhadap Kebiasaan Belajar Siswa. **Journal for Lesson and Learning Studies** Vol. 2 No.1, April 2019 P-ISSN : 2615-6148, E-ISSN : 2615-7330
- Leung, JTY. And Daniel, TLS. (2015). Parent-Child Discrepancies in Perceived Parental Sacrifice and Achievement Motivation of Chinese Adolescents Experiencing Economic Disadvantage. **Jurnal Internasional East China Normal University**.
- Lindasari, E., Wiyono, B. B., & Arifn, I. (2017). Manajemen Parenting Dalam Meningkatkan Hubungan Sekolah Dengan Orangtua. **Manajemen Dan Supervisi Pendidikan**, 1(2), 146–155.
<http://ap.fip.um.ac.id/wpcontent/uploads/2015/04/emi-linda.pdf>.
<https://doi.org/10.17977/um025v1i22017p146>.
- Marisyah, Ab., Firman, dan Rusdinal. 2019. Pemikiran Ki Hadjar Dewantara Tentang Pendidikan. **Jurnal Pendidikan Tambusai** 3 (6) 1514-1519
- Mukadala; Emosda; Ekawarna. (2012). Pola Asuh Orang Tua Demokratis, Interaksi Edukatif, dan Motivasi Belajar Siswa. **Jurnal Nasional Universitas Jambi**, 2(1)(2012).
- Ningsih, R. dan Arfatin, N. (2016). Pengaruh Kemandirian Belajar dan Perhatian Orang Tua Terhadap Prestasi Belajar Matematika. **Jurnal Formatif Universitas Indraprasta PGRI**, 6(1)(2016).
- Oktradiksa, A. (2012). Pengembangan Kualitas Kepribadian Guru. **Nadwa**, 6(2), 231-248.
- Permatasari, E., Handayani, T., & Hamzah, A. (2019). Kerjasama Orang tua dan Guru di MI Hijriyah IV Palembang dalam Upaya Pencegahan Penyalahgunaan Smartphone. **Primary Education Journal**.
<http://pej.ftk.uinjambi.ac.id/index.php/PEJ/index>
- Persada. Nova Eka., Pramono, E. Suwito., dan Murwatiningsih. 2017. Pelibatan Orang Tua pada Pendidikan Anak di SD Sains Islam Al Farabi Sumber Cirebon. **Educational Management Journal** Universitas Negeri Semarang, 6(2): 100-108
- Prasetya, H. (2007). Komunikasi Humor Mengekspresikan Frustrasi Tanpa Konfrontasi, **Wacana** Tahun V No 21. Hlm. 29-39
- Prihantono, P., Soemanto, RB dan Haryono, B. 2018. Keputusan Orang Tua dalam Menentukan Pendidikan Dasar Bagi Anak di Desa Pandeyan, Kecamatan Ngemplak Kabupaten Boyolali. **Journal Analisa Sosiologi** 2(1)
- Purwindarini, SS; Rulita, H.; dan Deliana, SM. (2014). Pengaruh Keterlibatan Ayah dalam Pengasuhan Terhadap Prestasi Belajar Anak Usia Sekolah. **Jurnal UNNES**, 3(1)(2014).
- Ramanadji, D. (2007). Sejarah, Teori, Jenis, dan Fungsi Humor. **Jurnal Bahasa dan Seni**. No. 2, Hlm. 213-221.
- Safari. (2019b). Pengaruh Latar Belakang Pendidikan Guru SMP/MTs Terhadap Hasil UN Bahasa Inggris 2019, **Akademika Jurnal Teknologi Pendidikan**, Vol. 8 No. 2, 2019, Halaman 105-116. DOI: <https://doi.org/10.34005/akademika.v8i02>.

- Safari. (2020). Students' Perception of Teacher Guidance on Reading Learning Based on Results of PISA 2018. **IJEA: Indonesian Journal of Educational Assessment**. Vol. 3, No. 1 (2020) Page 32-41. DOI: <https://doi.org/10.26499/ijea.v3i1.56>.
- Sriyono, H. (2017). Pengaruh Kreativitas Belajar dan Perhatian Orang Tua Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial. **Faktor: Jurnal Ilmiah Kependidikan**. Vo. 4, No. 3 (2017).
- Sumarsono, R. Bambang. 2015. Penumbuhan Budi Pekerti Melalui Peran Orang Tua dan Guru di Sekolah. **Journal Universitas Negeri Malang**, 46-55
- Tarsilla, K. dan Lydiah, N. 2014. Parental Involvement in Their Children Academic Achievement in Public Secondary School: A Case of KieniWest Sub Country, Nyeri Wunty Kenya. **International Journal of Education and Research**. 2(11) 411-424
- Zulkarnain dan Ferri Novadi. (2009). Sense of Humor dan Menghadapi Kecemasan Menghadapi Ujian di Kalangan Mahasiswa. **Majalah Kedokteran Nusantara**. Volume 42, No. 1, Hlm. 48-54.

