

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Concepts of Parents support**

According to Hurlock (1990), the support most expected by adolescents in facing academic crises comes from their families, particularly their parents and siblings. Saurasa (as cited in Zaenuddin, 2002) describes parental support as the presence, empathy, and care from reliable individuals who appreciate and love us. A similar view is expressed by Cabb (as cited in Zaenuddin, 2002), who defines parental support as the provision of comfort, attention, appreciation, or assistance through acceptance of their child's condition. Parental support can manifest in instrumental (material), emotional, or informational forms, enabling adolescents to prepare for and utilize the assistance they receive (Taylor, 2000). Parental involvement and support are generally beneficial for the learning process and academic achievements of students (Ratelle et al., 2005).

Parental support encompasses the awareness of the ongoing responsibility to educate and nurture children, which involves providing help to meet their basic needs through attention, a sense of safety and comfort, and love. Another definition of parental support describes it as the attitudes or actions of family members towards each other,

which can include informational support, evaluative support, instrumental support, and emotional support.

According to Hidayah (in Lalan Elvira et al., 2022:231), parental support is the perception of an individual that they are part of a social network where each member provides mutual support. Social support is a form of providing comfort, both physically and psychologically, by the family. Parents play a crucial role in a child's learning stage by providing support. Parental attention can offer encouragement and motivation, enabling children to study diligently, as they require a suitable time, space, and environment for learning. With parental support, students can feel more confident in initiating their learning at school; thus, during the learning process in the classroom, students can effectively follow the flow of teaching and learning activities.

According to Sappaile (2021:21), parental support is the perception of an individual that they are part of a family where each member provides mutual support. This support serves as a means of providing comfort, both physically and psychologically, from family or close friends when facing certain pressures or problems. An individual who feels comfortable will be more effective in dealing with specific pressures or issues.

Good parental support is characterized by autonomous support, where parents act as facilitators for their children rather than providing directive support (where parents give numerous instructions, exert control, and tend to take over tasks). Lestari (2016:60) states that the indicators of parental support used in this research are as follows: 1) Emotional Support: This support involves expressing empathy and concern for the individual, making them feel comfortable, loved, and cared for. 2) Appraisal Support: This support involves expressions of agreement and positive evaluations of others' ideas, feelings, and performances. 3) Instrumental Support: This form of support involves direct assistance, such as financial help or aid in completing specific tasks. 4) Informational Support: This type of support includes advice, guidance, and feedback on how to solve problems.

One key role that parents can play in their children's lives is to offer support—through attention and affection—to aid in their growth and development. Parental support represents the assistance received by individuals from others or groups around them, creating a sense of comfort, love, and appreciation.

Based on the explanations above, it can be concluded that parental support constitutes the social interaction from parents received by their children in the

form of love, motivation, attention, prayers, and material assistance when facing significant events in their lives.

The child is born into family—his first socializing group and the most basic agency of socialization in all societies. The family is not only the first group to which he is exposed, but also is in many ways the most influential. It is in line with Hafiz who states that one reason for importance of the family is that it has the main response usability for socializing children in the crucial early years of life (Muhammad, 2019)

The family is where children establish their first close emotional ties, learn or acquire language, and begin to internalize cultural norms and values.

As the unit of society, the home sets the pattern for social development and adjustment to form the attitudes and behavior habits. A child's physical, mental, and emotional potential it is reflect the physical, mental, and emotional characteristic of his parent. They are formed by the interaction between the child and the parent.

There are six types of parents supports they are as follows:

1. Parenting (helping families with childrearing and parenting skills),
2. Communicating (developing effective home-school communication),

3. Volunteering (creating ways that families can become support in activities at the school),
  4. Learning at home (supporting learning activities in the home that reinforce school curricula),
  5. Decision-making (including families as decision-makers through school- sites councils, committees),
  6. And collaborating with the community (matching community services with family needs and serving the community),
- Each type of supports encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well.

