



## The Role Of Parental Involvement In The Education Process Of Children In High School

Adelia Sitompul<sup>1</sup>, Sanggam Pardede<sup>2</sup>, Nova Yunita Sari Siahaan<sup>3</sup>

Pendidikan Ekonomi, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas HKBP

Nommensen, Medan, Medan

[adelia.sitompul@student.uhn.ac.id](mailto:adelia.sitompul@student.uhn.ac.id)

---

### Article History:

Received: 10 August 2024

Revised: 6 January 2025

Published: 7 August 2025

---

### Abstract

The phenomenon of low parental involvement in children's education is still evident at HKBP Sidorame Private Senior High School Medan, such as limited participation in school activities and communication with teachers, which affects both academic support and character development of students. This study aims to examine the role of parental involvement in the educational process using a qualitative approach with a case study method, involving parents, teachers, and students through interviews, observations, and documentation. The findings show that parental involvement plays an important role in students' learning success, through home guidance, communication with the school, and participation in school activities, yet the level of involvement varies due to factors such as occupation, time availability, and awareness of education. The greater the parental involvement, the more positive the impact on the educational process of students at school.

Keywords: parental involvement, children's education, parental role, senior high school

### INTRODUCTION

Efforts to involve parents in the educational process in Indonesia are mandated in Law Number 20 of 2003 concerning the National Education System, Article 8, which states that the community, including parents, has the right to participate in the planning, implementation, supervision, and evaluation of educational programs. This role is explicitly regulated through Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 30 of 2017, namely that the family involvement program includes various activities such as participation in learning activities, child character development, and school activities. (Yuswati & Setiawati, 2022).

To realize parental involvement in the educational process, the government has made various efforts and facilitations, both through curriculum models that provide space for parental involvement and the establishment of school councils that involve parents in the overall educational development process. However, in reality, parental involvement in the educational process in Indonesia has not been optimal and effective. This is also evident in

the Pancasila Student Profile Strengthening Project (P5), which has not fully responded to parental involvement, as indicated by the minimal presence of parents in every P5 exhibition in schools (Eliza & Syafriani, 2023).

Thus, this research is very necessary to explore the forms and roles of parental involvement in the educational process in schools, especially in high schools, which have characteristics as students who think critically and creatively, including students who have entered a developmental period that requires special attention from parents (Hadiatullah, Sudiarti, & Kurniawansyah, 2023).

Researchers' observations at the HKBP Sidorame Private High School show that most of the learning process at school, parents are only involved in the administrative process, this is indicated by the lack of school socialization towards parents in the synergy between the school and parents in the learning process, there is even no learning model that involves parents as well as the minimal presence of parents in P5 as a forum for showing student creativity (Firmanto & Marianto, 2022) .

Along with the implementation of the independence curriculum, the government launched the Pancasila Student Profile Strengthening Project, which focuses on mutual cooperation, independence, creativity, and global diversity. P5 is not just a project or enrichment, but also a space for students to actualize themselves by developing social and emotional competencies through theme-based project activities relevant to real life (Haryanti, 2016) . In its implementation, the success of P5 is greatly influenced by the active involvement of various parties, including parents. Collaboration between schools and families is an important foundation in encouraging student success in demonstrating the expected character. (Hermawati & Sugito, 2021) . However, in practice, parental involvement in the P5 project is still low, as seen from the minimal participation in student work exhibitions and in accompanying children during the project implementation process, so that the character values that are intended to be formed have not been fully internalized.

**Table 1. Attendance of Students' Parents at P5 Activities**

NO	Year	Name Activity	Number of Students	Parents Present	Attendance Percentage
1	2022	P5 Activity	79	25	31.64%
2	2023	P5 Activity	78	30	38.46%
3	2024	P5 Activity	64	23	35.93%

The table shows that the level of parental attendance in the Pancasila Student Profile Strengthening Project (P5) activities over the past three years is still relatively low, in 2022, out of 79 students involved, only 25 parents attended, this is equivalent to 31.64% participation. In 2023, there was an increase in the number of parental attendance to 30 out of a total of 78 students, but the percentage only increased to 38.46%. In 2024, although the

number of students decreased to 64, parental attendance actually decreased to 23 people, this resulted in a percentage of 35.93%. This data shows that parental involvement in P5 activities has not shown consistency or a significant upward trend. (Maris & Listiadi, 2021) . P5 activities are designed to instill competitive values. This low parental attendance indicates the need for more effective strategies to increase parental awareness, concern, and involvement in the educational process at school (Veronika & Purba, 2022) .

