

The Role of Parental Guidance on Student Achievement: A Family Guidance and Counseling Perspective

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ABSTRACT

Background: School education is a continuation of education in the family. Junior High School students as one of the elements of potential human resources are needed to realize a generation of young achievers. **Objective:** The purpose of this study was to determine the role of parental guidance and its effect on student achievement. **Method:** The research method uses quantitative with correlational research type. **Result:** The results of product-moment analysis for hypothesis testing in this study can be seen in the appendix. It was found that $r_{count} = 0.752$ then consulted with $r_{table} = 0.575$ at the 99% significance level with $\alpha = 0.01$, it can be seen that r_{count} is greater than r_{table} . Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant influence between parental guidance and student learning achievement. **Conclusion:** The research conclusion reveals that the role of parental guidance has a positive and significant relationship with student learning achievement. **Contribution:** This research contributes as scientific information for teachers and further researchers regarding the role of parental guidance and its influence on student learning achievement.

KEYWORDS

Parental Guidance; Student Achievement; Family Guidance and Counseling

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1. INTRODUCTION

Education in the family is the basic education for children. Especially after the child is born, the introduction between parents and their children is filled with love, peace, and peace (Handayani, 2016). Children will develop towards maturity naturally in the family environment, all attitudes and behavior of both parents greatly affect the development of children (Ningrum, 2016). Parents are educators in real and first life so the attitudes and behavior of parents will be observed by children both intentionally and unintentionally as experiences for children that will affect further education (Nasution, 2019).

The family is the smallest social institution, which consists of a father, mother, and child (Rafieq, 2021). One of the several functions of the family is to provide the best education, namely education that includes the development of the potential possessed by children (Fathoni, 2018). With this complete education, it will develop the quality of the child's personality and be able to actualize their potential as a whole (Sulaiman & Neviyarni, 2021). And this quality of human resources is actually what is needed now and in the future, namely, quality of human resources which includes; strong creativity, high productivity, strong personality, great social awareness, faith, and devotion to God Almighty (Zubaedi & Utomo, 2021). Therefore, a good family in which there will be interactions between its members (Utomo et al., 2022). The socialization process is a learning process, namely an accommodation process by

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which individuals invoke, restrain, and change impulses within themselves and take on the way of life or culture of society (Anwar, 2018).

Parents who provide optimal guidance in learning activities at home, it is expected that children will feel comfortable studying and be more motivated in learning. Study and be more motivated in learning. Meanwhile, children who lack get guidance from parents in accompanying learning at home will experience obstacles in doing assignments because at home, will experience obstacles in doing assignments because he/she lacks the motivation to complete the tasks given by the teacher, given by the teacher. The family has the main role and responsibility for the care and protection of children from infancy to adolescence. Children's introduction to culture, education, values, and norms of social life begins in the family environment (Pahlevi & Utomo, 2022). For the development of children's perfect and harmonious personalities, they must grow up in a family environment in a climate of happiness, love, and understanding (Bariyah, 2019). A family is a group of people consisting of a husband, wife, and children (if any) who are bound or preceded by marriage.

Communication between parents and children plays an important role in fostering the relationship between the two, this can be seen clearly, for example: guiding, helping to direct, loving, advising, criticizing, commanding, dictating, and so on (Putro et al., 2020). Parents who are less able to communicate with their children will cause relationship estrangement or conflict, on the other hand, parents who can accept their children as they are, then the child tends to be able to grow, develop, make constructive changes, learn to solve problems and be psychologically healthier, more productive, creative and able to actualize their full potential (Fatmawati, 2020).

Education in schools is a continuation of education in the family. Junior High School students as one of the elements of potential human resources are indispensable to realizing a generation of young achievers (Unwanullah & Zuchdi, 2017). Education at school is a modification of the basics of personality and patterns of children's attitudes that they learn at home. This means strengthening the basics and positive patterns of children's attitudes and changing the basics of personality and negative patterns of children's attitudes learned outside of school.

The main task of the Junior High School is to educate in a broad sense. While the main functions of Junior High School are in the sense of teaching, training, and educating in a narrow sense (Syarifuddin, 2018). Educating in a broad sense is the main task of the school to create the widest possible opportunity for students to develop themselves as optimally as possible following their potential and environment in addition to providing training regarding morals, and one's intelligence. The institutional objectives of the Junior High School as an upper-level formal education institution, following the function of the Junior High School in the overall framework of education, are (1) to make students become full Indonesian human beings, as citizens of Pancasila; (2) to provide the necessary skills for students who will continue their studies to Senior High School; (3) to provide skills for students who will continue their studies to Senior High School after completing their education at Junior High School.