She defines parents supports as families and communities who take an active role in creating a caring educational environment. She further asserts that parents who are support with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school related decision making, and who regularly collaborate with the school community. Epstein's extensive work on school-family- community partnerships, Epstein outline schools' responsibilities with respect to each of the six types of involvement established in her framework. A

few sample practices are mentioned for each type of supports.

### **1. Understanding Parents support**

Parents support is an attitude, action and acceptance of each family member. Family members view that supportive people are always ready to provide help and assistance. Parents support is an attitude acts of family acceptance of family members, in the form of: informational support, assessment support, instrumental support and emotional support. So parents support is a form interpersonal relationships that include attitudes, actions and acceptance towards family members, so that family members feel that someone is notice. People in a supportive social environment generally have a better condition than their counterparts who without this advantage, because parents support is considered reduce or buffer the effects of an individual's mental health.

Parents support is help that can be given to other family members in the form of goods, services, information and advice able to make the recipient of support will feel loved, valued, and peaceful. This support is an attitude, action and acceptance families of sick patients. Family members looking at that people who are supportive will always be ready to give help and assistance needed. Great parents support received by one

family member from another family member in order to carry out the functions contained in a family. Forms of parents support for family members are: morally or materially. Having parents support will have an impact on increasing self-confidence in patients in dealing with the process of treating the disease.

## **2. Form of parents support relationship**

Hafiz divides the forms of parents support into, The 4 dimensions are (Muhammad., 2019):

### **1) Emotional Support**

Emotional support is the family as a safe place and peace for rest and recovery and helps mastery to emotions. Aspects of emotional support include support that is manifested in the form of affection, trust, attention, listen and be heard. Emotional support involves expressions of empathy, concern, encouragement, personal warmth, love, or emotional assistance. With all the behavior that encourages feelings of comfort and lead the individual to believe that he or she is praised, respected, and loved, and that others are willing to pay attention (Sultana, 2019).

### **2) Instrumental Support**

Instrumental support is the family is a source practical and concrete assistance, including in terms of financial needs, eat, drink, and rest.

### 3) Informational Support

Informational support is that the family functions as a giver information, where the family explains about giving advice, suggestion, information that can be used to express a problem. Aspects in this support are advice, suggestions, suggestions, instructions and providing information.

### 4) Appraisal or Award Support

Appreciation or appraisal support is family act guide and mediate problem solving, as a source and family member identity validators include providing support, appreciation, and attention (Friedman, 2020).

Meanwhile, according to Teale, dividing parents support into 3 types, namely (Teale, 2020):

#### 1) Physiological Support

Physiological support is support that is carried out in forms of assistance in daily activities that basic, as in the case of taking a bath preparing food and pay attention to nutrition, toileting, provide a certain place or space special care, caring for someone when sick, assisting with appropriate physical activities abilities, such as gymnastics, creating a safe environment, and etc.

#### 2) Psychological Support

Psychological support which is shown by giving attention and affection for family members, providing a



sense of security, help realize, and understand about identity. Besides that ask for opinion or have a discussion, take the time converse to maintain good communication with intonation or clear tone of voice, and so on.

### 3) Social Support

Social support is provided by suggesting individuals to participate in spiritual activities such as recitations, social gatherings, provide the opportunity to choose the appropriate health facility voluntarily, while maintaining interaction with others, and observe applicable norms.

### **3. Parents supports Based at Home and School**

Parental support may have very essential in school-based activities of their children. These activities may involve contacts with teachers, checking the attendance of children in school, monitoring their activities in school, checking their periodical academic progress reports. All these things might be very helpful in higher level academic result of children. Parents become more concerned about the learning opportunities that secondary schools provide. As children move from the middle grades to the secondary school, parents also crystallize their educational expectations for their children. As students complete school education, parents

become increasingly concerned about their teen's further education and about the effects of secondary school programs on postsecondary opportunities (Sultana, 2019).

The term parents' supports are used broadly in this writing. It includes several different forms of participation in education. Parents get support in their children's education because one of their functions is giving education for their children. Parents obligate as positive habit former for strong foundation in informal education. By the habits parents show, the children will adapt and adopt their parents. This way, parents have important roles in developing their children's potency.

