# THE INFLUENCE OF PARENTS INVOLVEMENT ON STUDENTS ACHIEVEMENT

## THESIS



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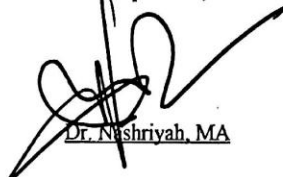On Teacher Education


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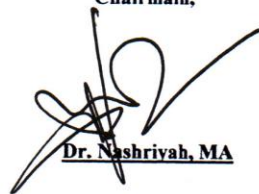Syarifah Dahliana, M.Ag., M.Ed., Ph.D

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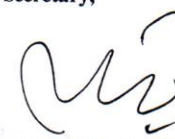
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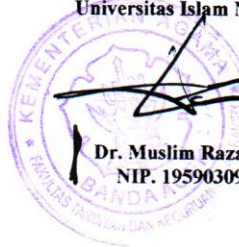
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Saya yang membuat surat pernyataan

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, due to the shortcoming of this research and my limited ability, suggestions and comments are really meaningful in order to reduce its weakness. I hope this thesis will give valuable contribution for students and lecturers in PBI of UIN Ar-Raniry Banda Aceh.

May Allah bless us forever.

Banda Aceh, December 28th 2018

Deviana

# ABSTRACK

Parental involvement is the level of parents' participation in their child's education and school. The aims of this study to find out parents involvement and students achievement at MTsN 4 Aceh Besar and to discover the influence of parents involvement on students achievement. The writer collected the data from questionnaire and the document of students' score. The data in this study was analyzed through percentage of questionnaire , KKM (Minimum Criteria of Mastery Learning) for students achievement and using *pearson's product moment coefficient of colleration* SPSS 25. This study involved twenty five students of third grade Junior High School of 4 in Aceh Besar. The writer took the sample by using purposive sampling. The findings in their research show that there are 11 (44%) students have very high parents involvement, 14 (56%) students have high parents involvement and no students are related to low and moderate parents involvement. The result of students' achievement is indicated that all students have high score in English subject at MTsN 4 Aceh Besar. The result of correlation between two variable is 0,662 significant . So that $r_{xy} > r_{table}$; $0.662 > 0.396$, it means Ha is accepted and Ho is rejected. In another word, there is enough correlation between parents involvement and their achievement. Thus parents involvement and students achievement have a positive correlation.


**Keyword** :**parents involvement, students achievement**

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# CHAPTER 1

# INTRODUCTION

## A. Background Of Study

Learning is the main activity which occurs within educational process of gaining knowledge. The success or failure in gaining the educational purpose depends on how the learning process is faced by students. According to Gagne (1997),  learning is a kind of change that is shown in behavior change, the situation is different before he was in a learning and after learning situation. Change occurs due to an experience or practice.

According to Rusyan (1994), the success of learning can be caused by some factors, namely :Internal and External factors. Internal factors are factors that arise from within the child, which including physiological factors and psychological factors. External factors are factors that come from outside the child, which includes: a) Social factors that comprise the family environment, school environment, community environment, and group environment b) Cultural factors, such as customs, science knowledge, technology and artistry c) Physical environmental factors, such as home facilities, learning and climate facilities d) Spiritual environmental factors or religious.

Education is the most important process to undergo in our life. It is a method by which we can product equality human resources in any specific field oflearning. To run eduction well, it undoubtedly requires a good system in which

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elements operate systematically and functionally. This kind of educational system become a key to a school and university where the whole process of producing qualified human resources takes place and also a key to achieve its academic successes and advancements from time to time.

According to Kartono (1985),The family is the first institution in the child life, where he studied and declared himself as a social creature. Family provides the basis for the formation of behavior, character, morals, and education of children. Children are born in the care of parents and raised in the family. Parents serve as caregivers, mentors, carers, and as educators of their children.

The family is the smallest colony in society and from the family will be created certain individuals that will blend in one society. The family environment is an informal educational environment that connects various aspects of child development. Parents become the most important factor in instilling the basic personality that helps determine the personality picture of a person as an adult.

According to Halim(2000), choosing the most appropriate educational institution for children, is important for parents. Educational institutions are not only related to cognitive or intellectual development, but also to related the development of the child's personality, in which he will socialize with fellow friends, teachers, and the environment inside the educational institution concerned. Therefore, parents should be clever in directing their children to choose an educational institution.

Some parents assume that they are free for responsibility and obligations to educate their children after being handed over to the teacher. All his responsibilities have turned to teachers at school, whether being naughty or virtuous is good and noble, then it is a teacher matter in school. Actually,the parenting involvement is one factor that has been consistently related to a child's increased academic performance (Topor, 2010; Kgosidialwa, 2010)

Some previous researches have connection with this thesis ( Eldeb, 2012;Amunga, 2013; Smith, 2011; ). All of them provide information about the impact of parental involvement on student achievement .the previous research represents parents students from middle east ( Al Badawi School in Abu Dhabi in UAE) and western country (smart Elementry School California) ; meanwhile this study is conducted at MTsN 4 Aceh Besar . The differences culture of previous research with this study will provide diffrent result which lead to this research is necessary to be investigated.

**B. Research Questions**

1. How is the parents' involvement of the students at MTsN 4 Aceh Besar?

2. How is the achievement of the students at MTsN 4 Aceh Besar?

3. Are there any association between students achievement and their parent involvement ?

**C. The Aim of Study**

1. To examine student's achievement atMTsN 4 Aceh Besar.

2. To explore the parents involvement on student'sachievement.

3. To investigate the existence between student's achievement and their parent involvement.

**D. The Significance of Study**

The result of the study is expected to give some benefits. The benefits of the study can be stated as follows:

1. For parents

The results of this study is expected to increase parents' involvement in childrenlearning.This research is expected to give ideas of thought and useful information for parents that the attention of parents is very important for supporting the success of children in the education.

2. For the teacher

This study can be the subject of introspection for teachers as educatorsabout the importance of parental involvement to constantly motivate their children to study.

3. For the school

This research is also expected to be an information for school that can contribute in making decisions especially one associated with parent involvement.

4. For Researchers

The result of the study can be used as stimulant information to conduct further research on the influence of parents involvement on studentsacademic achievement.

### E. TheResearchHypothesis

The hypothesis of this research is formulatedas follow:

$H_O$ =thereisnocorrelationbetween parents involvement and students' achievement

$H_a$ = there iscorrelation between parents involvement and students' achievement

In this study, the writer use the alternative hypothesis. It is necessary to prove the notion of correlation between parents involvement and students' achievement.

### F. Terminology

**1. Parents Involvement**

Based on the *Oxford Advanced Dictionary*, involvement means the act of giving a lot of time and attention to something you care about.

According to Pate & Andrews (2006), parent involvement is defined as having an awareness of and involvement in schoolwork, understanding of the interection between parenting skill and students success in schooling, and a commitmen to consistent communication with educators about students progress.

In this research parent involvement refers to helping students doing their homework, attending the events at school , giving additional guidance learn and giving motivation.

## 2. Students' Achievement

Achievement is the result of an activity that has been done, created both personally and in groups. According toWinkel (2004), achievement is the mastery of students on certain subject matter that has been obtained from the results of test learning expressed in the form of a score.

According to Gafur (1983), The success of students in the learning process can be seen from the achievements achieved in a certain time, in this case,it can be seen from the value recorded in the form of a report book education or report cards. The values contained in the book is the sum of the values of all subjects obtained by students in one semester. Thus the size of the value obtained shows the magnitude of achievements achieved.