Throughout the year, especially in the new school year, the quality of education related to the achievement of educational goals in general at all levels of formal education, including junior secondary schools, is often questioned. This problem is often associated with a tendency to decline in interest in learning and learning achievement achieved by students.

The factors that affect student learning achievement are certainly diverse, but broadly speaking there are two factors, namely "factors on the part of students and factors outside students (Salsabila & Puspitasari, 2020). Three factors generate interest, namely factors generated from within oneself, social motive factors, and emotional factors (Makabori & Tapi, 2019). Because good learning outcomes are influenced by parental guidance, it is necessary to discuss and research. Thus a person who has good attention and relationships (a family that is not broken home), tends to have a greater ability to adjust to his environment and solve problems faced quickly and accurately, including problems to achieve optimal achievement (Utomo et al., 2018).

Based on the background of the problem above, the problem can be identified as follows: Many factors can affect children's learning achievement, including family conditions (Utomo & Zubaidah, 2020). Various problems that occur in the family make it difficult for children to concentrate on learning which will harm their learning achievement. One of the factors that affect learning achievement is the lack of parental guidance for their children. Children who grow up with less parental guidance tend to be less motivated in learning so their achievement is low.

The purpose of this study was to determine the role of parental guidance and its effect on student achievement. The focus of the research discussion examines (1) parental guidance and its role in meeting the needs of their children, especially in terms of providing and meeting the needs of their children, both in terms of emotional and material; (2) student learning achievement, is the academic ability of children after going through the teaching and learning process which is manifested in numbers or values listed in the average grade in each semester. The results of this study contribute to the enrichment and information of knowledge regarding the role of parental guidance and its influence on student achievement.

2. METHOD

2.1 Research Design

In this study, researchers used a quantitative approach. The data obtained in this study will be presented quantitatively with statistical tests so that an overview of the magnitude of the relationship between parental guidance and student achievement will be obtained.

This research is descriptive correlational, where this research is intended to determine the level of relationship between two or more variables without making changes, additions, or manipulations to existing data. By using the correlation method, researchers intend to find out if there is a relationship between parental guidance and student achievement.

In this study, there is a relationship between two variables, namely the independent variable and the dependent variable. The relationship between the two variables is an asymmetrical relationship where one variable affects the other variable.

The relationship between these variables can be described in the research paradigm diagram as follows:

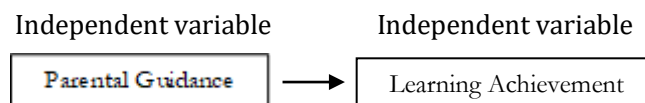


Figure 1. Diagram of Research Variables

2.2 Place Sample

This research was conducted at SMPN 3 Pendopo Barat in 2022. The population in this study were VIII grade students with a total of 76 people. The research sample amounted to 19 students.

Sampling using Proportional Random Sampling of 25% of the population. Sampling steps through a combination of 2 techniques in sampling, namely proportion and random. First, stratified samples are carried out because of differences in existing characteristics, while these differences will affect variables. Secondly, the proportion sample determines the amount of proportion to be taken. This is to perfect the use of sampling techniques. Third, a random sample is determined by taking several samples from the total population of each stratum in a random manner.

2.3 Data Collection

The instrument used in this study is a questionnaire with a total of 40 items. Measuring the respondent's attitude towards statements about parental guidance using a Likert scale or rating scale (graded scale). The answer category consists of 4 alternative answers (always, often, ever, and never). The data collection procedure was carried out in two stages, first the preparation stage and second the data collection implementation stage.

2.5 Data Analysis

Data analysis referred to in this study is the process of simplifying data into a form that is easier to read and interpret. The data analysis used is product Moment correlation statistical data analysis. Because the data obtained and will be analyzed are in the form of number.

3. RESULT AND DISCUSSION

3.2 Result

3.1.1 Data Description of Research Variables

a) Parental Guidance Variable

Parental guidance variables in this study can be interpreted as the awareness of the parents' souls to care for their children, especially in terms of providing and fulfilling their children's needs, both in terms of emotional and material. Parental guidance consists of 3 parts, namely parental guidance according to how it works, parental guidance according to its intensity, and parental guidance according to its extent. To obtain data on parental guidance, researchers used a questionnaire consisting of 40 items. Each item has 4 alternative answers, each of which is given a score of 4 (for answers always), 3 (for often), 2 (forever), and 1 (for never).

