JURNALTATSQIF
Jurnal Pemikiran dan Penelitian Pendidikan
Volume 21, No. 1 (June) 2023
Site: http://journal.uinmataram.ac.id/index.php/tatsqif Email: jurnaltatsqif@uinmataram.ac.id
P ISSN: 1829-5940
E ISSN: 2503-4510

THE EFFECT OF PARENT EDUCATIONAL BACKGROUND ON STUDENT ACADEMIC PERFORMANCE OF ISLAMIC BOARDING SCHOOLS

Rosid Bahar[1]; Heri Retnawati[2]; Irfan Budiono[3]
[1] Sekolah Tinggi Agama Islam Al-Andina, Sukabumi, Indonesia
[2] Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
[3] Sekolah Tinggi Agama Islam Idrisiyyah, Tasikamalaya, Indonesia
rosidbahar@gmail.com

Abstract

Islamic boarding schools are institutions where students live who are not accompanied by their parents in their daily lives. The aim of this research is to determine the influence of parental education on the learning abilities of students living in Islamic boarding schools. This research uses a quantitative approach with the research subjects being Islamic boarding school-based junior high school students in Garut, Tasikmalaya Regency and City, West Java, Indonesia. The sample used was 161 students consisting of 63 students from class 1, 57 people from class 2 and 41 people from class 3 MTs (Junior High schools). Data analysis used the Multivariate Analysis of Variance (Manova). The results of the analysis show that there is a significant effect between parents' educational background on the ability to learn Mathematics, Indonesian and Arabic. Meanwhile, for English and science subjects, parents' educational background does not have a significant effect. Even though there is no effect, in general the educational background of bachelor's parents has a better comparison across all subjects. Differences appear in the subjects of English, Science, Mathematics and Indonesian, where the junior high school education background is much better than the high school education. Meanwhile, for Arabic subjects, the results of the analysis show that the educational background of elementary school parents is better than high school.

Keywords: Islamic Boarding School, Parental Education, Multivariate Analysis of Variance, Quantitative

INTRODUCTION

The family is the smallest organization consisting of the father, mother, and children (Suarmini, 2014). The family is also the first institution to educate and develop the potential and personality of children (Jailani, 2014). Mother is the first teacher for the children, while the father is the backbone of

the family who must be ready to meet the needs of its members. Both have the same position and complement each other. Parents have a big responsibility for the education of their children. Love, attention, guidance, and involvement of parents are essentials in the learning process for children. Cholifah et al., (2016) state that the family environment and the educational background of parents are the main factors that greatly influence the growth and development of children. The interaction between parents and children can be a system for children to establish relationships in the future (Hooper, 2007).

Parents send their children to school to be educated and taught by the teachers to implement their responsibilities. Lately, many parents do not only send their children to public schools but also enrol them in Islamic boarding schools. Apart from the fact that their parents were alumni of Islamic boarding schools, they also believe the children will be more socially maintained and receive religious and scientific knowledge when living in boarding schools (Supriatna, 2018). Islamic boarding schools are not only for religious education but have general and modern education order. Thus, many Islamic boarding schools are also public schools such as Elementary, Junior High, Senior High, and university (Rouf, 2016). Teachers at Islamic boarding schools can apply information technology as part of the media for implementing the learning process (Wekke & Hamid, 2013).

As a country with the largest Muslim community, Indonesia has thousands of Islamic boarding schools, and millions of *Santri* spread throughout the country (Nasir, 2005). *Santri* is a term for students who live in and are cared for by the administrators at Islamic boarding schools (Gufron, 2019). Each *Santri* must follow the rules set by the school and study independently without being accompanied by their families.

Due to the lack of parental role in the learning process, many problems may occur, such as violations of institutional regulations to poor learning outcomes. Many parents complain about the ability of their children's

learning outcomes while they have high educational backgrounds. On the other hand, some students are underprivileged and get a fee waiver, but their learning outcomes are proficient. This problem prompted a study to observe the influence of parent education level on student academic performance in Islamic boarding schools.