#### **4. Benefits of Parents support**

According Sultana, family social support has a positive effect on of health and well-being that function simultaneously. (Sultana, 2019). There is strong support associated with declining mortality, easier recovery from illness, cognitive, physical, and emotional health. In addition, parents support has an influence positive on the adjustment of events in a full life with stress. Family social support is a process that occurs throughout life, the nature and type of family social support at different stages of the life cycle. However Thus in all stages of the life cycle, social

support family makes family able to function in various ways intelligence and reason. As a result it improves health and family adaptation (Cresswell, 2022). Revealed that parents support will increase:

1. Physical health, individuals who have a close relationship with other people rarely get sick and recover faster if affected by disease than isolated individuals.
2. Stress reaction management, through attention, information and feedback needed to cope with stress.
3. Productivity, through increased motivation, quality of reasoning, job satisfaction and reduce the impact of job stress.

#### **4. Family Support Indicators**

The types of family support represent ways to manifest help from the family, which can take the form of expressions, statements, or actions. Family support is divided into six categories based on its relationship with students, which are as follows:

##### **a. Reliable Relationship**

Students' knowledge that they can rely on tangible assistance when needed provides a sense of calm,

knowing there are family members who can be counted on during difficult times.

b. Guidance

Family support includes advice and information from trusted sources, helping students navigate challenges and make informed decisions.

c. Recognition

This type of family support involves acknowledgment or appreciation of the individual's abilities and qualities. Such support helps students feel valued and accepted, like receiving praise for accomplishing something good.

d. Emotional Closeness

This support takes the form of expressing love and affection, which can create a sense of security for students. The emotional closeness fosters safety and reassurance.

e. Social Integration

This aspect of support relates to fostering a sense of belonging for students as members of a group. By sharing interests and social activities, students feel accepted within that group.

f. Opportunities for Nurturing

This support involves the feeling that students are needed by others, making them a source of support

for those around them. This mutual support helps strengthen their relationships.

## **5. Factors Affecting Parents support**

The strong evidence from the results of research that stated that large families and small families qualitatively describe developmental experiences (Gass, 2021). Children who come from small families receive more attention than children from larger families. Besides that parents support provided by parents (especially mothers) as well as influenced by age. Young mothers tend to be less.

According to Sultana, the factors that affect influencing parents support are:

### **1. Developmental stage**

This means that support can be determined by the age factor in terms of this is growth and development, thus each age range (infant-elderly) has an understanding and response to different health changes.

### **2. Education or level of knowledge**

A person's belief in the existence of support is formed by intellectual variables consisting of knowledge, background education and past experience. Cognitive ability will shape a person's way of thinking, including the ability to

understand the factors associated with disease and use knowledge about health to maintain his health.

### 3. Emotional factor

Emotional factors also affect beliefs about there is support and how to do it. Someone who experience a stress response in every change of life tend to respond to various signs of illness, perhaps done in a worrying way that the disease it can threaten his life. Someone who generally looks very calm may have a response little emotion during his illness. An individual who unable to cope emotionally with possible disease threat.

### 4. Spiritual

The spiritual aspect can be seen from how someone live their lives, including values and beliefs that implemented, relationships with family or friends, and the ability to find hope and meaning in life

## **B. Definition Of Learning Achievement**

According to Gratz (2020), interpret learning achievement expressed in the form of symbols, numbers, letters, or sentences that can reflect the results that have been achieved by each student in certain period and it can be stated that learning achievement is the result of from a learning activity accompanied by the changes achieved

student. The term achievement in the Popular Scientific Dictionary is defined as a result that has been achieved.

According to Hafiz states that learning achievement is The results obtained are in the form of impressions that result in changes within the individual as a result of activities in learning. Agree with the expert According to Sultana, learning achievement is ability to solve difficult things, master, outperform, match, and surpass other students while overcoming obstacles and achieving high standard.