Based on the understanding of achievement and learning that has been stated above, it can be concluded that the achievement of learning is the result of a process of learning activities that bring changes in the student's self behavior.

These changes include aspects of knowledge, skills and attitudes, then those aspects are evaluated and actualized in numbers or scores that can be seen in the report book.

The person can get the achievement if it has been doing some time learning process in the mastery of knowledge and skills. In that case family education is the fundamental or foundation of the next child's education. Educational outcomes obtained by the child in the family determine the child's education subsequently, both at school and in the community.

In this research, students academic achievement refers to the form of value obtained from the final result .

**CHAPTER II**

**LITERATURE REVIEW**

**A. Students Achievement**

**1. Definition of Students Achievement**

According to Sukardi (1992), state that achievement is a result of the teaching and learning process which showthe mastery level of subject matter. Additionally, Simanjuntak (1990), revealed that achievement is the capacity of a person after participating in certain exercises, and the results of the exercise can be identified by giving the final test. Based on the opinions above the writer concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with her educational learning.

According toTu'u (2004), achievement is the result obtained by students after learning, such as doing assignments and other activities school. Student learning achievement is seen through cognitive aspects because this aspect is related to students' abilities in knowledge or memory, understanding, application, analysis, and evaluation.

Learning achievement is the maximum result achieved by students after carrying out learning efforts at school. Winkel (2004, p,338) said that"achievement is the mastery of students on certain subject matter that has been obtained from the results of test learning expressed in the form of a score ".

Learning achievement is something that cannot be separated from learning activities, because learning activities are processes, whereas achievement is the result of the learning process. Based on the understanding above, it can be concluded that learning achievement is the result of evaluation achieved by students after doing the learning process at school, stated in the form of the score obtained from the test results. In other words, achievements can be interpreted as a measuring tool for the results of the learning process.

## 2. The Factors That Affect Students Achievement

According to Syah(1999),There are two factors which affect students' achievement. Those are internal factors from students themselves and external factors which the factors are from environment. The further explanation are in the following:

a. Internal Factor

Internal factorsis factors that originates from within self-esteem. Internal factors are divided into 2 aspectsthere are physiological aspect and phsychological aspects.According to Syah (2006, p. 145), physiological aspect is the physical condition that can influence the spirit of students in the teaching learning process. It means unhealthy body can decrease the performance or cognitive competence, so the students are difficult to comprehend the material well in learning process.

In this aspect there are many factors of phsychological aspect which influence the quality and quantity result of students' learning (Syah,1999) :

1) Students Intelligence

Intelligence is the ability of learning as well as the capability of self adaptation with any condition and situation where faced. Generally, intellinge can be defined as the ability of psychophysic in responding stimulus or adaptation with the environment well. The intelligence is not only the problem of brain quality, but also the quality of parts of body. Basically the role of brain as acentral control of the whole activity of human and it plays more prominent role than other parts of body.

Intelligence factor is athing which cannot be ignored in teaching learning process. In this way, ThamrinNasution says that (1986, p.121) " the higher of someone intellingence quotient (IQ), will make wider of his possibilities to achieve succes in their learning". In this opinion, we can conclude that a good intelligence or the higher intellingence is an important factor for students in their effort of study. Thus, the students who have high intelligence will achieve the success easily in their study. Meanwhile those who have low intellingence will face obstacles to achieve success.

2) Students Attitude

According to Syah (2006),attitude is an internal symptom which has an affective dimension, including a tendency to respond constantly to humans object, and thing, either positively or negatively. In other words, attitude as affective experiences result from personal desires and group stimulation. Most of an individual's experiences are either pleasant or unpleasant. In the learning proccess, attitudes offer great possibilities for successfull achievement as well as failure. If the learning experience is pleasant, the learners attitude usually positive

and they are implied to continue the learning. If it is unpleasant, they tend to avoid it.

3) Students Aptitude

The growing of someone definite  skill or expertise is very determined by aptitude they have. In teaching learning process, particulary study of skill, aptitude holds the important part on reaching of result or best achievement. An aptitude is a potential ability to study. The ability will be realized as real skill after learning process because it influences the students' performance.

4) Students Interest

According to Syah (2006), in a simple manner " interest" means preference and high enthusiasm or passion toward something. Interest is one of internal factors supporting learning activity, without having interest to learn, the learning activity cannot be done in a proper way. The importance of interest in learning activity is to help develop students' motivation and encourage students to choose and do the activities during their learning process.

According to Slameto (2010), A child interest can arise along with his experience in exploring and manipulating anything around her. The arising of interest in certain things or activities is mainly caused by the feeling of pleasure in the child's emotion. An interesting activity will keep being observed and followed by the feeling of happiness and satisfaction.

Student can be directed whether they like or dislike a subject material, which is being studied by them. Giving practices can help do this, by practicing

and learning a certain thing repeatedly someone can arise his interest in doing anything.

5) Students' Motivation

Motivation is greatly support students to do something to achieve the goal in learning process. According to Harmer (1985), motivation is a kind of internal drive that encourages someone to pursue a course of action. People will never feel defeated in their life if they have strong motivation, because they will fight time to have certain goals to get their purpose.

b. External Factors

External factor is a factor that originates from outside a person or an individual. These factors include the surrounding environment including the people closest to it:

1).The social

According to Syah (2004), The social environment greatly influences students learning achievement. Teachers, staff and friends become role models for students at the school. If the teacher and staff and friends are able to create a learning atmosphere which is conducive, it can be a positive driving force towards student learning. The community such as neighbours and playmates also greatly influence students in learning. Uncondusive environment will make it difficult for students to study. Beside the school environment and community environment, the family environment also influencestudents' learning achievement. Parents and family is a key element in the introduction of the social environment and the first educator for children (Berger, 2000). For example, lack of monitoring

from parents will give bad impact for students'. These adverse effects include children who do not want to learn or even children tend to behave deviantly (Patterson &Loeber 1984 in Shah, 2004). There are several factors family that affects children in learning, namely: how to educate child, parent relationship with child, parents attitude, economy family, and the atmosphere in the family (Gunarsa, 2006).

2). The non-social

The non-social environment that contributes to the success rate student learning includes home and school buildings, and tools learnt. The condition of the house is narrow and messy and the school building which is located near the market causes students to tend not comfortable in learning. In addition, incomplete learning tools will also make it difficult for students to learn.

Based on the above description, it can be concluded the factors that affect students' achievement include: internal factors and external factors. Internal factors is the students themselves and external factors is students enviroment. One of Internal factors that affect student achievement is a students' discipline in learning, meanwhile external external factors that influence learning achievement include environmental factors.

## 3. Indicator of Learning Achievement

Students' learning achievement can be proven and shown by scores from the results of learning evaluations such as student assignments and tests or tests given by the teacher at the school. According to Shah (2008, p. 141) "evaluation is an assessment level of students succes in achieving the goals set in a program".

This can be seen from the extent that have occurred through teaching and learning activities.

The value or the score is the student's learning outcomes seen from the realm copyright (cognitive), sense domain (effective), and psychomotor. The purpose of assessment of learning outcomes is to know how far students have progress. Assessment or measurement Learning outcomes are displayed in report cards. This report card is the final formulation which is given by the teacher regarding students' progress or student learning outcomes during a certain period or semester (Suryabrata, 1998).