To facilitate the tabulation of data, the researcher conducted a coding process for each respondent according to the order in which the questionnaires were collected. Code 1 for respondents who collected the questionnaire for

the first time, code 2 for respondents who collected the questionnaire for the second time, and code 3,4,5, and so on for the next questionnaire collection of up to 19 respondents.

b) Learning Achievement Variable

The learning achievement variable in this study can be interpreted as the results achieved by students during the teaching and learning process within a certain period in the form of grades or numbers realized in grades. In this study, learning achievement data were obtained from the average scores of the last daily test for all subjects in each semester. The coding process is also carried out on learning achievement data and is adjusted to the coding on the family harmony variable.

3.1.2 Instrument Validity and Reliability

a) Instrument Validity

Instrument validation uses a 99% confidence level or $\alpha .01$. An item can be declared valid if the correlation results obtained $r_{count} > r_{table}$ at the 99% confidence level. Researchers conducted validation analysis by utilizing computer aids using the SPSS program.

From the results of the validation analysis, it was found that the range of correlation numbers r_{count} parental guidance instruments ranged from 0.327 to 0.734. The results of the validity of the instrument obtained the results that the number of valid items on the parental guidance variable amounted to 39 items, and the invalid amounted to 1 item, namely the 28th item.

2) Instrument Reliability

Reliability testing is used to determine the level of reliability of research instruments. Obtaining the results of the analysis with this alpha formula, the variance score of each item is sought to determine the total variance. After this total variance is found, the reliability index will be obtained by entering the total variance into the alpha formula.

Table 1. Reliability of Parental Guidance Variables

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.942	.942	40

From the alpha analysis, the analysis results show that the reliability number for the parental guidance instrument is 0.942. Thus this research instrument can be said to have high reliability.

Table 1. Reliability of Learning Achievement Variables

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.943	.943	40

From the alpha analysis, the analysis results show that the reliability number for the parental guidance instrument is 0.943. Thus this research instrument can be said to have high reliability.

3.1.3 Hypothesis Testing

Hypothesis testing is conducted to determine whether there is an influence and significant relationship between parental guidance and children's learning achievement. Hypothesis testing results are presented in table 3 below:

Table 3. Hypothesis Testing

		Correlations	
		Parental Guidance	Learning Achievement
Parental Guidance	Pearson Correlation	1	.752
	Sig. (2-tailed)		.535
	Sum of Squares and Cross-products	7903.684	454.332
	Covariance	439.094	25.241
	N	19	19
Learning Achievement	Pearson Correlation	.752	1
	Sig. (2-tailed)	.535	

Correlations		
	Parental Guidance	Learning Achievement
Sum of Squares and Cross-products	454.332	1.132E3
Covariance	25.241	62.869
N	19	19

The results of product-moment analysis for hypothesis testing in this study can be seen in the appendix. It was found that $r_{\text{count}} = 0.752$ then consulted with $r_{\text{table}} = 0.575$ at the 99% significance level with $\alpha = 0.01$, it can be seen that r_{count} is greater than r_{table} . Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant influence between parental guidance and student learning achievement. Thus it can be said that if parental guidance is high, it will also be followed by high learning achievement.

3.2 Discussion

The results of this study found that there is a significant relationship between parental guidance and children's learning achievement. Thus it can be concluded that the higher the parental guidance, the higher the learning achievement that will be achieved by children.

One of the roles of parents to improve their children's achievement is the establishment of communication or educational interactions that intentionally devote attention to their children to want to learn and be passionate enthusiastic and earnest. Because parental guidance is a psychological force that can encourage their children's learning activities. So that learning reactions, interest in learning, diligence, and earnestness will grow in children who are closely related to their learning achievement.

Parental guidance is very important for their children. Attention that is not given by parents optimally, makes children not have high learning motivation. If parents do not pay enough attention to their children in various ways, then children will feel that they do not receive attention from their parents and tend to have low motivation to learn. If the child's motivation to learn is low, the achievement will also be low.