According to Teodorović (2012) one of the factors that influence student achievement is the educational background of parents. Sirwanti et al., (2019) indicate no significant effect between the education level of parents on student achievement. Meanwhile, Pratiwi (2017) argues that the education level of parents has a positive effect on learning outcomes in Bahasa. Research conducted on elementary school children by Sukiyanto et al., (2022) also explains that parental education will not affect their children's mathematics learning achievement. A study conducted by Annisa (2021) shows that parent educational background correlates with student learning outcomes in the subject of Islamic Education at the Tsanawiyah madrasah up to 38.5%.

From the results of these studies, all research results show their normativeness, however, the differences in this research are in the analytical techniques used, the wider sample, and the research subjects who are different from students in general. Previous research was conducted on students who lived close to their parents, while this research was aimed at students who were far from their parents.

This research closely observed more specific religious subjects provided in Islamic Boarding Schools, namely *Fiqh*, Arabic, *Tawhid*, and others. Due to the limited observation in Islamic boarding schools, this study aims to determine the differences and the influence of parental (father) education on student academic performance in the Islamic boarding school environment.

METHODS

This research is an ex post facto type of research with a descriptive quantitative approach. Ex post facto is an experimental study that does not provide any treatment as it is based on facts of an event that has occurred and investigates the causal relationship with the actual situation that exists at this time (Cohen et al., 2007; Widarto, 2013). Events that have occurred in this study are information on the educational background of parents and students' final grades during the final exams in Islamic boarding schools. A quantitative approach is used to obtain accurate findings based on statistical calculations (King et al., 2021).

This study used the Cluster Random Sampling technique and chose 161 students (*santri*) as the sample out of 556 students of Junior High of Islamic boarding schools in Garut Regency and Tasikmalaya City, West Java Province, Indonesia, for the 2022/2023 academic year. This technique can obtain a unit sample from a collection, cluster, or small group (Scheaffer et al., 2011). The small group referred to in this study were students from three Islamic boarding schools by randomly selecting 63 students from first grade, 57 students from second grade, and 41 students from third grade. The educational background of parents was grouped into Elementary and Junior High with 33 people, Senior High with 50 people, and bachelor's degree with 45 people.

The data of parent educational background were obtained from the administrative staff of the Islamic boarding school. These data are based on the submission of documents, such as ID cards and family registers that are officially issued by state institutions. Next, the data on student academic performance were based on the final scores of students in odd semesters in the subjects of Mathematics, English, Arabic, Bahasa, and Sciences. These subjects were chosen because they are a unification of the curriculum from the government and Islamic boarding schools. For example, English will be

presented in the national curriculum stipulated by the government, while the boarding schools will add special targets, such as daily conversations using English.

The data were analyzed using the Multivariate Analysis of Variance (MANOVA) test with a significance level of 0.05. The data were put through a series of assumption analyses, including the normality test using the Kolmogorov-Smirnov, homogeneity test using Levene test, and a variance-covariance matrix test using Box's M test with a significance level of 0.05, respectively. Next, the data were tested for multicollinearity using the VIF value with a value level of < 10.

RESULT AND DISCUSSION

The results of the Normality Test of parent educational background and student academic performance based on subjects are listed in Table 1. The significance value of each subject was more than 0.05, which means that the data were normally distributed.

Table 1. Normality Test

Subjects	Education	Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Mathematics	Elementary	.095	33	.200*
	Junior High	.150	33	.056
	Senior High	.079	50	.200*
	Bachelor	.097	45	.200*
Bahasa	Elementary	.153	33	.047
	Junior High	.121	33	.200*
	Senior High	.114	50	.112
	Bachelor	.073	45	.200*
English	Elementary	.240	33	.000
	Junior High	.241	33	.000
	Senior High	.156	50	.004
	Bachelor	.099	45	.200*
Science	Elementary	.114	33	.200*
	Junior High	.138	33	.110
	Senior High	.096	50	.200*
	Bachelor	.116	45	.154
Arabic	Elementary	.202	33	.002
	Junior High	.098	33	.200*
	Senior High	.152	50	.005
	Bachelor	.202	45	.000

Next, the homogeneity test resulting in all subjects have a significance value of 0.05, indicating the data were homogenous (Table 2).