PROSIDING:

- Safari. (2019a). The Influence of Computer Availability at Home and at School for Students on 2019 UNBK Results. **Proceeding Book of 2nd ICEAP: The 2nd International Conference on Educational Assessment and Policy 2019**. Page 284-291. DOI: <https://doi.org/10.26499/iceap.v0i0.231>

THESIS / DESERTATION:

- Akbar, MA. (2015). Peran Orang Tua terhadap Pendidikan Anak (Studi Empiris pada Komunitas Pedagang Kaki Lima di Alun-alun Kaliwungu Kecamatan Kaliwungu Kabupaten Kendal). **Skripsi**. Jurusan Pendidikan Non Formal, Fakultas Ilmu Pendidikan, Universitas Negeri Semarang.
- Ayunitasari. (2014). Pengaruh Minat Belajar, Perhatian Orang Tua Dan Bimbingan Belajar Di Luar Sekolah Terhadap Prestasi Belajar Siswa Mata Pelajaran Ekonomi Kelas Xii Di Sma Negeri 2 Bantul. **Skripsi**. Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Yogyakarta.
- Budiyono. (2012). Pengaruh Perhatia Orang Tua Terhadap Prestasi Belajar (Studi Kasus pada Kelas IV MI Miftahul Falah Dusun Gayam Desa Kadirejo Kecamatan Pabelan Kabupaten Semarang Tahun Pelajaran 2011/2012). **Skripsi**. Jurusan Tarbiyah Program Studi pendidikan Agama Islam Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga.
- Carolita, M. (2017). Pengaruh Motivasi Belajar, Perhatian Orang Tua, Dan Teman Sebaya Terhadap Prestasi Belajar Akuntansi Siswa Kelas Xi Ips Di Sma Negeri 1 Depok Tahun Ajaran 2016/2017. **Skripsi**. Program Studi Pendidikan Akuntansi Jurusan Pendidikan Akuntansi Fakultas Ekonomi Universitas Negeri Yogyakarta

- Erlendsdóttir, G. 2010. Effects of Parental Involvement in Education A Case Study in Namibia. **Tesis**. Faculty of Education Studies School of Education, University of Iceland
- Kristanti, AO. (2012). "Pengaruh Motivasi Belajar, Minat Belajar dan Perhatian Orang Tua terhadap Prestasi Belajar Akuntansi Siswa Kelas XI IPS SMA Negeri 1 Kalasan Tahun Ajaran 2011/2012". **Skripsi**. Fakultas Ekonomi Universitas Negeri Yogyakarta
- Kurnianingtyas, D. (2016). Pengaruh Pemanfaatan Waktu Belajar Siswa Di Luar Jam Pelajaran Dan Perhatian Orang Tua Terhadap Prestasi Belajar Akuntansi Siswa Kelas Xi Ips Sma Negeri 2 Sleman Tahun Ajaran 2015/2016. **Skripsi**. Program Studi Pendidikan Akuntansi Jurusan Pendidikan Akuntansi Fakultas Ekonomi Universitas Negeri Yogyakarta.
- Jimmi, V. (2017). Peranan Orang Tua dalam Meningkatkan Motivasi Belajar Siswa di Madrasah Ibtidaiyah Nurul Huda Palembang. **Skripsi**. Fakultas Ilmu Tarbiyah dan Keguruan, UIN Raden Fatah, Palembang.
- Mustikasari, W. (2013). "Pengaruh Perhatian Orang Tua, Pergaulan Siswa dan Bimbingan Belajar Siswa di Sekolah Terhadap Ketekunan Belajar Siswa Kelas XI Teknik Gambar Bangunan di SMK N 1 Seyegan". **Skripsi**. Fakultas Teknik Universitas Negeri Yogyakarta
- Numtaza, A. (2018). Pengaruh Perhatian Orang Tua Terhadap Prestasi Belajar Pendidikan Agama Islam Dan Budi Pekerti Kelas Viii Smp Negeri 18 Semarang. **Skripsi**. Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Walisongo Semarang.
- Utami, RD. (2015). Pengaruh Perhatian Orang Tua Terhadap Tanggung Jawab Belajar Siswa Kelas V Sd Se-Gugus V Kecamatan Galur Kabupaten Kulon Progo Tahun Ajaran 2014/2015. **Skripsi**. Program Studi Pendidikan Guru Sekolah Dasar Jurusan Pendidikan Prasekolah Dan Sekolah Dasar Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta.
- Valeza, AR. (2017). Peran Orang Tua Dalam Meningkatkan Prestasi Anak Di Perum Tanjung Raya Permai Kelurahan Pematang Wangi Kecamatan Tanjung Senang Bandar Lampung. **Skripsi**. Jurusan: Bimbingan dan Konseling Islam Fakultas Dakwah Dan Ilmu Komunikasi Universitas Islam Negeri (Uin) Raden Intan Lampung 1438 H/2017 M.