**Table 2. Attendance of Parents of Students at School Committee Meetings**

NO	Year	Activity Name		Number of Students	Parents Present	Attendance Percentage
1	2022	School Meeting	Committee	79	40	50.63%
2	2023	School Meeting	Committee	78	35	44.63%
3	2024	School Meeting	Committee	64	30	46.87%

Table 1.2 illustrates the level of parent attendance at school committee meetings over the past three years, from 2022 to 2024. In 2022, the parent attendance rate was raised to 50.63%, but actually decreased in 2023 to 44.63%. Then, in 2024, there was a slight increase to 46.87%, or only an increase of 2.24% compared to the previous year (Bera, 2023) . Despite this increase, this figure does not yet indicate optimal participation from parents in official school forums. In fact, committee meetings are an important means of establishing communication and cooperation between schools and parents to improve the quality of education. Therefore, more effective strategies are needed to increase parental awareness and active involvement in school activities, especially those related to decision-making and evaluation of educational programs (Aulianingrum & Rochmawati, 2021) .

Furthermore, a number of students still exhibit undisciplined behavior, such as frequently arriving late, lacking focus during the learning process, and lacking a sense of responsibility in completing schoolwork (Sukendar & Kristiyanto, 2021) . Some students also appear to lack self-confidence, are easily influenced by negative environments, or display an indifference toward teachers and peers. These attitudes and behaviors are thought to arise from a lack of attention, emotional support, and good communication between children and parents at home. (Stepen Untung Untung, 2022) . When parents are not fully visible in their children's learning lives, whether through supervision, guidance, or open communication, children tend to have difficulty developing a positive attitude toward education. Children feel they don't receive enough direction and guidance, potentially seeking attention through inappropriate means. This presents a challenge for schools in shaping the character and discipline of students as a whole. (Fortunately, 2022) .

Based on the description, the researcher is interested in conducting research with the title *The Role of Parental Involvement in the Process of Children's Education in High School (Case Study (Students of HKBP Sidorame Medan Private High School))* in order to gain a deeper understanding and solutions to the low level of parental involvement.

## **METHOD**

This research is a qualitative research using an instrumental case study approach, conducted in Class X-XII of SMAS HKBP Sidorame Medan. The place of this research was conducted at the Private Senior High School HKBP Sidorame Medan Jl. Dorowati No. 40, Sidorame Bar. II, Medan Perjuangan District, Medan City, North Sumatra. The time of the research was carried out in the even semester of the 2024/2025 academic year. In this study, the research subjects were students, teachers, and parents of students at SMAS HKBP Sidorame Medan (Ngongo, Taek, & Bele, 2024) . The research subjects were chosen because they are directly involved in the educational process and are relevant parties to describe the role of parental involvement in children's education at the high school level.

Subjects were determined using the snowball sampling technique, a sampling technique that begins with a small number of key informants and expands based on recommendations from previous informants. The informants in this study were divided into two groups:

1. Key informants: 10 students of HKBP Sidorame Senior High School, consisting of 5 students from class X, 5 students, and 5 students from class XII.
2. Supporting informants: 5 teachers, 5 parents of students.

Meanwhile, the research object is the role of parental involvement in the educational process of children at SMAS HKBP Sidorame Medan. This object is examined to determine the extent to which parental involvement contributes to supporting children's educational success, both through parenting roles, communication, support for learning at home, participation in school activities, and joint decision-making with the school (Syarafina & Sugiasih, 2021) .

To obtain relevant and in-depth data regarding the role of parental involvement in the child's educational process at SMAS HKBP Sidorame, researchers used an interview instrument compiled based on indicators from Epstein's theory. This instrument grid helps in designing interview questions that are in accordance with the research focus (Mandasari, Mandonza, & Goa, 2022) .