Table 2. Homogeneity Test

Levene's Test of Equality of Error Variancesa				
Subject	**F**	**df1**	**df2**	**Sig.**
Mathematics	1.670	3	157	.176
Bahasa	.428	3	157	.734
English	.251	3	157	.861
Science	.804	3	157	.493
Arabic	2.452	3	157	.065

Based on Box's M test results (Table 3), there are no statistically significant differences between the population covariance matrices as the resulting value was more than 0.05. It means that the assumption of the similarity of the population covariance matrices was met.

Table 3. Homogeneity of Variance-Covariance Matrices

Box's Test of Equality of Covariance Matrices	
Box's M	45.418
F	.949
df1	45
df2	48646.422
Sig.	.570

The multicollinearity assumption test shows that the VIF value of each subject was less than 10 (Table 4). Thus, it can be concluded that there was no multicollinearity in each subject.

Table 4. The Multicollinearity Tests

Coefficients[a]							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.729	.578		1.262	.209		
Mathematics	.005	.005	.081	.859	.392	.677	1.478
Bahasa	.008	.007	.093	1.103	.272	.844	1.185
English	.003	.005	.057	.693	.489	.891	1.122
Science	-.003	.006	-.058	-.568	.571	.574	1.743
Arabic	.016	.008	.195	1.979	.050	.614	1.627
a. Dependent Variable: Education							

Further analysis was to test the data using Manova to find out the correlation between parent educational background and the academic

performance of students. By comparing the significance value from Pillai's Trace, Wlks' Lambda, Hotelling's Trace, and Roy's Largest Root to the level of significance, it can be seen that those four values were smaller than the significance level of 0.05 (Table 5). It means that the educational background of parents affects the academic performance of students simultaneously.

Table 5. Multivariate Tests

Multivariate Tests[a]						
Effect		value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.980	1482.885[b]	5.000	153.000	.000
	Wilks' Lambda	.020	1482.885[b]	5.000	153.000	.000
	Hotelling's Trace	8.460	1482.885[b]	5.000	153.000	.000
	Roy's Largest Root	8.460	1482.885[b]	5.000	153.000	.000
Education	Pillai's Trace	.183	2.020	15.000	465.000	.013
	Wilks' Lambda	.825	2.037	15.000	422.767	.012
	Hotelling's Trace	.203	2.048	15.000	455.000	.011
	Roy's Largest Root	.127	3.952[c]	5.000	155.000	.002

a. Design: Intercept + Education
b. Exact statistic
c. The statistic is an upper bound on F that yields a lower bound on the significance level.

This study found that the subjects of mathematics, Bahasa, and Arabic were influenced by the educational background of parents as they yielded significant values of 0.017, 0.022, and 0.009, respectively (> 0.05). However, the parental educational background did not affect English and Science subjects (Table 6).

Table 6. Comparative Scores between Subjects

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Mathematics	3830.446[a]	3	1276.815	3.517	.017
	Bahasa	1646.012[b]	3	548.671	3.284	.022
	English	2866.667[c]	3	955.556	2.633	.052
	Science	1265.721[d]	3	421.907	1.103	.350
	Arabic	2016.706[e]	3	672.235	3.985	.009
Intercept	Mathematics	421293.762	1	421293.762	1160.342	.000
	Bahasa	541529.593	1	541529.593	3241.394	.000
	English	462541.254	1	462541.254	1274.566	.000
	Science	348267.778	1	348267.778	910.444	.000
	Arabic	895554.578	1	895554.578	5308.460	.000
Education	Mathematics	3830.446	3	1276.815	3.517	.017
	Bahasa	1646.012	3	548.671	3.284	.022