Based on the descriptions above, it can be concluded that the measurement of learning achievement can be done by giving an evaluation. The evaluation or score carried out can be known by using a written test or oral test that covers all the material taught in a certain period of time. In this study, the writer uses documentation data in the form of report cards which are expressed in the form of numbers obtained from the learning process for one semester.

According to Permendiknas No. 20  2006 report cards obtained from 1) results of mid semester 2) The value of individual assignments and the value of group assignments 3) Homework 4) Activity values include the value of activeness in the class 5) results of semester.

## B. Parental Involvement in Brief

### 1. The Definition of Parental Involvement

Parental involvement can be defined as any interaction between a parent with the child or school which enhances a child's development (Reynolds, 1996).

Parental involvement activities have also been represented as existing along a single continuum that extends from home-based activities to school-based activities and finally to home-school collaboration (Shores, 1998). At one end of the continuum are at-home activities, such as reviewing report cards, ensuring school attendance, and monitoring homework. In the middle are traditional at-school activities, such as attending parent-teacher conferences and volunteering. At the other end are more collaborative at-school activities, such as planning classroom activities with teachers and participating in policy making activities. These activities give parents more power and influence over how the school is run.

According to Meador (2017), parental involvement is the level of participation that a parent has in their child's education and school. Parental involvement is generally referred to as parents' participation in their children's education with the purpose of promoting their academic and social succes, for example parents are encouraged to model disirable behavior (e.g., reading for pleasure), discuss school matters at home, organize and monitor their children's time, check homework on a regular basis, tutor their children at home, discuss their children's progress with teachers, and decision making about school programs at the community. Based on the explanation, it can be concluded that parents' involvement is comprised of the amount of time the parentsspents in activities with their children and participation in relevant areas of their children's life.

## 2. Types of Parental Involvement

Joyce epstein of Jhonshopkins university has developed a framework for defining six different types of parents involvement. This framework assists educators in developing school and family patnership programs. According to Epstein (1997), six types of involvement school might emphasize in a comprehensive partnership with parents as follow :

    a. Parenting

According to Epstein's (2002), parenting dimension is defined as the method in which schools can help all families establish a supportive home environment. Lists of sample practices such as suggestions to parents about home conditions foster improved learning, workshops, both formal and informal, addressing parenting and child rearing, implementing parent education courses, launching family support programs to aid in nutrition and health matters, and encouraging home visits at important developmental stages of a student's life. Challenges are present when addressing this dimension of parent involvement.

Cultural differences can have an effect on how parents perceive the school making parenting suggestions. Schools must also be mindful that they seek to involve all of their parents in these activities, not just those who can attend meetings at the school building. In addition, schools must make sure their intentions are clear, avoiding educational jargon that might intimidate some parents.

b.  Communicating

According to Epstein's (2002), framework involves designing effective forms of communication from schools and homes to help parents better understand their children's progress and school programs available to help improve their children's academic performance. Communication should include conferences, annual student work folders to be reviewed at home, a regular schedule of notices, newsletters, or notes, and clear information regarding school policies and programs. Any time communication is involved, challenges can abound.

Communications must be clear, taking into account home factors possibly limiting readability such as  different languages spoken in the household or parents who may not read well. Communication must also be thought of as a two way street where parents are not too  intimidated to initiate communications when the need arises. The ultimate goal of the communicating dimension of parent involvement is to  keep families informed about what is happening at the school, keep them involved in  school programs, and keep them up-to-date on the academic progress of their children  (Epstein, 2008). Designing activities and practices with this goal in mind will help  schools improve parent involvement levels.

c.  Volunteering

Ideally, parents should find some way to support their children education by volunteering. The parents should to find ways to train as volunteers for the school and classroom. Epstein (2008, p.12) stated the "activities that facilitate

volunteerism improve the recruitment, training, and schedules of volunteer stakeholders to support student activities and school programs". Schools should work to design programs involving as many people as possible to help the school improve academics in the classroom and relationships in the community.Parent involvement can come in many forms including assisting with homework, volunteering at school, sending and replying to home-school communications about student progress, developing adult learning skills, and being involved in school government.

d. Learning at home

According to Epstein's (2002), the teachers can take a hands-on approach to improving involvement. She defines the learning at home dimension as providing information and ideas to families about how to help students at home with homework and other activities. This begins with clear communication regarding homework policies, rules, and expectations. Teachers can do this by providing clear expectations, a regular homework schedule, and ensuring homework is practice and review, not an introduction of new, possibly frustrating, concepts. Homework should be about helping and practicing, not teaching school subjects. Schools can help encourage learning at home by sponsoring curriculum nights and developing summer learning packets encouraging home participation in the learning process.

Parents often want to help their children with homework, but unclear expectations can lead to problems in this involvement dimension. It is important

for teachers to be clear with parents when defining what the parental role in homework should be. Once this role is clear, teachers should work to design inviting and interactive homework activities, not just opportunities to monitor simple tasks. Homework should involve having parents help by "encouraging, listening, reacting, praising, monitoring, guiding, and discussing" (p.15).

The goal of providing learning-at-home activities designed by teachers and schools for their students and their families should be meaningful and coordinated with what is going on in the students' classrooms and curricular work (Epstein, 2008). Parents want to help their children, and it is up to the school to design ways to allow this to happen.

e. Desicion making

Epstein (2002), defined decision making as including parents in school decisions and developing parent leaders and representatives within the school. When thinking of decision making, most begin with PTA/PTO organizations, but with NCLB rules, many schools also have other bodies responsible for decision making. Parent advisory councils, school councils, safety patrols, and even student councils have a voice in what goes on in the school. Epstein also argued this type of involvement should go beyond the local school and move into the district level as well. These groups can aid in communicating information to the community at large, keeping the community informed of what is going on in their schools.

Challenges can arise when beginning partnerships with parents in the area of school decision making (Epstein, 2002). Schools must be careful to include parents from all racial, ethnic, and socioeconomic backgrounds when designating leaders in the school. Training should also be offered to enable leaders to better understand what their role should be as decision makers. Decision making should be about a partnership between school and home that works under the umbrella of a shared vision and goals. It should not devolve into a power struggle between two competing groups.

In conclusion, decision making activities include the voices of families in helping to develop mission statements, designing, reviewing, and improving school policies, and helping to aid in creating policies which positively affect students and families (Epstein, 2008).

    f.   Collaborating with the community

According to Epstein's (2002), involvement dimension seeks to involve the community as a whole, not necessarily just parents. She encourages schools to identify and integrate resources and services from within the community to improve student learning by strengthening school programs and family practices. This practice involves first knowing what resources a community has to offer the school. The school should gather information for students and families about the health, social, recreational, and cultural resources found within the community. Once these resources are identified, the school can begin integrating these services by forming reciprocal partnerships to improve school programs. Schools can give

back by allowing students to participate in service opportunities around the community, further strengthening the link between the community and the school.

## C. Parental Involvement and Learning Achievement

Parental involvement is the main reference point which reinforces students' goals during their process of learning English. Parental involvement is very important in increasing the motivation of students to learn the language. The success of students' teaching and learning activities can be seen from learning achievement. According to Syah (2012, p. 141), learning achievement is the level of success of students achieving their stated goals in a program or assessment process to describe achievements of a student .