The data collection method in this study was conducted through interviews, which initially only involved a small number of respondents but expanded as the research process progressed. The interview results were recorded first, then analyzed to draw conclusions. The primary data obtained will be analyzed using the Miles model with the following steps: data reduction, data presentation, and drawing conclusions.

### **a) Data Reduction**

To facilitate researchers in the subsequent data search and collection process, data reduction was carried out by filtering and summarizing the most relevant information from the data obtained in the field. This process emphasized important parts and identified emerging themes and patterns. In this study, data reduction techniques were used to filter significant information from the large amount of data collected from various sources, while eliminating less relevant data. In this way, researchers were able to obtain accurate information regarding the challenges faced by students in developing their problem-solving and critical thinking skills (Agus & Rasid, 2022) .

b) Data presentation

After the data reduction stage is complete, the next step is to present the data. In qualitative research, data can be presented in various formats, such as charts, brief explanations, diagrams, or relationships between categories. However, presenting data in narrative or descriptive text is the most commonly used method. In this study, the data was organized and presented in the form of brief descriptions. Well-structured data presentation will facilitate researchers in drawing accurate conclusions (Polii, 2019) .

c) Drawing Conclusions

Conclusions are drawn based on data that has undergone a data reduction process and been structured. Although the conclusions drawn may initially be tentative or unclear, as the analysis progresses, they will become more precise and solidly grounded (Annisa & Rinaldi, 2020) . If the data obtained is deemed inadequate, the data collection process must be repeated to obtain additional information from the field. This ensures that relevant data can be selected from the large data set, while insignificant information can be discarded

## **RESULTS AND DISCUSSION**

SMAS HKBP Sidorame is a private high school under the auspices of the HKBP Education Foundation, this school is also officially recognized by the Ministry of Education and Culture (now Kemendikbudristek). SMAS HKBP Sidorame was established based on the Establishment Decree (SK) number 420/5935/Dikmenjur/2014, which was issued on June 12, 2014. On the same date, the Operational Decree was also issued with the same number. The school has achieved A accreditation based on the Decree of the National School/Madrasah Accreditation Board (BAN-S/M) number 789/BANSM/PROVSU/LL/X/2018, which was issued on October 10, 2018. The address of SMAS HKBP Sidorame is at Jl. Dorowati No. 40, Sidorame Barat II , Medan Perjuangan District, Medan City, North Sumatra Province, Indonesia. Geographical Coordinates Latitude: 3 ° 36'12 " N Longitude: 98°41'19" E with postal code 20236 (Majidah, Fawaz, & Ritonga, 2023) .

The vision of SMAS HKBP is to excel in moral and academic education, producing graduates who are moral, qualified, integrated, and highly dedicated.

Meanwhile, the mission of SMAS HKBP Sidorame Medan is

1. Organizing quality education, teaching and knowledge development at the secondary level, through a learning process using a national standard quality curriculum.
2. Equipping students with high quality and highly competitive knowledge so that they are obedient and pious to God Almighty and know more about His greatness.
3. Carrying out quality educational services based on love
4. Providing quality educational services in the form of community service to underprivileged communities in accordance with the provisions of the HKBP Sidorame Medan Education Foundation
5. Establish educational cooperation with educational foundations at home and abroad, especially with Christian foundations.

Meanwhile, the motto of SMAS HKBP Sidorame is as follows:

The fear of the Lord is the beginning of knowledge (Proverbs 1:7).

## **Discussion**

The research findings indicate that parental involvement in their children's educational process at HKBP Sidorame High School in Medan is divided into six main roles: parenting, two-way communication, volunteer, home learning companion, educational decision-maker, and collaborative partner with teachers and the community. These six roles collectively demonstrate active, consistent, and multidimensional involvement, positively contributing to children's academic and non-academic development (Gede Nyoman Bagus & I Nyoman, 2022) .

Parents not only supervise and discipline their children but also actively help them learn and celebrate their achievements, creating a positive atmosphere. This is in line with the theory discovered by (Tugiah & Trisoni, 2022) in "School, Family, and Community Partnerships: Preparing Educators and Improving Schools," which states that parental involvement depends on parenting styles. However, this study shows a more emotional and lively approach, which is rarely discussed in previous research, such as that discussed by Epstein (Arista & Priyana, 2023) .