	English	2866.667	3	955.556	2.633	.052
	Science	1265.721	3	421.907	1.103	.350
	Arabic	2016.706	3	672.235	3.985	.009
Error	Mathematics	57003.107	157	363.077		
	Bahasa	26229.503	157	167.067		
	English	56975.458	157	362.901		
	Science	60056.453	157	382.525		
	Arabic	26486.412	157	168.703		
Total	Mathematics	500243.000	161			
	Bahasa	590679.000	161			
	English	538543.000	161			
	Science	424911.000	161			
	Arabic	968651.000	161			
Corrected Total	Mathematics	60833.553	160			
	Bahasa	27875.516	160			
	English	59842.124	160			
	Science	61322.174	160			
	Arabic	28503.118	160			
a. R Squared = ,063 (Adjusted R Squared = ,045)						
b. R Squared = ,059 (Adjusted R Squared = ,041)						
c. R Squared = ,048 (Adjusted R Squared = ,030)						
d. R Squared = ,021 (Adjusted R Squared = ,002)						
e. R Squared = ,071 (Adjusted R Squared = ,053)						

As mentioned before, the educational background did not affect on students' scores in English and Science subjects. The comparative value of parents' educational background on English and Science skills of students is shown in Table 7.

Table 7. Comparative Value of English and Science Scores

Multiple Comparisons							
Bonferroni							
Dependent Variable	(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
English	Elementary	Junior High	-1.0000	4.68978	1.000	-13.5316	11.5316
		Senior High	2.9606	4.27259	1.000	-8.4562	14.3774
		Bachelor	-7.8061	4.36594	.454	-19.4723	3.8602
	Junior High	Elementary	1.0000	4.68978	1.000	-11.5316	13.5316
		Senior High	3.9606	4.27259	1.000	-7.4562	15.3774
		Bachelor	-6.8061	4.36594	.726	-18.4723	4.8602
	Senior High	Elementary	-2.9606	4.27259	1.000	-14.3774	8.4562
		Junior High	-3.9606	4.27259	1.000	-15.3774	7.4562
		Bachelor	-10.7667*	3.91439	.040	-21.2263	-.3070
	Bachel	Elementary	7.8061	4.36594	.454	-3.8602	19.4723

	or	Junior High	6.8061	4.36594	.726	-4.8602	18.4723
		Senior High	10.7667*	3.91439	.040	.3070	21.2263
Science	Elementary	Junior High	-3.3333	4.81491	1.000	-16.1993	9.5326
		Senior High	-2.2400	4.38659	1.000	-13.9614	9.4814
		Bachelor	-7.6667	4.48244	.535	-19.6442	4.3109
	Junior High	Elementary	3.3333	4.81491	1.000	-9.5326	16.1993
		Senior High	1.0933	4.38659	1.000	-10.6281	12.8147
		Bachelor	-4.3333	4.48244	1.000	-16.3109	7.6442
	Senior High	Elementary	2.2400	4.38659	1.000	-9.4814	13.9614
		Junior High	-1.0933	4.38659	1.000	-12.8147	10.6281
		Bachelor	-5.4267	4.01884	1.000	-16.1654	5.3121
	Bachelor	Elementary	7.6667	4.48244	.535	-4.3109	19.6442
		Junior High	4.3333	4.48244	1.000	-7.6442	16.3109
		Senior High	5.4267	4.01884	1.000	-5.3121	16.1654

Based on observed means.

The error term is Mean Square (Error) = 168,703.

*. The mean difference is significant at the ,05 level.

In English subjects, only the parental educational background of Senior High and Bachelor yielded a value of less than 0.05 (0.04), indicating that only these two educational levels of parents influence the English skills of students. In general, all parental educational levels did not significantly affect the student learning outcome in English. However, when viewed from the mean difference value, the comparison shows that parents with an undergraduate education can affect children's abilities, and Junior High education had better outcomes than Senior High ones. It shows that students with low parental educational backgrounds in Islamic boarding schools can still compete in English proficiency.