The influence of parental support for student has many positive impacts, one which is that they increase students' learning motivation to achieve the purpose. Studies indicate that students whose parents more involved in their education earn higher grades in school (Stevenson & Baker, 1987). Vellymalay (2013) suggested strong relationship between parents' education and their involvement on children's education.

Henderson &Berla (1994), in articel" new generation of evidence, state that family is critical to students achievement". When parents are involved in their children education at home, they do better in school. There is a strong correlation between parental involvement and increased academic achievement. According to a study done by Henderson &Berla (1994), the most accurate predicator of students achievement in school is not income or social status, but the extent to

which that students family is able to : 1. Create a home environment that encourages learning; 2. Express high (but not unrealistic) expectations for their children achievement and future careers; 3. Become involved in their children education at school and in the community.

According to Slavin (2006), the research on parental involvement have clearly shown that parents who involve themselve in their children educations have higher achieving children than other parents. The way that parents can contribute positively to their children education is to assist them with their academic work at home. Parents who read to their children, assist them with their homework, and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not assist their children ( Izzo, 1999).

According to Meheere&Hooge (2010), parental involvement in children learning does not only affect learning outcomes but also influence learning motivation,attention,task persistence, and conduct problems in the classroom. Beside direct parent involvement in the home situation and at school, there is another factor that should be considered in this context : parents belief and high expectations of their childrens success in school. By engaging in educational activities with their children at home ( homework, reading, modelling) parents communicate their their expectations for their childrens achievement.

Henderson and Mapp (2002), said that " Programs that engage families in supporting their childrens learning at home are linked to higher student achievement" and that " the more families support their children's learning and

educational progress, the more their children tend to do well in school and continue their education.

However, considerably greater achievement benefits are noted when parents involvement is active; when parents work with their children at home, when they attend and actively support school activities and when they help out in classrooms or on field trips. Because of it, lack of the parental involvement may impacts negatively on childrens academic performance in learning. Therefore, parents must participate actively in their children academic livess, if they want to their children get successful in learning in the school.

### D. Relevant Studies

This research has been conducted by many researchers. Closely topic to this research was done by Araceli( California State University, 2015). The purpose of this study was to determine whether differences existed in English language arts (ELA) and mathematics achievement between fourth grade students whose family members were involved in school and fourth grade students whose family members were not involved in school.  The sample consisted of 30 fourth grade students whose family members were highly involved in school and 30 .The results suggested that students of highly involved family members significantly outperformed those with family members who were not involved based on scores of the cumulative end-of-year district benchmark tests for ELA and mathematics for grade 4.  The mean difference for ELA was 32.33 $p=.001$ and 52.73 ($p=.001$) for mathematics.

The impact of parental involvement on academic achievementwas also investigated by: AymanMokhtarZaheerEldeb (Faculty of Education, The British University in Dubai, 2012). This research was aimed to investigate the impact of parental involvement on student academic achievement at Bawadii School in Abu Dhabi in the UAE. The target population of the current research study included all parents of grade four in Al Bawadi School in Abu Dhabi in the UAE. Number of (144) participants were surveyed and (143) participants. In analyzing the data, the researcher used Qualitative data and Quantitative data. The quantitative approach has given them the opportunity to add breadth in providing a broader understanding of how principals view home-school partnership. The qualitative approach has assisted in a deeper understanding through the interviewees' words about the relationship between schools and families.The result found that there is a positive correlation effect between academic achievement and parental involvement. On the other hand the participants' responses showed that the school current program for "school-parents interaction" has many defects which need to be reformed to bring more attention to parents' involvement topic and to be able to attract them for more involvement.

Another research also focused on the Impact of Parent Involvement on Children's Achievement (Watson School of Education University of North Carolina Wilmington). This research study involved a ten-week case study that included three parents and three students from a first grade classroom. These participants attended workshops to learn effective reading strategies that can be implemented at home to increase student achievement in reading. In analyzing the

data, the researcher used Qualitative data which was collected from the pre and post interviews from both the parents and the students, parent reading logs, and a final conclusion sheet completed from parents.The results indicated parent involvement increased children's reading achievement. Results also further indicated there are three effective methods and strategies needed for parents to become and stay involved in their child's learning.

Previous research has similarity with this research in term of focus on parental involvement on children achievement. However the diffrences are also detected ; most previous research use qualitative design, meanwhile this study use quantitative design. For research sample, the previous research used the non-probability sampling technique and this study use purposive sampling. In addition, the data collection procedure of previous research use observation and interview, this study usequestionner for list of questions that must be answered or done by the person to be investigated.The target population of the previous research represents parents students from middle east ( AlBadawi School in Abu Dhabi in UAE) and western country (smart Elementry School California) ; meanwhile this study is conducted at MTsN 4 Aceh Besar . The differences culture of previous research with this study will provide diffrent result which lead to this research is necessary to be investigated.

# CHAPTER III

## RESEARCH METHODOLOGY

### A. Research Design

This study is Correlational research which uses the correlation statistical test to describe and measure between two variable.In this research, the writer would like to see the possibility of a correlation between the parents' involvement independent variable (X variable) and their achievement in studying English as a dependent variable (Y variable).

The reason for using a quantitative approach because the aim is to find out the effect of parents' involvement on students' achievement and to test the hypothesis. Because it uses a quantitative approach,the researcher tries to test this research scientifically and empirically and with referenceon research rules so that the results of the research obtained can beaccountable.

### B. Brief Description of Research Location

This research was conducted in December 2018. This study focused on the third gradeof MTsN 4 Aceh Besar whichis locatedin Lambaro SibrehKecamatanSukamakmur Kabupaten Aceh Besar. This school has 50 teachers and457 students. The school was built in 1936 and stands on 6624m of land. for the construction of the building, the area is 1900m, 100m for the field and schoolyard.

MTsN 4 Aceh Besar is one of the school located at Aceh Besar, it has many facilities to support the teaching-learning process. There are Indoor Games Facilities, Technology Integrated Education (TIE), Outdoor Games Facilities,

Badminton, Volleyball Field, Library, Prayer Room, Parking Area, Playground, Wi-Fi, Clinic and Auditorium Hall.

MTsN 4 Aceh Besar is a junior high school which aims to improve the quality of adequate education and the performance of the student in learning.The writer delivered the questionnaire in class IX – A for getting parents' involvement score. Thisclassconsists of25students.

This research was conducted at MTsN 4 Aceh Besar because MTsN 4 Aceh besar is one of favorite junior high schools in Sukamakmur; in addition the writer wants to know the influence of parents' involvement on students' achievement.

## C.  Population and Sample

According to Cohen (2000, p. 158), population is the large group in which a researcher wants to generalize the sample result. It is generally a large collection of individuals or object who become the main focus of a scientific query (Castillo, 2009). For this study, the writer chose the students of MTsN 4 Aceh Besar as a population of the research. The school has eighteen classes, there are six classes for first grade, six classes for second grade, and six classes for third grade. The total students of the school are 457 students. Who are divided into 3 levels of Students first grade consists of  170 pupils, second grade consist of 143 students, and third grade occupies of 47 students. The writer only chose one class from six classes available in the third grade.

According to Arikunto (2006,p.131), the sample is a part or representative of the population that will be observed.Sample is the minimum number to represent a selective population that is examined to gain the data or information about the whole. The sample of this study is the class IX A which consist of 25 students. To choose the sample, the writer used purposive sampling. According to Sugiono (2016), purposive sampling is one of the technique of collecting data with certain consideration and objective in mind.The third grade is chosen because they will face a national examination and students need guidance and attention from their parents so that they can maximally face the national exam.