Learning achievement refers to the outcomes of learning or efforts made by students, which can be expressed in the form of grades found on report cards. According to the Kamus Besar Bahasa Indonesia (Indonesian Dictionary), learning achievement is the mastery of knowledge and/or skills developed through subjects, typically indicated by test scores or grades assigned by teachers.

Learning achievement serves as evidence of a student's success or capability in engaging in learning activities, reflecting the weight of the knowledge and skills acquired. It can be concluded that learning achievement is the result of students' success, encompassing both knowledge and skills gained after undergoing the educational process at school. In this research, students' learning achievement is represented by their report card grades. A report card is a document containing information about the grades received

by students in each subject during their classroom learning, typically used as a report from teachers to the students' parents or guardians.

Learning achievement results from the learning process. Indicators of learning achievement are used to measure the extent of students' accomplishments. Muhibbin Syah (in Arianto 2019:92) states that indicators of successful learning achievement encompass three domains: the cognitive domain (knowledge), the affective domain (emotions), and the psychomotor domain (skills). In other words, indicators of successful learning achievement should ideally not only be viewed from cognitive aspects but should also involve behavioral dimensions that reflect changes in students' learning behaviors.

To assess changes in students' behaviors, significant behavioral changes should be identified that are expected to reflect the improvements that constitute students' learning achievements across the three domains: cognitive, affective, and psychomotor dimensions.

Before understanding the concept of learning achievement in general terms, it is essential to first address the meaning of learning itself. Learning is an adaptation or adjustment process of behavior that occurs progressively (Muhibbin Syah, 2019). Additionally, Nana Sudjana states



that learning is a process characterized by changes in an individual.

According to the *Kamus Besar Bahasa Indonesia* (2019), learning achievement refers to the mastery of knowledge or skills developed through subject matter, typically demonstrated through tests or grades assigned by teachers. Learning achievement represents the results achieved by an individual in mastering knowledge and skills developed during lessons, usually indicated by the numeric scores given by teachers (Asmara, 2019).

Furthermore, Hetika (2020) defines learning achievement as the attainment or capability referred to in terms of skills or a collection of knowledge. Harjati (2020) also emphasizes this aspect, highlighting the significance of achievement in the learning process.

Learning achievement is defined as the outcome of efforts made that result in changes expressed in symbolic forms to indicate one's capabilities in achieving specific results within a certain timeframe. Winkel (2020) states that learning achievement serves as evidence of success attained by an individual. Thus, learning achievement is the maximum result achieved by someone after engaging in learning efforts. Similarly, Describes learning achievement as the optimal effort reached by a person following their learning endeavors.

According to S. Nasution (2020), learning achievement reflects the perfection achieved in thinking, feeling, and acting. Learning is considered perfect when it meets three aspects: cognitive, affective, and psychomotor. Conversely, it is deemed unsatisfactory if it fails to meet the targets across these three categories. Suryadi Suryabrata (2022) notes that learning achievement is the result derived from practice and experience, supported by awareness. Therefore, learning achievement can be understood as the result of changes occurring throughout the learning process.

Based on the definitions provided, it can be concluded that learning achievement represents the level of success attained in the learning process after undergoing assessments, which are quantified in numerical values. Thus, learning achievement signifies the outcome of the efforts made, leading to measurable changes in the individual's capabilities over a specified period.

From several definitions of learning achievement, it can be concluded that learning achievement is the result or change in learning achieved and a process that allows the emergence or change of a behavior behavior as a result of the formation of the primary response, provided that changes or the emergence of new behavior is not caused by the existence of maturity or by a temporary change for some reason.

### **1. Factors that affect learning achievement**

Teale suggest factors of learning achievement, namely: internal factors are factors that come from students themselves in the form of physiological factors (health and body condition), psychological factors (interests, talent, intelligence, emotion, fatigue, and learning). While the factor:

External factors are factors that come from outside the student's self-influenced by the family environment, school environment, society, and the natural environment. Candlin (2021) also argues that one of the supporting factors from the family environment is parenting parents (how parents educate) how parents educate their children will affect their learning. Educate children the way pampering is a bad way of educating. Parental involvement will greatly affect the success of children.