This ineffectiveness of educational background can occur in modern Islamic boarding schools, as they also applied English along with Bahasa as daily communication languages. For example, the English Thursday program, which is a mandatory program for students to speak, communicate, and preach in English every Thursday (Shobikah, 2018). Should students not speak English on Thursdays, they will be punished by picking up trash. The

corners of rooms, offices, fields and the names of other objects owned by Islamic boarding schools are posted in English. Those regulations require students to study many English vocabulary words given by the language team so that they have material to avoid making mistakes. Later, this activity will become a habit for students to learn and speak English in any circumstances. Therefore, the parental educational background may not affect their children's English skills as all students in the Islamic boarding school are treated the same.

This study also found that the educational background of parents does not have a significant effect on students' ability in science. Like English, the mean difference shows that the bachelor's degree of parents, followed by Junior High, is the most influential compared to others.

The Science subjects taught in the class consist of Physics, Chemistry, and Biology. These sub-subjects are formed from the investigation of natural phenomena, scientific attitudes and products, and the correlation between the three (Subiantoro, 2010). Science subjects are always carried out accompanied with practices so that students understand more concretely related to the learning. As all students have equal opportunities in gaining knowledge, the educational background of parents is ineffective in understanding Science lessons in Islamic boarding schools. This study also found that the educational background of parents does not have a significant effect on students' ability in science. Like English, the mean difference shows that the bachelor's degree of parents, followed by Junior High, is the most influential compared to others.

Further analysis found that bachelor's degree and Senior High educational level of parents influence the Mathematics and Bahasa scores of students (Table 8). However, the education level of parents generally does not have a statistically significant effect on students' Mathematics and Bahasa abilities.

Table 8. Score Comparison of Mathematics and Bahasa

Multiple Comparisons

Bonferroni

Dependent Variable	(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
MATH	Elementary	Junior High	-2.697	4.691	1.000	-15.232	9.838
		Senior High	.085	4.274	1.000	-11.334	11.505
		Bachelor	-11.343	4.367	.062	-23.013	.326
	Junior High	Elementary	2.697	4.691	1.000	-9.838	15.232
		Senior High	2.782	4.274	1.000	-8.637	14.202
		Bachelor	-8.646	4.367	.297	-20.316	3.023
	Senior High	Elementary	-.085	4.274	1.000	-11.505	11.334
		Junior High	-2.782	4.274	1.000	-14.202	8.637
		Bachelor	-11.429*	3.915	.024	-21.891	-.967
	Bachelor	Elementary	11.343	4.367	.062	-.326	23.013
		Junior High	8.646	4.367	.297	-3.023	20.316
		Senior High	11.429*	3.915	.024	.967	21.891
BAHASA	Elementary	Junior High	-1.727	3.182	1.000	-10.23	6.775
		Senior High	.158	2.899	1.000	-7.589	7.904
		Bachelor	-7.376	2.962	.083	-15.291	.540
	Junior High	Elementary	1.727	3.182	1.000	-6.775	10.230
		Senior High	1.885	2.899	1.000	-5.861	9.631
		Bachelor	-5.648	2.962	.350	-13.564	2.267
	Senior High	Elementary	-.158	2.899	1.000	-7.904	7.589
		Junior High	-1.885	2.899	1.000	-9.631	5.861
		Bachelor	-7.533*	2.656	.031	-14.63	-.436
	Bachelor	Elementary	7.376	2.962	.083	-.540	15.291
		Junior High	5.648	2.962	.350	-2.267	13.564
		Senior High	7.533*	2.656	.031	.436	14.630

Based on observed means.

The error term is Mean Square (Error) = 168,703.

*. The mean difference is significant at the ,05 level.