**D. Data Collection**

Tanzeh states that data collection is a systematic and standardized procedure to gain the necessary data (Tanzeh,2011). The data for this research comes from questionnaire and documentation. These data were analyzed to find out the influence of parents' involvement on students' achievement based on their answer to the questionnaire.

1. Questionnaire

The questionnaire method is a technique of data collection carried outby giving a set of questions or written statementsto the respondent to be answered (Sugiyono, 2011, p. 162). The questionnaire was given to the students of  IX A MTsN 4 Aceh Besar as a respondent.

In order to collect quantitative data, the writer used a parents involvement questionnaire which is modified from Fitisia (2016). The questionnaire has twenty questions. Through questionnaire, the writer could getparents' involvement score.

A four Likert scale was used to map and interpret students' response. The interpretation was as follows :Strongly agree, Agree, Disagree and Stronglydisagree. As seen below:

**Table 3.1**
**The Likert Scale**

| Alternative options | Score | |
|---|---|---|
| | Favorable | Unfavorable |
| Stongly agree | 4 | 1 |
| Agree | 3 | 2 |
| Disagree | 2 | 3 |
| Stonglydisangree | 1 | 4 |

The questions of questionnaire are about the parents' involvement on their students' achievement. From the description, the writer formulated it into some statements in the questionnaire.

## 2. Documentation

Documentation is aimed at identifying documents or the field of study devoted to the study of documents. This is an effort to help the researcher to collect the needed data. Arikunto (2002,p. 156) states that "thecarrying out thedocumentation method is done by investigatingwritten objects such as books, magazines, documents, regulationsrules,anddiaries."Documentationwhich will be used in this study in the form of score obtained from the document of students' Semester one classes IX A at MTsN 4 Aceh Besar in the academic year 2018/2019.

**E. TheTechniqueofDataAnalysis**

**1. Questionnaire**

The descriptive analyzing of the questionnaire was conducted to find out the distribution frequency of each item of the questionnaire. It was calculated by using formula as follows.

$$P = \frac{f}{N} \, x \, 100 \, \%$$

Which :

P: Percentage

F: Frequency of Respondents

N: Number of   Students

100%   : Constant Value

Then, the level of scorewas adopted from percentages scales by Suharsimi (2002). It can be seen from the table below:

Table 3.2

The Interpretation of Parents' involvement Score

| Score X (%) | Interpretation |
|---|---|
| 0-20 | Low |
| 21-40 | Moderate |
| 41-60 | High |
| 61-80 | Very High |

The table above indicates the level of parents involvement based on the result of the questionnaire responses.

## 2. Correlation Measurement

In order to answer the research questions, the writer uses the CorrelationProduct Moment to measure the students' score and to find out the correlation between parents' involvement and their achievement in studying English. Thewriterdiddescriptionanalysis to describethe data statistically.

The techniqueon data analysis used correlation technique from Pearson Product Moment,that is (Sudijono, 2006, p.209 in Rosalina, p.24):

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Explanation:

$R_{xy}$= Coefficientof correlation between X variable and Y variable

$\sum X$ = The total score of the distribution of variable X (Parents involvement)

$\sum Y$ = The total score of the distribution of variable Y(Students' Achievement)

$\sum XY$ = Sumof multiplicationofX and Y

N = Number of Sample

$X^2$ = Sumof Xquadrate

$Y^2$ = Sumof Yquadrate

With that formula, the researcher got r coefficient that can describe the correlation between X variable and Yvariable, as below (Hasan, 2009, p.44 in Rosalina, p. 25):

**Table3.3**
**The Interpretation ofCorrelation**

| | Interpretation |
|---|---|
| 0.00 – 0.20 | The correlation between X variable and Y variable is very weak or can be told there is no correlation between the variables. |
| 0.20 – 0.40 | There is weak correlation between X variable and Y variables. |
| 0.40 – 0.70 | There is moderate correlation between X variable and Y variables. |
| 0.70 – 0.90 | There is a strong correlation between X variable and Y variables. |
| 0.90 – 1.00 | There is a very strong correlation between X variable and Y variables. |

To make easy in calculating the data, this interpretation table of product moment scale is important to know whether there are very high correlation, high correlation, moderate correlation, low correlation, or no correlation.

# CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

This chapter provides and explains research finding and research discussion. Research finding is derived from data analysis of the questionnare. The discussion is deliberated from the research finding of data analysis as a final result.

### A. Description of respondents

The writer distributed the questionnare on December 4th – 6th 2018 at MTsN 4 Aceh besar. The data of parents involvement score obtained from questionnaires given to students. This questionnaire consists of 20 statements, which consists of 12 positive statements; each of the statements has 4 alternative answers. The characteristics of respondents are used to find out the diversity of respondents based on gender, age, parents education level and parents occupation. This is expected to provide a  clear with the condition of the respondent.

Based on the characteristics of the respondent gender, it was seen there were 10 male respondents with a percentage of 40% and female respondents as 15 people with presentations of 60%. Most respondents of this research are female respondents. Based on the age characteristics of the respondents, the youngest was 13 years old and the oldest was 15, and the average of respondent was 14 years old.

Based on the occupation characteristics of parents, it was shown that the parents tend to work and there were some respondent parents who did not work. The last education of parents was 13 people senior high school, 7 people junior high school and the least was a university graduate (5 people)

## B. Finding

The Finding of this study are obtained from questionnaire and documentation. The questionnaire method was used to get the parents involvement data. The documentation method was used to obtain scores of students' achievement.

### 1. Parents Involvement

As an Independent variable, the parents involvement data were collected from questionnaire which was filled by the students. In this research, the writer used formula below to get total of questionnaire score;

$$P = \frac{fi}{n} x \ 100\%$$

Based on the formula above, the result of parents' involvement can be summarized as follow :

**Table 4.1  The result of parents' involvement and percentage of students'**

**answer questionnaire.**

| NO | GARDIATION SCORE | FREQUENCY ANSWER | | | | | | | | | | | | | | | | | | | |
|----|------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | QUES 1 | QUES 2 | QUES 3 | QUES 4 | QUES 5 | QUES 6 | QUES 7 | QUES 8 | QUES 9 | QUES 10 | QUES 11 | QUES 12 | QUES 13 | QUES 14 | QUES 15 | QUES 16 | QUES 17 | QUES 18 | QUES 19 | QUES 20 |
| 1 | Stongly agree | 5 | 4 | 12 | 6 | 4 | 4 | 3 | 7 | 7 | 4 | 11 | 8 | 6 | 5 | 5 | 9 | 6 | 4 | 5 | 7 |
| 2 | Agree | 10 | 8 | 10 | 10 | 14 | 15 | 8 | 11 | 11 | 13 | 11 | 14 | 11 | 12 | 12 | 14 | 14 | 12 | 15 | 10 |
| 3 | Disagree | 4 | 7 | 2 | 7 | 7 | 3 | 10 | 5 | 5 | 6 | 3 | 2 | 7 | 7 | 7 | 5 | 6 | 7 | 4 | 6 |
| 4 | Stongly disagree | 6 | 6 | 1 | 2 | 0 | 3 | 4 | 2 | 2 | 2 | 0 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 |