From the explanation above, it is clear that if parental guidance is given maximally to children, then children can achieve high learning achievement or vice versa. Thus the findings of this study are in line with the opinion of Nooraeni (2017), which states that the role of parents so that their children are successful in learning at school is very large and even decisive. And also in the opinion of Rusmiati (2017) suggests that activities accompanied by intensive attention will be more successful, the achievement is higher, and student interest in learning has a moderate or sufficient influence on student achievement.

3.2.1 Parental Guidance and Its Effects

Based on the above opinions, it can be concluded that parental guidance can be distinguished based on certain objects accompanied by activities. In this study, parental guidance of children can be concluded as the concentration of psychic energy focused on an object carried out by parents (father, mother, or guardian) in the form of spontaneous attention, reflection attention, intensive attention, focused attention, and scattered attention. Parents have very sensitive feelings towards their children. If the child is felt to be looking different than usual, then the parents get a very strong stimulus to immediately pay attention to the child to provide something that is needed. For example, if the child seems moody, then the parents immediately pay attention so that the child can get rid of the moodiness.

Besides the mother, the father also plays an important role. Children see their father as the person with the highest prestige. A father's activity towards his daily work has a great influence on his children, especially children who have grown up a bit. Nevertheless, in some families, we can still see educational mistakes caused by the actions of a father. Because he is busy working to earn a living, sometimes fathers do not have time to get close to their children.

Parents giving attention to their children are not continuous but can choose if the child needs attention (Hotimah & Yanto, 2019). This can happen when the child is facing a test, for example. So parents see that the situation at that time needs attention so that children can study seriously. The situation of facing a test is one example of the quality of stimuli that makes parents pay attention. Everyone has emotions or urges stored in the heart, this can arise if there is an object that can attract attention suddenly and unexpectedly so that attention appears with a very strong or extraordinary impulse (Nadhiroh, 2015). For example, parents have a desire in their hearts that their

children can achieve high achievements, if the child can realize the parents' wishes, then the child will get greater attention.

Between father and mother in educating their children, they must be harmonious, meaning that they should not impose their wishes between father and mother, causing conflict, which if it cannot be resolved can threaten the family and become a broken home (Hastuti & Kirana, 2021). This results in children being confused and affects their interest in learning. Children are expected to develop according to their potential. If in their development they have created positive things, then parents will also pay attention to supporting these activities.

Parents as the main educators of children while learning from home must provide attention to children, motivate children to study at home, help overcome children's learning difficulties, provide children's learning facilities or facilities, and supervise children in learning at home. The important role of parental guidance in assisting children is that children feel not alone, parents as encouragers, facilitate children's needs, a place to discuss and ask questions. Children's needs, a place to discuss and ask questions, help recognize themselves, see and develop children's talents and supervise children's learning at home. Themselves, see and develop children's talents and create an environment that is conducive to learning so that it can generate children's desire to study at home.

Based on the explanation of the factors that influence parental guidance, it can be concluded that parental guidance can be influenced by two factors, namely objective and subjective factors. Objective factors tend to arise due to encouragement from within the individual, while subjective factors tend to arise from outside the individual (Jumasrin, 2019). Both factors for parents can appear alone or together depending on the object at hand. Parental guidance is given to their children greatly influences the development of children, especially in interest in learning and other activities that can make a positive contribution to children.

If parents want their children's learning achievement results to increase, then parents must meet the needs of their children in learning, such as adequate facilities in the student learning process including:

First, the study room must be clean, so that there are no problems that interfere with concentration while studying. The room is well-lit, so it does not disturb the eyes. Enough facilities are needed, such as learning tools, books, and others.

Second, always guide and motivate children. Not all children have a strong motivation in terms of learning. Sometimes children feel lazy, bored, and so on. In cases like this, guidance and motivation from parents are needed, so that the problem can be resolved. As we know the meaning of motivation is "to move or arouse someone so that his desire and willingness to do something to get results". In addition to guiding and motivating, parents must also pay attention and give instructions on how to learn, practice, or implemented regularly.

Third, improving a safe, orderly, and peaceful home atmosphere. In a peaceful home atmosphere, children will concentrate fully on learning. Conversely, if the atmosphere in the house is noisy and filled with checkers, then this will affect the child's concentration while studying so that he is not maximized in absorbing what he learns. Parents certainly want their children to succeed at school, but sometimes many parents still underestimate their role in the success of their children's education at school. In school as in everyday life, consistent support from parents is essential to maintaining students' confidence and desire to achieve. Parents play four different roles in their children's education: guide, friend, teacher, and disciplinarian. An understanding of these roles can help parents to help children face learning challenges.