Considering that Mathematics is a subject that has more school hours, it is depicted only to be mastered by children who have good parental roles, reflected by their educational status. Therefore, it is natural for children with

good math skills as they are supported by educated parents. It is consistent with a study conducted in South Africa, which showed that a high level of parental education affects students' Mathematical abilities (Visser et al., 2015). The educational level of Elementary and Junior High has significant values that are lower than 1 for both Mathematics and Bahasa, indicating that they still may affect the abilities of students in Mathematics and Bahasa, but are statistically insignificant. Furthermore, the comparison value between Elementary and Junior High that was greater than Senior High is very possible for students who live in Islamic boarding schools. It is due to, along with parental roles, many factors that can ignite the spirit of independent learning from the students. This needs further research to see the extent of its influence and what factors can lead to these advantages. This study was in line with the results of national-level research conducted by the Ministry of Education and Culture in 2018, which stated that parental educational background greatly influences the results of the Junior High School National Examination in Mathematics and Bahasa subjects (Safari, 2018).

Next, the parental education levels of undergraduate and Junior High have a significance value of lower than 0.05 (Table 9) on Arabic subjects, indicating that those education levels can affect students' Arabic language scores. Meanwhile, other educational backgrounds showed that they did not have a statistically significant effect.

Table 9. Score Comparison of Arabic

Multiple Comparisons

Bonferroni

Dependent Variable	(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
ARABIC	Elementary	Junior High	2.2727	3.19757	1.000	-6.2715	10.8169
		Senior High	-3.9333	2.91312	1.000	-11.7175	3.8508
		Bachelor	-7.1333	2.97677	.106	-15.0876	.8209
	Junior High	Elementary	-2.2727	3.19757	1.000	-10.8169	6.2715
		Senior High	-6.2061	2.91312	.208	-13.9902	1.5781

		Bachelor	-9.4061*	2.97677	.011	-17.3603	-1.4518
	Senior High	Elementary	3.9333	2.91312	1.000	-3.8508	11.7175
		Junior High	6.2061	2.91312	.208	-1.5781	13.9902
		Bachelor	-3.2000	2.66890	1.000	-10.3316	3.9316
	Bachelor	Elementary	7.1333	2.97677	.106	-0.8209	15.0876
		Junior High	9.4061*	2.97677	.011	1.4518	17.3603
		Senior High	3.2000	2.66890	1.000	-3.9316	10.3316
Based on observed means.							
The error term is Mean Square (Error) = 168,703.							
*. The mean difference is significant at the ,05 level.							

It should be noted that Arabic education here is the typical Arabic language of Islamic boarding schools or commonly called *Nahwu* science with texts originating from *Kitab Kuning* (yellow book) or *Kitab Gundul* (bare book). Thus, these findings of the higher education background of parents that can affect student Arabic skills were interesting. In fact, in quantity, almost all parents with bachelor's degrees never studied at Islamic boarding schools. If sorted from the sample taken, the average parents who have experience in Islamic boarding schools were parents with Elementary, Junior High, Senior High, and undergraduate education. This analysis proves that even those without Islamic boarding schools experience can adapt to the Islamic boarding school environment and improve their ability to speak Arabic. This follows the research by Ineu Nurtresnaningsih (2016) Nurtresnaningsih (2018), which explains that, although not absolute, socioeconomic, and parental education levels affect students' Arabic skills along with the environment, culture, parenting styles, and individual differences in terms of intelligence and self-study motivation.

CONCLUSIONS

The educational background of parents significantly influences the students' ability to learn Mathematics, Bahasa, and Arabic but is ineffective on English and Science subjects. Although, in general, the bachelor's degree of

parents has better results in all subjects. The educational background of Junior High was better than Senior High ones as was found in the subjects of English, Science, Mathematics, and Bahasa. As for Arabic, the results show that the educational background of Elementary was superior to Senior High. Further research could try to examine the influence of maternal education levels on children living in Islamic boarding schools.

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