| NO | GARDIATION SCORE | PERCENTAGE ANSWER | | | | | | | | | | | | | | | | | | | |
|----|------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | QUES 1 | QUES 2 | QUES 3 | QUES 4 | QUES 5 | QUES 6 | QUES 7 | QUES 8 | QUES 9 | QUES 10 | QUES 11 | QUES 12 | QUES 13 | QUES 14 | QUES 15 | QUES 16 | QUES 17 | QUES 18 | QUES 19 | QUES 20 |
| 1 | Stongly agree | 20% | 16% | 48% | 24% | 16% | 16% | 12% | 28% | 28% | 16% | 44% | 32% | 24% | 20% | 20% | 36% | 24% | 16% | 20% | 28% |
| 2 | Agree | 40% | 32% | 40% | 40% | 56% | 60% | 32% | 44% | 44% | 52% | 44% | 44% | 44% | 60% | 48% | 44% | 44% | 48% | 60% | 40% |
| 3 | Disagree | 16% | 28% | 8% | 28% | 28% | 12% | 40% | 20% | 20% | 24% | 12% | 8% | 28% | 12% | 28% | 20% | 24% | 28% | 16% | 24% |
| 4 | Stongly disagree | 24% | 24% | 4% | 8% | 0% | 12% | 16% | 8% | 8% | 8% | 0 | 4% | 4% | 8% | 4% | 8% | 8% | 8% | 4% | 8% |

The table above presented the result of parents involvement related to students' achievement. From the table, it can be seen that the percentage of students answer differently.

The table below shows the result of parents involvement on students achievement especially at third grade MTsN 4 Aceh Besar.

**Table 4.2**

**The Parents Involvement Score (X)**

| No | Initial Name | Score X |
|----|--------------|---------|
| 1  | AM           | 55      |
| 2  | DH           | 57      |
| 3  | DE           | 59      |
| 4  | DHA          | 50      |
| 5  | FA           | 41      |
| 6  | HA           | 57      |
| 7  | HP           | 41      |
| 8  | LR           | 67      |
| 9  | MM           | 48      |
| 10 | MR           | 53      |
| 11 | NK           | 61      |
| 12 | NS           | 69      |
| 13 | NA           | 70      |
| 14 | RM           | 44      |
| 15 | RJ           | 64      |
| 16 | RA           | 54      |
| 17 | SM           | 63      |
| 18 | WP           | 64      |
| 19 | WK           | 62      |
| 20 | ZI           | 48      |
| 21 | ZB           | 71      |
| 22 | ZL           | 47      |
| 23 | MQ           | 73      |
| 24 | MA           | 62      |
| 25 | ZZ           | 51      |
| **Total** | | $\sum X = 1431$ |

Based on the table above, it can be concluded that each students has different score of parents involvement which is clearly explained in the table above. The level of parents' involvement can be summarized as follows :

**Table 4.3**

**The Interpretation Result of Parents involvement Score**

| No | Criteria | N | % |
|----|----------|-----|-----|
| 1 | Low | - | - |
| 2 | Moderate | - | - |
| 3 | High | 14 | 56% |
| 4 | Very High | 11 | 44% |

The table above shows that there were 0 % students have low parents'
involvement, 0 % students moderate parents' involvement , 56 % students high
parents involvement and 44 % students very high parents involvement. The total
of average score of parents' involvement is 57 24 of the students MTsN 4 Aceh
Besar.

The level of score is adopted from percentages scales by Suharsimi (2002).
It can be seen from the table below:

**4.4 The Interpretation of Parents Involvement Score**

| Score X (%) | Interpretation |
|-------------|----------------|
| 0-20 | Low |
| 21-40 | Moderate |
| 41-60 | High |
| 61-80 | Very High |

**2. Students' Achievement**

As an dependent variable, students' learning score was taken from the students' result semester one.Thewriter gotthedata from the Englishteacher, Ms.Anita. The descriptionof data as below:

**Table 4.5**

**The Students Achievement Score (Y)**

| No | Initial Name | Score Y |
|---|---|---|
| 1 | AM | 90 |
| 2 | DH | 86 |
| 3 | DE | 90 |
| 4 | DHA | 85 |
| 5 | FA | 71 |
| 6 | HA | 78 |
| 7 | HP | 71 |
| 8 | LR | 80 |
| 9 | MM | 71 |
| 10 | MR | 76 |
| 11 | NK | 80 |
| 12 | NS | 80 |
| 13 | NA | 93 |
| 14 | RM | 85 |
| 15 | RJ | 83 |
| 16 | RA | 78 |
| 17 | SM | 88 |
| 18 | WP | 89 |
| 19 | WK | 78 |
| 20 | ZI | 71 |
| 21 | ZB | 92 |
| 22 | ZL | 71 |
| 23 | MQ | 90 |
| 24 | MA | 78 |
| 25 | ZZ | 71 |
| **Total** | | $\sum = 2025$ |

Based on the table above, it can be concluded that each students has different score of students' achievement  which is clearly explained in the table above.

The level of Students' Achievement can be summarized as follows :

**Table 4.6**

**The Interpretation Result of Students' achievement Score**

| No | Criteria | N | % |
|----|----------|-----|------|
| 1 | Low | - | - |
| 2 | Moderate | - | - |
| 3 | High | 25 | 100% |

In brief, based on the description above, related to KKM (Minimum Criteria of Mastery Learning) English subject in that school; the range score between 71-100 was considered high, 41-70 was moderate and 0-40 means low. If students got the score below 70, it means they do not pass KKM. From the result, the writer found that all the students pass the KKM and they have high score in English subject  atMTsN 4 Aceh Besar.

3. **The Correlation between Parents Involvement on Students'**
   **Achievement Score**

This section shows the correlation of two variable which variable X give influence to variable Y. The writer calculated the correlation between independent variable (parents involvement) and dependent variable (students achievement), using *Pearson's product moment coefficient of correlation* (Sudijono, 2006, p. 209 in Rosalina, 2014, p. 24). The formula is as follow;

$$rxy = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}}$$

The data for formula above were taken from the table below:

**Table 4.7**

**The Correlation Score of Parents' Involvement (X) and Students'**

**Achievement (Y)**

| No | Initial Name | Parents involvement (X) | Students' achievement (Y) | XY | X² | Y² |
|---|---|---|---|---|---|---|
| 1 | AM | 55 | 90 | 4950 | 3025 | 8100 |
| 2 | DH | 57 | 86 | 4902 | 3249 | 7396 |
| 3 | DE | 59 | 90 | 5310 | 3481 | 8100 |
| 4 | DHA | 50 | 85 | 4250 | 2500 | 7225 |
| 5 | FA | 41 | 71 | 2911 | 1681 | 5041 |
| 6 | HA | 57 | 78 | 4446 | 3249 | 6084 |
| 7 | HP | 41 | 71 | 2911 | 1681 | 5041 |
| 8 | LR | 67 | 80 | 5360 | 4489 | 6400 |
| 9 | MM | 48 | 71 | 3408 | 2304 | 5041 |
| 10 | MR | 53 | 76 | 4028 | 2809 | 5776 |
| 11 | NK | 61 | 80 | 4880 | 1721 | 6400 |
| 12 | NS | 69 | 80 | 5520 | 4761 | 6400 |
| 13 | NA | 70 | 93 | 6510 | 4900 | 8649 |
| 14 | RM | 44 | 85 | 3740 | 1936 | 7225 |
| 15 | RJ | 64 | 83 | 5312 | 4096 | 6889 |
| 16 | RA | 54 | 78 | 4212 | 2916 | 6084 |
| 17 | SM | 63 | 88 | 5544 | 3969 | 7744 |
| 18 | WP | 64 | 89 | 5696 | 4096 | 7921 |
| 19 | WK | 62 | 78 | 4836 | 3844 | 6084 |
| 20 | ZI | 48 | 71 | 3408 | 2304 | 5041 |
| 21 | ZB | 71 | 92 | 6532 | 5041 | 8464 |
| 22 | ZL | 47 | 71 | 3337 | 2209 | 5041 |
| 23 | MQ | 73 | 90 | 6570 | 5329 | 8100 |
| 24 | MA | 62 | 78 | 4836 | 3844 | 6084 |
| 25 | ZZ | 51 | 71 | 3621 | 2601 | 5041 |
| TOTAL | | $\Sigma X = 1431$ | $\Sigma Y = 2025$ | $\Sigma XY = 117030$ | $\Sigma X^2 = 84035$ | $\Sigma Y^2 = 165371$ |