Sri suggests the factors that influence learning achievement, namely:

a. Internal factors

1) Physiological factors

A healthy and fit physical condition will have an impact positive on individual learning activities. During the learning process takes place, the role of physiological functions in the

human body is very important affect learning outcomes, especially the five senses.

## 2) Psychological factors

Psychophysical ability to react to stimuli or adapt to the environment in the right way. Motivation is one of the factors that influence effectiveness of student learning activities. Interest means high inclination and excitement or a great desire for something. Attitude is an internal symptom that has an affective dimension in the form of tendency to react or respond in a different way fixed relative to objects, people, events, and so on, both positively and negatively. Talent is defined as the potential ability that possessed by a person to achieve success in the future will come.

### b. External factors

#### 1. Social environment

The social environment of the community, the family's social environment, and school social environment.

#### 2. Non-social environment

Natural environment such as fresh air conditions, no hot and not cold, light that is not too bright/strong, or not too weak/dark, cool and

calm atmosphere. And instrumental environment, namely hardware learning devices (school buildings, learning tools, learning facilities, and fields sports), software (school curriculum, school rules, manuals and syllabi).

Arnold suggests the factors that affect learning achievement, namely:

1. Internal factors (factors from within students), namely the physical and spiritual condition of students.
2. External factors (factors from outside students), namely the environmental conditions around students,
3. Factors of learning approach, namely the type of student learning efforts that include strategies and methods used by students to carry out activities study the subject matter.

Creswell suggests the factors that affect learning achievement, namely:

1. Internal factors (factors from within students)  
Such as physiological and psychological factors (intelligence, attitude, talent, interests, and motivations).
2. External factors (factors from outside students)

Such as social environmental factors (house conditions), facilities and infrastructure supporting infrastructure.

Arnold (2019) suggests the factors that affect learning achievement, namely:

1. Environmental factors

Such as the natural environment and the socio-cultural environment.

2. Instrumental factors

Such as curriculum, programs, facilities, facilities and teachers.

3. Physiological conditions

Such as the condition of the five senses (eyes, nose, taste buds, ears, and body).

4. Psychological conditions

Such as interests, intelligence, talents, motivation and abilities cognitive. From the results of the description above, it can be concluded that the factors that influencing learning achievement is an internal factor is a factor of within the student, namely the physical and spiritual condition of the student and External factors are factors from outside students, namely environmental

conditions family (parenting style), school environment and environment Public.

## **2. Aspects of learning achievement**

Brembeck suggests that the achievement of learning achievement or student learning outcomes, referring to the following aspects:

- a. Cognitive is mental activity (brain), namely: knowledge, understanding, application, and assessment.
- b. Affective is a domain related to attitudes and values, including: behavioral traits such as feelings, interests, attitudes, emotions and values.
- c. Psychomotor is a domain related to skills (skills) or the ability to act after one has received experience certain study.

Brembeck (2019) suggests that aspects of achievement study, namely:

- a. The realm of creativity (cognitive), namely: observation, memory, understanding, application/application, analysis, synthesis.
- b. The realm of taste (affective), namely: acceptance, welcome, appreciation, internalization, characterization.

- c. The realm of intention (psychomotor), namely: movement skills and action, verbal and non-verbal expression skills.

That aspects of learning achievement that is:

- a. Cognitive domain (cognitive domain) Such as knowledge, understanding, application and assessment.
- b. Affective domain includes behavioral traits such as feelings, interests, attitudes, emotions, and score.
- c. Psychomotor domain (psychomotor domain) Contains behaviors that emphasize skills.

From the description above, it can be concluded that the aspects that are achievement learning is the cognitive aspect (observation, memory, understanding, application / application, analysis, synthesis), affective (acceptance, welcome, appreciation, internalization, characterization) and psychomotor (movement skills). and acting, verbal and non-verbal expression skills).