Parents' role in fostering two-way communication is evident in their attitude, which not only provides instructions but also is willing to listen to their children's aspirations and discuss educational options. This finding supports research (Musthofa, 2020) , which found that open communication between parents and children influences student achievement and emotional well-being. However, this study differs from research (Putri, 2018), which stated that communication patterns within families tend to be one-way and authoritarian. This study, however, found a more democratic, open, and collaborative communication model, in which children feel valued and have a role in educational decision-making.

The role of parents as volunteers in supporting their children's non-academic activities is also evident. Parents are present at school activities such as competitions or celebrations, both directly and indirectly. This aligns with the idea (Romadloniyah & Setiaji, 2020) that includes volunteering as a crucial form of involvement. Furthermore, research in *Frontiers*

in Psychology (2024) shows that parental support in non-academic activities contributes to the development of children's self-confidence. Uniquely, in the context of HKBP Sidorame High School, parental presence is not merely symbolic but also has a significant emotional impact on children, fostering a passion for learning.

The role of parents as learning companions at home. Parents help understand difficult material, provide additional practice, and assist with assignments. This aligns with research by Manying (Wajdi, 2021) , which states that parental involvement at home actively promotes children's academic achievement. This also reinforces the findings of a ScienceDirect meta-analysis (Hulu, Lase, & Ndraha, 2021) , which showed that home learning support significantly contributes to learning outcomes. However, the strength of this research finding lies in the parents' initiative to not only assist but also coach their children in a structured manner and provide direct feedback.

In terms of educational decision-making, parents have been found to involve their children in discussions before making important decisions, such as choosing a major or extracurricular activities. This finding supports the views of Malau & Nasution, 2021, as well as the results of recent research in China (Wardani & Dwiningrum, 2021) , which emphasize that parental involvement in children's educational decisions should be based on two-way communication. This approach suggests that collaborative decision-making creates a sense of shared responsibility and strengthens the emotional bond between parents and children (Budiarti & Hanoum, 2019) .

Collaboration between parents, teachers, and the community also appears active, through participation in WhatsApp groups, school meetings, and direct communication with teachers (Budiati & Muhadi, 2022) . This aligns with research (Arsani, Hadi, & Purwasih, 2021) , which states that parental involvement in the school community is a key to educational success. In the context of this research, the use of digital media also provides added value, as it makes it easier for parents to stay connected with the school despite their busy personal lives (Na'im & Fakhru Ahsani, 2021) .

Overall, the results of this study confirm various previous academic findings on the importance of parental involvement in children's education, but also reveal new nuances in local practices, particularly in the HKBP Sidorame Medan High School environment (Malik, 2021) . Parents not only play a formal role but also demonstrate strong emotional, participatory, and digital involvement, thus it can be said that the pattern of parental involvement in this context is comprehensive and oriented towards children's well-being, both academically and non-academically.

## **CONCLUSION**

Based on the results of research on the Role of Parental Involvement in the Child's Education Process at HKBP Sidorame Private High School, Medan, and in accordance with the formulation of the problem and research objectives, the following conclusions were obtained:

1. The role of parents in supporting their children's learning at home influences their motivation and academic achievement. Actively involved parents can foster a passion for learning and help children overcome academic difficulties, while less involved parents can lead to lower discipline and poorer academic performance.
2. Parental involvement in school activities varies. Some parents demonstrate their participation by attending meetings, attending school activities, and collaborating with teachers. Others are less active due to busy schedules or a lack of awareness, resulting in suboptimal communication between the school and the family.
3. Communication between parents and schools plays a crucial role in supporting student development. Parents who maintain intensive communication with teachers are more likely to learn about their child's progress and challenges, while infrequent communication leads to less than optimal support for their child's education.
4. Factors inhibiting parental involvement include time constraints, workloads, and a lack of understanding of the importance of parents' roles in education. This answers the research question regarding the obstacles parents face in their children's educational involvement.
5. Overall, this study shows that parental involvement significantly influences children's educational processes, both through support at home, participation in school activities, and communication with teachers. This aligns with the study's objective of describing the role of parents in supporting the educational success of students at HKBP Sidorame Private High School, Medan. Therefore, this study demonstrates that parental involvement is a crucial factor in supporting children's educational success at school, in line with the stated research objectives.