The calculation can be seen as follow:

$$\frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[N\sum X^{2} - (\sum X)^2\right]\left[N\sum Y^{2} - (\sum Y)^2\right]}}$$

$$r_{xy} = \frac{25 X\ 117030 - (1431)(2025)}{\sqrt{[25\ X\ 84035 - (1431)^2][25\ X\ 165371 - (2025)^2]}}$$

$$r_{xy} = \frac{2925750 - 2897775}{\sqrt{[2100875 - 2047761][4134275 - 4100625]}}$$

$$r_{xy} = \frac{27975}{\sqrt{[53114][33650]}}$$

$$r_{xy} = \frac{27975}{\sqrt{1787286100}}$$

$$r_{xy} = \frac{27975}{42276.306}$$

$$r_{xy} = 0.6617 = 0.662$$

Then, the table below automatically shown the used of *correlation product moment* of SPSS 25 Program.

**Table 4.7 Correlation between parents' involvement and students'**

**achievement Score**

| Correlations | | Parents' Involvement | Students' Achievement |
|---|---|---|---|
| Parents Involvement | Pearson Correlation | 1 | ,662[**] |
| | Sig. (2-tailed) | | ,000 |
| | N | 25 | 25 |
| Students Achievement | Pearson Correlation | ,662[**] | 1 |
| | Sig. (2-tailed) | ,000 | |
| | N | 25 | 25 |

**. Correlation is significant at the 0.01 level (2-tailed).

From this table, the sig value. (2-tailed) is 0,000 less than 0.05. It means there is a positive correlation and significant between parents' involvement and their students' achievement. The results of the data calculation analysis using both SPSS 25  and manual calculations have the same correlation coefficient, namely 0.662.

To see the interpretation of the index number of the *Correlation Product Moment,*the writerused atcorrelationinterpretationtablefrom Arikunto(see table 3.3inthe previouschapter)todescribethestrengthofthecorrelation. From the table, the result is in the third category (0.40 − 0.70) that describes there is moderate correlation between X variable and Y variable, or it can be stated that there is enough correlation between parents' involvement and their students' achievement. Based on $r_{table,}$ $r_{table} < r_{result;}$ 0,396< 0,662.

This hypothesis described, if $r_{xy} > r_{table}$ means there is correlation between X variable and Y variable, Ha is accepted and Ho is rejected. The $r_{xy} < r_{table}$means there is no correlation between X variable and Y variable, Ho is accepted and Ha is rejected. From the result above, the writer got that $r_{xy} > r_{table}$; 0.662 >, 0,396, it means Ha is accepted and Ho is rejected. In another word, there is correlation between parents involvement and their achievement.

**C. Discussion**

The purpose of this study was to find out the influence of parents' involvement on students' achievement at MTsN 4 Aceh Besar .

In conducting the research, The writer conducted three research questions. To answer the first research question, the writer used the document of students' score , and for the second research question, the writer used questionnaire, and for the third research question, the writer used *Pearson's product moment* in SPSS 25 program test to gathering the data.

For the first research question about the parents' involvement on the students achievement at MTsN 4 Aceh Besar, The result from the questionnaire shows that there were 0 % students with low parents' involvement, 0 % students with moderate parents' involvement, 56 % students with high parents' involvement and 44% students had with very high parents involvement. According to Epstein (1997), six types of involvement school might emphasize in a comprehensive partnership with parents as follow: parenting, volunteer, communication, decision making, educating children in-home, and collaborate with the community.

Giving that attention also has an influence on children's learning achievement. That matter indicated by the results of this study which obtained a relationship between parents involvement in giving attention to school work and daily schedule with children's learning achievements analysis of researchers, with attention given to schoolwork such as homework , and giving parents attention to the scheduled daily such as playing time, and children's study time, so it will affect children's learning achievement.

For the second research question about the achievement of the students at MTsN 4 Aceh Besar, the writer used the document of students' score. The result shows that,students achievements of class IX at MTsN 4 Aceh Besar in the academic years 2018/2019  is 100 % students high achievement. Parents who involved in the students learning process will affect the height or low achievement. Therefore parents who want their children good at school they should play an active role to be involved in the child's learning process at school or at home. According to Schunk (2010), which states that the involvement of parents inside and outside of school directly related to motivation and achievement.

For the third research question about the influence of parents' involvement on students' achievement, the writer used formula of *Pearson product moment* in SPSS 25 program test to gathering the data. The correlation result of parents' involvement and students' achievement is0, 662,based on the term of value (0.40 – 0.70) , refer to moderate correlation. So the score indicatesthat thereisapositivecorrelationbetween twovariables (XandY).

In brief, the writer can conclude that parents' involvement has a connection with students' achievement in learning. This is similar with the result of the research conducted by Tolada (2012) said that the parents' involvement influences positive effects on students' achievement. Thus, parents' involvement is one of the factors that has a close relationship with the students' achievement.

# CHAPTERV

## CONCLUSIONANDSUGGESTION

### A. Conclusions

Based on theresearchfindingsanddataanalysisinthepreviouschapter,it canbe concludedthatthereispositivesignificantrelationshipbetween Parent involvement andstudents'achievementofthird grade studentsat MTsN 4 Aceh Besar.The result shows that there are 11 (44%) students have very high parents' involvement, 14 (56%) students have high parents' involvement and no students are related to low and moderate category. It means that most of students in the third grade of IX-A have high parents' involvement (56%) which are indicated from the questionnaire responded.

The result of students' achievement conclude that,thereis high achievement which conditions value apply (71-100) Itmeansall of students IX-A MTsN 4 Aceh besar is high achievement and no students related to low and moderate category.

The calculation of data also shows that the alternativehypothesisisacceptedand the nullhypothesisisrejected.Itcanbeseenthat $r_{xy}$is 0,662andthe resultfrom $r_{table}$ in5%significancelevelis; 0,396.So $r_{xy}$isbigger than $r_{table}$ oritcanbestatedthat$r_{xy}$>$r_{table}$;0,662 > 0,396.Itmeansthat there is a moderate correlation between parents' involvement and their achievement in studying English at MTsN 4 Aceh Besar for 2018/2019 academic year.

**B. Suggestions**

After the writer makes the conclusion of parents involvement on student achievement at the student's Third grade of MTsN 4 Aceh Besar. The writer addresses some following suggestions for the teachers, students, parents and future researcher as follows:

For Parents, besides facilitating their children with learning materials and other things, the parents also should motivate and support their children with more encouragement, praises, cheers and other factors that can increase their children's motivation because every student needs strong support from his or her parents.