Fourth, be a good mentor. Children's development will require parental encouragement and guidance. This is the case in school education. Real learning is not based on the grades of school subjects alone, but on the value of the child in undergoing the educational process at school itself. It is important to take the positives out of failure and to teach a child an important skill about it. But when a subject becomes a stumbling block when a child fails to get the best grades, parents can ask them nicely and guide them to repeat the study. This can help them to see how important it is to keep trying and will teach them to access the skills they already have when faced with new or less interesting challenges.

Fifth, be a good friend. Dealing with subjects at school is not the only thing a child struggles with at school. They may have trouble with a teacher, a group of friends, or other bullies in the playground. In these situations, what they need is someone willing to listen to their problems and that someone is a parent.

By knowing the various problems of children at school, parents themselves can determine the most appropriate help steps to take, whether it can be resolved by the child themselves or whether it requires direct parental intervention. For example, when a child is reluctant to go to school because he/she is always getting abusive treatment from his/her friends, it may be necessary for parents to talk to his/her teacher or the principal to discuss this issue.

3.2.2 Student Learning Achievement

The role of parental guidance influences student learning achievement, the way parents educate children has a big influence on their children's learning. Parents who pay little or no attention to their children's education, for example, they are indifferent to their children's learning, do not pay attention at all to their children's interests and needs in learning, do not arrange their children's study time, do not want to know how their children's learning progress, will make children not or less successful in learning. Children who are initially smart will be lazy to learn and become less concerned about their learning achievements due to a lack of attention and motivation from their parents.

One of the factors that influence student learning achievement is parental guidance. Guidance is assistance provided by someone, male or female, who has an adequate and well-trained personality to individuals of any age to help them organize their life activities, develop their view of life, make their own decisions, and bear their burdens. Parents who care about their children's education will provide the best as best as possible for their children to get maximum achievement in learning. Children who get guidance and affection from parents make the child feel cared for it fosters enthusiasm for learning to get achievements in learning. Likewise vice versa. In addition, parents must try to create a conducive learning atmosphere in the family environment, because the family environment is very influential on children's enthusiasm for learning at home

Educating children by spoiling them is not a good way (Sanjaya, 2018). Parents who are too sorry for their children and do not have the heart to force their children to learn will make children act arbitrarily. Educating children by treating them too hard, and forcing them to learn is also the wrong way to educate. Under such circumstances, the child will be overwhelmed with fear and eventually, the child will hate learning.

The most important relationship between family members is the relationship between parents and their children (Kinanti & Rakhmad, 2019). In addition, children's relationships with their siblings or other family members also affect children's learning achievement. The form of the relationship, for example, whether the relationship between family members is full of love and understanding, or an attitude that is filled with hatred, an attitude that is too harsh, or an indifferent attitude.

For the smooth learning and success of children, it is necessary to strive for good relationships in the family. A good relationship is full of understanding and affection. The home atmosphere is a situation or events that often occur in the family (Andreas & Fauzi, 2020). A noisy or crowded home atmosphere will not give peace to children who learn. This atmosphere can occur in families with too many inhabitants. A tense, noisy home atmosphere and frequent arguments between family members, cause children to become bored at home, like leaving the house (Wiani et al., 2018). This will cause children's learning to be chaotic and their learning achievement to decline. Therefore, for children to achieve achievement in their studies, it is necessary to create a calm and serene home atmosphere.

While at school, in teaching teachers need a suitable method. This method is intended to make the material delivered by the teacher feel interesting and students easily absorb it. An inappropriate curriculum can be one of the factors that can cause learning difficulties. The curriculum is very important and always exists in an educational institution. The educational curriculum must be adapted to the psychological development of children (Bahri, 2017).

Discipline in a school is needed to control student activities at school (Islami et al., 2021). However, discipline that is too strict will make students feel constrained and feel that their space is limited, teachers give assignments to students is a natural thing (Hadianti, 2017). But students will feel bored with too many assignments. For some students, assignments are a burden. Things like this will hinder the child's learning process.

The atmosphere of a class is supported by the role of the teacher and class members. If the classroom atmosphere is not supportive, it can hinder the child's learning process. The relationship between students and teachers, students and friends also needs to be built in such a way as to create a good and comfortable atmosphere for students, so that they feel at home as part of the class. The success of children's learning is also supported by existing facilities and infrastructure. Adequate facilities and infrastructure also help achieve maximum learning outcomes.