#### **4. Efforts to Improve Academic Achievement**

Improving academic achievement is the aspiration of every student, parent, and teacher. The following are ways to enhance students' academic performance:



a. Learning Guidance

There are two models of learning guidance: guidance for high-achieving students and guidance for students who have above-average abilities. This guidance is carried out through a face-to-face relationship, allowing students to receive direct and focused assistance based on their individual needs.

b. Individual Learning

Individual guidance can be expanded to a group setting, although this method is primarily used to help individuals with specific problems. Individual learning focuses on providing personalized assistance to each student, while group learning offers support to a group of students with similar learning challenges or goals.

c. Use of Appropriate and Varied Teaching Methods

Teachers must be strategic in selecting appropriate and varied teaching methods to enhance students' academic achievement. Relying on monotonous methods can lead to student boredom, so varying teaching techniques is essential to maintain their motivation and interest in learning.

d. Active Student Participation in the Learning Process

Students must be active participants in the learning process, not just passive listeners or waiting for

instructions from the teacher. By taking an active role, students become more engaged with the subject matter, which helps deepen their understanding.

e. **The Role of Parents in Supporting Learning**

Parents play a crucial role in their child's learning process, as the family is the child's first learning environment. From a young age, children learn from those around them, so parental support—both emotionally and academically—is vital in helping to improve their academic performance. Parents can monitor their child's academic progress, provide encouragement, and create a conducive learning environment at home.

**5. Measuring and Assessing Academic Achievement**

In formal education settings, academic achievement can be measured through daily quizzes, formative assessments, summative tests, national exams (Ebtanas), and entrance exams for higher education. This indicates that educators can evaluate students' achievements based on their scores or results from daily assessments and various tests conducted by the respective schools.

Assessment is an integral activity in the field of education. Evaluating or measuring academic performance is a crucial component of the learning

process itself. In Indonesia, the activities of assessing or measuring academic achievement are summarized in a student's transcript. From this transcript, one can determine the extent of a student's academic performance, whether they have succeeded or failed in a particular subject.

Measuring academic performance involves assigning specific numerical values or scales based on predetermined rules or formulas regarding the mastery of knowledge or skills developed through learning. This measurement is utilized by educators to assess their students' learning outcomes, employing both test and non-test instruments. A test is a statement, task, or set of tasks designed to obtain information about educational attributes. Each question or task has a specific answer or criterion considered correct. Thus, the assessment process is fundamental to understanding students' learning progress and guiding future educational strategies.

#### 6. Objectives of Measuring and Assessing Academic Achievement

The objectives of measuring and assessing academic achievement are as follows:

##### a. As Evaluation:

The assessment aims to determine or differentiate the performance of students compared to other

students. This evaluation will indicate a student's position in relation to others, as the function of this assessment tends to compare one student with another, thereby focusing more on norm-referenced assessment.

b. As a Selection Tool:

The assessment is designed to separate students into specific categories. In this context, the function of the assessment is to determine whether a student qualifies for a particular field or not.

c. To Describe Competency Mastery:

The assessment serves to illustrate the extent to which a student has mastered the competencies required in their academic program.

d. As Guidance:

The assessment aims to evaluate students' academic performance to help them understand themselves and make decisions about their next steps, whether related to program selection, personal development, or specialization.

e. As a Diagnostic Tool:

The assessment aims to identify the learning difficulties experienced by students and the potential achievements that can be developed. This

will assist educators in determining whether a student requires remediation or enrichment.

f. As a Predictive Tool:

The assessment aims to gather information that can predict how students will perform in subsequent educational levels or in relevant jobs. Examples of this type of assessment include scholastic aptitude tests (which measure cognitive abilities) or academic potential tests (which assess intellectual capabilities).

**C. The Relationship Between Parental Support and Academic Achievement**

Learning achievement refers to the outcomes attained by individuals in mastering knowledge and skills developed through lessons, typically demonstrated through numerical test scores given by teachers (Asmara, 2019). S. Nasution (2020) states that learning achievement signifies the perfection achieved in thinking, feeling, and acting. It is deemed perfect when it meets three aspects: cognitive, affective, and psychomotor. Conversely, it is considered unsatisfactory if it fails to meet targets across these categories. Suryadi Suryabrata (2022) asserts that learning achievement is the result of practice and experiences

supported by awareness. Thus, learning achievement reflects the changes resulting from the learning process.