### **Suggestion**

From the conclusions above, there are several suggestions that can be given by the researcher, as follows:

1. **For Parents** . Parents are expected to maintain and increase their involvement in their children's education, both at home and at school. Their roles as educators, mentors, and school partners must be carried out consistently and adaptively to children's needs, particularly in facing the challenges of education in the digital and global era.
2. **For Schools**. Schools need to maintain open and effective communication with parents and create more opportunities for participation in both academic and non-academic activities. Parenting training or forums can also be held periodically to strengthen parents' understanding of their role in supporting their children's holistic development.
3. **For Teachers and Educators** . Teachers are expected to build collaborative partnerships with parents, not only in academic matters but also in character development and the development of children's potential. Openness to parental input will create a more inclusive and supportive educational climate.



4. **For Future Researchers.** This research can serve as a foundation for further studies examining parental involvement at other levels of education or in different social and cultural contexts. Furthermore, it would be valuable to explore in more depth the specific impact of each parental role on children's learning outcomes and well-being

## REFERENCES

- Agus, I., & Rasid, N. I. (2022). Pembelajaran Tatap Muka Terbatas Pada Siswa Min Di Era Covid-19: Respon Orang Tua Siswa. *Ar-Riayah: Jurnal Pendidikan Dasar*, 6(1), 1–16. <https://doi.org/10.210.29240/Jpd.V6i1.3868> | P. 01-16
- Annisa, F., & Rinaldi, R. (2020). Hubungan Perilaku Overprotective Orang Tua Dengan Penyesuaian Diri Remaja Di Sma X Padang. *Jurnal Riset Psikologi*, 2020(2). <https://doi.org/10.24036/Jrp.V2020i2.9193>
- Arista, D. A., & Priyana, Y. (2023). Hubungan Antara Perilaku Overprotective Orang Tua Dan Penyesuaian Diri Remaja: Tinjauan Faktor-Faktor Mediasi Dan Moderasi. *Jurnal Psikologi Dan Konseling West Science*, 1(03), 145–152.
- Arsani, S., Hadi, N., & Purwasih, J. H. (2021). Peran Orang Tua Dalam Pembelajaran Daring Anak Berkebutuhan Khusus Pada Masa Pandemi Covid-19 Di Sekolah Inklusi Sdn Mojorejo I Kota Batu. *Naturalistic : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 5(2), 846–855. <https://doi.org/10.35568/Naturalistic.V5i2.1135>
- Aulianingrum, R. D., & Rochmawati, R. (2021). Pengaruh Literasi Keuangan, Status Sosial Ekonomi Orang Tua, Dan Gaya Hidup Terhadap Pengelolaan Keuangan Pribadi Siswa. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 15(2), 198–206. <https://doi.org/10.19184/Jpe.V15i2.24894>
- Bera, B. (2023). Korelasi Pemahaman Dan Pelaksanaan Orang Tua Katolik Terhadap Sakramen Baptis Bagi Bayi Di Stasi St. Mikael Paroki St. Paulus Kaubun Keuskupan Agung Samarinda. *Sapa: Jurnal Kateketik Dan Pastoral*, 8(2), 110–118.
- Budiarti, E., & Hanoum, M. (2019). Koping Stres Dan Dukungan Keluarga Terhadap Kesejahteraan Psikologis Orang Tua Yang Memiliki Anak Berkebutuhan Khusus. *Soul: Jurnal Pemikiran Dan Penelitian Psikologi*, 11(1), 44–61.
- Budiati, Y. M., & Muhadi, F. (2022). Pengaruh Dukungan Orang Tua Dan Lingkungan Sosial Terhadap Prestasi Belajar Pada Mata Pelajaran Ekonomi (Lintas Minat) Di Sma Negeri 1 Kalasan. *Jurnal Pendidikan Ekonomi Dan Akuntansi*, 15(2), 27–36. <https://doi.org/10.24071/Jpea.V15i2.4600>
- Eliza, Z., & Syafriani, N. (2023). Pengaruh Pengelolaan Dan Status Sosial Ekonomi Orang Tua Terhadap Perilaku Konsumtif Mahasiswa Iain Langsa. *Profit: Jurnal Manajemen, Bisnis Dan Akuntansi*, 2(2), 27–41. <https://doi.org/10.58192/Profit.V2i2.723>
- Firmanto, A. D., & Marianto, F. (2022). Kebermaknaan Peran Orang Tua Bagi Pendidikan Iman Anak (Upaya Keluarga Katolik Memenuhi Khk Kanon 1136 Selama Pandemi