For teacher and school , this study can be the subject of introspection as educators about the importance of parental involvement to constantly motivate their children to study. And can contribute in making decisions especially one associated with parent involvement.

For future research, it is suggested to expand the research area by taking more than one sample school and comparing between schools in urban areas with schools in rural areas.

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**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

**MEMUTUSKAN**

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1065/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:
1. Nashriyah, MA        Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D    Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Deviana**
NIM : **140203195**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Influence of Parents Involvement on Students Achievement**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di:    Banda Aceh
Pada Tanggal:    10 September 2018
An. Rektor
Dekan,

Mujiburrahman/Razali

*Tembusan*
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-336/Un.08/Tu-FTK/TL.00/01/2019                           10 Januari 2019
Lamp  : -
Hal    : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.


Di -
   Tempat

Dekan   Fakultas Tarbiyah dan Keguruan (FTK) UIN  Ar-Raniry   Darussalam Banda Aceh dengan ini
memohon kiranya saudara memberi izin dan bantuan kepada:

| | | |
|---|---|---|
| N a m a | : Deviana |
| N I M | : 140 203 195 |
| Prodi / Jurusan | : Pendidikan Bahasa Inggris |
| Semester | : IX |
| Fakultas | : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam. |
| A l a m a t | : Sibreh, Luthu Dayah Krueng |

Untuk mengumpulkan data pada:

**MTsN 4 Aceh Besar**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas
Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:


**The Influence of Parents Involvement on Students Achievement**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan
terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG UMUM   BAG UMUM

*Kode* 8084

<u>**SURAT KETERANGAN PEGUMPULAN DATA**</u>
Nomor: Mts.01.04.1/PP.005/ 034/2019

Kepala Madrasah Tsanawiyah Negeri 4 Aceh Besar Kabupaten Aceh Besar, dengan ini menerangkan bahwa :

| | |
|---|---|
| N a m a | : DEVIANA |
| Jenis Kelamin | : Perempuan |
| NIM | : 140203195 |
| Prodi | : Pendidikan Bahasa Inggris UIN Ar-Raniry Banda Aceh |
| Jenjang | : S1 |
| Alamat | : Desa Luthu Dayah Krueng Kecamatan Sukamakmur Kabupaten Aceh Besar. |

Benar nama tersebut diatas telah melaksanakan Penelitian / Pengumpulan Data pada MTsN 4 Aceh Besar, sesuai dengan surat permohonan izin mengumpul data dari Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor B-336/Un.08-FTK/TL.00/01/2019 tanggal 10 Januari 2019, sejak tanggal 11 sampai dengan 12 Januari 2019 dalam rangka Penyusunan Skrepsi untuk menyelesaikan Studinya dengan judul **" The Infloennce of Parents Involvement on Students Achievement ".**

Demikian Surat Keterangan ini kami keluarkan, agar dapat dipergunakan seperlunya.

Jeureula, 12 Januri 2019
Kepala

MAIMUN, S. Pd.
NIP. 196307041992031011

Tembusan :
1. Kepala Kantor Kementerian Agama Kabupaten Aceh Besar
2. Arsip.

**Data Demografi**

PetunjukPengisian

Jawablahpertanyaanberikutdenganmenuliskanjawabanpadatempat yang telahdisediakandanmemberitandaceklist (√ ) padakotak yang telah disediakan.

1.Nama : MQ

2.UsiaAnak : (14) tahun

3.Jeniskelaminanak : [ ] i-laki [√] mpuan

4.PendidikanTerakhir Ayah : [ ] SD [ ] SMA

[ ] SMP [√] PT

5.Pekerjaan Ayah : PNS

**PETUNJUK PENGISIAN**

Dibawahiniterdapat20 pernyataan.Silahkanadik-adikbacadanpahamisetiappernyataandenganbaik.Siswadimintauntukmenjawabdengancaramemberitandacentang(√) padasalahsatupilihanjawaban yang tersedia.

Strong Agree = Sangatsetuju

Agree = Setuju

Disagree = Tidaksetuju

Strongly disagree =Sangattidaksetuju

| No | Pertanyaan | STS | TS | S | SS |
|---|---|---|---|---|---|
| 1 | Ibumenyediakantempatuntuksayabelajar dirumah. | | | | √ |
| 2 | Ibusayamengecekkembalijadwalmatapelajaran agar tidakadabuku yang tertinggal. | | | | √ |
| 3 | Ibumemberikancahayapenerangan yang cukupketikasayasedangbelajar. | | | | √ |
| 4 | Ibumengingatkan agar sayaberhati-hati dengan orang yang tidakdikenalsaat di sekolah. | | | √ | |
| 5 | Ibumenanyakantentangkesulitan yang sayaalamidalampelajaran disekolah. | | | √ | |
| 6 | Ibumemberikanrespon yang biasasajaketikamengetahuinilaipelajaransayatidakmemuaskan | | | | √ |
| 7 | Ibutidakmenuntutsayauntukmengungkapkanmasalah yang sayahadapiketikabelajar di sekolah | | √ | | |
| 8 | Ibusayamengikutipertemuanrutin guru danwalimurid yang | | | | √ |

| No | Pernyataan | | | | |
|---|---|---|---|---|---|
| | diadakan di sekolah | | | √ | |
| 9 | Ibumenanyakanperkembanganbelajarsayapada guru di sekolah | | | √ | |
| 10 | Ibusayasering kali absenuntukmenghadiriacara yang diadakanolehsekolah | | | | √ |
| 11 | Ibumenciptakansuasana yang heningdantenang agar sayadapatberkonsentrasibelajar di rumah | | | | √ |
| 12 | Ibutidakmembiarkansayameletakkanbukupelajaransembarangansehinggasayakesulitanuntukmencarinya | | | | √ |
| 13 | Ibusayamengatakankepadasayabahwasayamampuberprestasi | | | √ | |
| 14 | Ibumemberikansayahadiahketikasayamendapatkannilai yang baikkarenaitumerupakantugassayasebagaisiswa | | | | √ |
| 15 | Ibumembelikansayabukuuntukmendukung proses pembelajaran | | | | √ |
| 16 | Ibumemberikansayasolusisaatkesulitanmengerjakantugas di rumah | | | | √ |
| 17 | Ibutidakmenolakketikasayamemintabantuansaatmengerjakantugas | | | | √ |
| 18 | Ibumengingatkansayauntukmengulangpelajaran yang telahdiberikan di sekolah | | | | √ |
| 19 | Ibumengingatkansayauntuktidakmenundamengerjakantugas | | | | √ |
| 20 | IbuSayaseringberbicaradengan orang tua lain masalah yang dialamidisekolah | | | √ | |

# AUTOBIOGRAPHY

1.  Name : Deviana
2.  Place/ Date of Birth : Luthu/ 17Agustus 1996
3.  Religion : Islam
4.  Nationality/ Ethnic : Indonesia/ Acehnese
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10. Parents' Name
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    b.  Occupation : Pensiunan
    c.  Mother : Anizar
    d.  Occupation : PNS
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11. Educational Background
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    b.  Junior High School : PonPes. Al-Falah Abu Lam U
    c.  Senior High School : SMAN 2 Unggul Ali Hasjmy
    d.  University : UIN ArRaniry Banda Aceh

Banda Aceh, 22 Desember 2018

Deviana