Generally, students' learning achievements vary widely, and this diversity is attributed to various influencing factors. According to Muhibbin Syah (2019) in his book "Educational Psychology," learning achievement is influenced by three factors: internal factors, external factors, and learning approaches. Within this context, parental involvement plays a crucial role in the academic success of children. Parents are the primary individuals responsible for their children's well-being and education. Consequently, they should support their children's efforts and provide informal education to foster their growth and development, enabling them to pursue formal education in schools (Hasbullah, 2021).

Cabb (as cited in Zaenuddin, 2002) defines parental support as the provision of comfort, attention, appreciation, or assistance, along with acceptance of their child's condition. Parental support can be instrumental (material), emotional, or informational, which helps adolescents prepare for the benefits that parental assistance can provide (Taylor, 2020). Parental involvement and support are typically beneficial in the learning process and academic achievements of students (Ratelle et al., 2020).

Parental support can encompass both material and moral support. Moral support from parents regarding their children's education includes meeting psychological needs, such as affection, role modeling, guidance, encouragement, instilling self-confidence, and playing a significant role in enhancing students' learning achievements. By fulfilling these psychological needs, parents are expected to motivate children to pursue their goals and academic success (Hasbullah, 2021).

Previous research by Nuruz Zulifah (2021) demonstrated a significant relationship between parental involvement and the academic performance of seventh-grade students. This indicates that parental support can indeed influence students' achievements. The correlation between parental support and learning achievement can be seen in students' outcomes during their learning journey. The analysis suggests that increased parental support can motivate students to study effectively. Thus, better parental support correlates with improved student learning achievements, while poor parental support can lead to diminished academic performance.

#### **D. Previous Study**

In the last view years some researcher have investigated about Parents supports the are :

Firstly, the paper discussed by Schute, et.al. on the title “A Review of a relationship between Parental Involvement and Secondary School Students’ Academic Achievement”. This paper reviews the research literature on the relationship between parental involvement (PI) and academic achievement, with special focus on the secondary school (middle and high school) level. The results firstly present how individual PI variables correlate with academic achievement mentioned then move to more complex analyses of multiple variables on the general construct described in the literature. Several PI variables with correlations to academic achievement show promise: (a) communication between children and parents about school activities and plans, (b) parents holding high expectations/aspirations for their children’s schooling, and (c) parents employing an authoritative parenting style. We end the results section by discussing the findings in light of the limitations of non-experimental research and the different effects of children’s versus parents’ perspectives on academic achievement (Schute (2019)).

Secondly, the research that had done by Pomerantz, (2021) the research “*Parents Involvement and Student Academic Performance: A Multiple Meditational Analysis*”. The research is about parent involvement in a child's education which is consistently found to be positively associated with



child's academic performance. However, there has been little investigation of the mechanisms that explain this association. The present study examines two potential mechanisms of this association: the child's perception of cognitive competence and the quality of the student-teacher relationship. This study used a sample of 158 seven-year old participants, their mothers, and their teachers. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance.

### E. Conceptual Framework

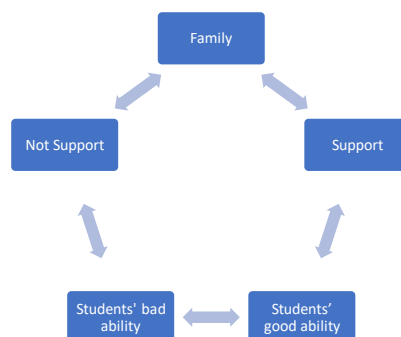


Figure 2.1 Parents supports and the students' ability

Parents support is the most important to increase the students English achievement because family were the first teacher for their children. There are two kinds of parents' support there are parents support their children and family not support their children. Where the family that give support for their children is has a good impact to the students' ability, and the family that not give support for their child is have a bad impact for the students' ability.