- Covid-19). *Bia': Jurnal Teologi Dan Pendidikan Kristen Kontekstual*, 5(2), 247–263.
- Gede Nyoman Bagus, M., & I Nyoman, L. J. (2022). *Media Kampanye Pentingnya Peran Orang Tua Terhadap Tubuh Kembang Penyandang Disabilitas*. Opgehaal Van [Http://Repo.Isi-Dps.Ac.Id/Id/Eprint/4783](http://Repo.Isi-Dps.Ac.Id/Id/Eprint/4783)
- Hadiatullah, H., Sudiyarti, N., & Kurniawansyah, K. (2023). Analisis Pengaruh Literasi Keuangan Dan Status Sosial Ekonomi Orang Tua Terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Ekonomi & Bisnis*, 11(2), 230–242.
- Haryanti, F. D. (2016). *Pengaruh Pendapatan Orang Tua Dan Gaya Hidup Terhadap Perilaku Konsumtif Siswa Kelas Xi Ips Man Tulungagung 1*. Universitas Negeri Malang.
- Hermawati, N. S., & Sugito, S. (2021). Peran Orang Tua Dalam Menyediakan Home Literacy Environment (Hle) Pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(3), 1367–1381. <https://doi.org/10.31004/obsesi.v6i3.1706>
- Hulu, L., Lase, D., & Ndraha, A. (2021). Upaya Orang Tua Menumbuhkan Minat Baca Anak Pada Alkitab. *Sundermann: Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora Dan Kebudayaan*, 14(1), 18–28. <https://doi.org/10.36588/sundermann.v14i1.50>
- Majidah, K., Fawaz, R. A., & Ritonga, H. A. (2023). Hubungan Perilaku Overprotektif Orang Tua Kepada Anak Terhadap Penyesuaian Diri Pada Usia Remaja. *Early Stage*, 1(1).
- Malau, R. Y., & Nasution, F. Z. (2021). Hubungan Antara Perilaku Over Protective Orang Tua Dengan Penyesuaian Diri Remaja Di Universitas Potensi Utama. *Jurnal Mahasiswa Fakultas Psikologi*, 2(1), 62–71.
- Malik, I. (2021). *Pola Asuh Orang Tua Dalam Membentuk Akhlak Anak Di Keluarga Nelayan Kelurahan Sumber Jaya Kecamatan Kampung Melayu Kota Bengkulu*. Iain Bengkulu. Opgehaal Van [Http://Repository.Iainbengkulu.Ac.Id/Id/Eprint/5776](http://Repository.Iainbengkulu.Ac.Id/Id/Eprint/5776)
- Mandasari, R. A., Mandonza, M., & Goa, L. (2022). Peran Orang Tua Sebagai Pendidik Iman Kaum Muda Katolik. *Sapa: Jurnal Kateketik Dan Pastoral*, 7(2), 125–135. <https://doi.org/10.53544/sapa.v7i2.357>
- Maris, W. Y., & Listiadi, A. (2021). Pengaruh Lingkungan Teman Sebaya, Status Sosial Ekonomi Orang Tua, Dan Literasi Keuangan Terhadap Perilaku Konsumtif Dengan Locus Of Control Sebagai Variabel Intervening. *Akuntabel*, 18(3), 574–584.
- Musthofa, M. E. (2020). Perilaku Over Protective Orang Tua Dengan Penyesuaian Diri Remaja Di Sma Negeri 1 Wiradesa. *Ijip : Indonesian Journal Of Islamic Psychology*, 2(2), 242–266. <https://doi.org/10.18326/ijip.v2i2.242-266>
- Na'im, Z., & Fakhru Ahsani, E. L. (2021). Peran Orang Tua Terhadap Hasil Belajar Siswa Pada Pembelajaran Daring. *Pedagogika*, 32–52. <https://doi.org/10.37411/pedagogika.v12i1.621>
- Ngongo, M. H. L., Taek, E. D., & Bele, G. A. (2024). Merestorasi Peran Orang Tua Dalam Pendidikan Iman Di Paroki St. Petrus Pariti–Sulamu Keuskupan Agung Kupang. *Jurnal*