3.2.3 The Role of Parental Guidance and its Effect on Student Learning Achievement

Being a parent does not mean having to be perfect, all knowing, and all-right. Seeking and loving children is an instinct but how to express affection and love is a skill that can be learned and trained.

Parents who decide to have a career together need to provide psychological support to each other so that they strengthen, complement, and support each other's careers, but the quality of relationships with children needs to be maintained by increasing concern for children's growth and development (Martsiswati & Suryono, 2014). Empathy needs to be sharpened so that parents can put their thoughts and feelings into the child's thoughts and feelings in special conditions, for example, the child is studying, so more attention is needed from parents. A busy lifestyle can

be a model for children to develop productive attitudes and behaviors, high motivation for achievement, responsibility, and independence.

Every parent is expected to be the first and main educator for children and all family members (Wahyu, 2012). From the family, children should get an education, what should be done and what should not be done. Accustoming children to live in an organized, orderly, disciplined, polite, and courteous manner both in the family and in the environment outside the family. All of this is also directed to instill a spirit of independence and as an asset to foster professionalism, and achieve learning achievements at school which are indispensable in his future.

Efforts can be made to foster the relationship between parents and children, which in turn is expected to foster, foster and develop children's interest in learning, one of which is the cultivation of discipline towards children. High learning achievement achieved at school is the hope of all parties, both the students themselves, teachers, parents, and even the government (Nisa, 2017). The decline in student achievement at all levels of education in Indonesia today, including junior high school, causes the need to investigate the factors that affect learning achievement.

The learning achievement achieved by students is the result of a process in an interconnected system so that the factors that influence learning achievement can also occur interconnected between one factor and another (Hamdu & Agustina, 2011). And interest has a high predictive power of a person's behavior. So that someone who has a high or strong interest in learning, then in him there will be a very strong psychological urge to prepare himself to learn.

From the description above, it can be concluded that, if the parental guidance relationship is carried out at home effectively, high learning outcomes and achievements will also be obtained. Vice versa, if the influence of parental guidance is not carried out effectively at home, the results and student learning achievement will also be low.

4. IMPLICATIONS AND CONTRIBUTIONS

The implications and contributions of the results of this study are detailed below:

- a) As a novelty and novelty regarding the role of parental guidance and its influence on student learning achievement;
- b) The research results can be used as guidelines in conducting further, more in-depth research;
- c) As a developer of scientific disciplines towards various specifications;
- d) Provide input for teachers and parents in paying attention to factors that influence student interest in improving learning achievement;
- e) Provide knowledge that parental attention and interest in learning are very helpful in improving learning achievement at school;
- f) Providing knowledge that the amount of parental attention is very influential in achieving and improving learning achievement.

5. RESEARCH LIMITATION

In this study, researchers faced several limitations that could affect the conditions of the research conducted. The limitations include:

- a) The population selection technique used is less precise so it does not represent what you want to know;
- b) There are limitations to research using questionnaires, namely that sometimes respondents' answers do not match the actual situation;
- c) Data interpretation only comes from the data analyzed.

6. CONCLUSION

The role of parental guidance has a positive and significant relationship with student achievement. This means that the better or more positive parental attention, the higher the learning achievement of students and vice versa. The results of the study concluded that there is a significant relationship between parental guidance and children's learning achievement. Thus it can be concluded that the higher the parental guidance, the higher the learning achievement that the child will achieve. Parental attention and interest in learning have a positive and significant relationship with student achievement.

Research suggestion. Parents should always pay attention and develop their children's learning attitudes towards a better direction, by always fostering a harmonious relationship with their children, meaning that parents must understand and understand individual differences and the potential of their children.

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Author Contribution Statement

The researcher is responsible for the authenticity and validity of the data that the researcher has presented in this article. All data were obtained based on the results of research conducted at the school. Therefore, the researcher guarantees the authenticity of this research data.

Declaration Of Competing Interests

The authors declared that they have no competing interests with respect to the research, authorship, and/or publication that might have influenced the performance or presentation of the work described in this article.

Ethical Approval Statement

The authors declare that this study was conducted with due regard for research ethics, including obtaining approval from the institution. This includes respecting the autonomy of participants, maintaining confidentiality of data, and ensuring their safety and well-being, in accordance with applicable research ethics guidelines.

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