*Abdimas Ilmiah Citra Bakti*, 5(1), 46–59.

- Polii, G. Y. (2019). *Hubungan Antara Perilaku Over Protective Orang Tua Terhadap Penyesuaian Diri Remaja Di Sma N 5 Balikpapan*. Program Studi Psikologi Fpsi-Uksw. <https://doi.org/http://repository.uksw.edu/handle/123456789/17984>
- Romadloniyah, A., & Setiaji, K. (2020). Pengaruh Status Sosial Ekonomi Orang Tua, Konformitas, Dan Literasi Keuangan Terhadap Perilaku Konsumtif Dalam Prespektif Gender. *Economic Education Analysis Journal*, 9(1), 50–64. <https://doi.org/https://doi.org/10.15294/eeaj.v9i1.37224>
- Stepen Untung Untung, S. (2022). *Kajian Dogmatis Tanggung Jawab Orang Tua Baptis Terhadap Pertumbuhan Rohani Anak Di Gereja Toraja Jemaat Tarondon*. Institut Agama Kristen Negeri (Iakn) Toraja.
- Sukendar, Y., & Kristiyanto, V. A. Y. (2021). Peran Orang Tua Dalam Pendidikan Iman Anak Usia Dini Di Lingkungan St. Yohanes Maria Vianney. In *Theos: Jurnal Pendidikan Dan Theologi*, 1(5), 165–172.
- Syarafina, N. P., & Sugiasih, I. (2021). Hubungan Antara Konsep Diri Dan Perilaku Over Protective Orang Tua Dengan Penyesuaian Diri Siswa Kelas Vii Mts Negeri Pemalang. *Prosiding Konstelasi Ilmiah Mahasiswa Unissula (Kimu) Klaster Humanoira*.
- Tugiah, T., & Trisoni, R. (2022). Kurangnya Perhatian Orang Tua Terhadap Pendidikan Anak-Anak Inklusif Di Kamang Baru. *Jurnal Sosial Teknologi*, 2(12), 1387–1397. <https://doi.org/10.59188/jurnalsostech.v2i12.518>
- Untung, S. (2022). *Kajian Dogmatis Tanggung Jawab Orang Tua Baptis Terhadap Pertumbuhan Rohani Anak Di Gereja Toraja Jemaat Tarondonn*. Institut Agama Kristen Negeri (Iakn) Toraja.
- Veronika, A., & Purba, Y. S. (2022). Pengaruh Sosial Ekonomi Orang Tua, Perilaku Keuangan Di Keluarga Dan Kontrol Diri Terhadap Manajemen Keuangan Pribadi Mahasiswa Program Studi Manajemen Di Stmb Multi Smart Medan. *Management Studies And Entrepreneurship Journal (Msej)*, 3(6), 3390–3407.
- Wajdi, F. (2021). Manajemen Perkembangan Siswa Sd Melalui Peran Guru Dan Orang Tua Pada Masa Pandemi. *Jurnal Administrasi Dan Manajemen Pendidikan*, 4(1), 41. <https://doi.org/10.17977/Um027v4i12021p41>
- Wardani, K., & Dwiningrum, S. I. (2021). Studi Kasus: Peran Orang Tua Dalam Pendidikan Inklusi Di Sekolah Dasar Seruma. *Wacana Akademika: Majalah Ilmiah Kependidikan*, 5(1), 69. <https://doi.org/10.30738/Wa.V5i1.6409>
- Yuswati, H., & Setiawati, F. A. (2022). Peran Orang Tua Dalam Mengembangkan Bahasa Anak Pada Usia 5-6 Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 5029–5040.