

The influence of family environment on learning outcomes of grade 5 Students at SDN 002 Tana Tidung

Suhartini Suhartini*, Yusuf Hanafi, Sri Rahayuningsih

Universitas Negeri Malang, Indonesia

Submitted:
07-10-2025

Accepted:
03-12-2025

Published:
07-01-2026

Abstract: This study aims to determine the influence of the family environment on the learning outcomes of fifth-grade students at SDN 002 Tana Tidung. The family environment plays a crucial role in students' academic development, both in terms of learning motivation, parental involvement, and the family's socio-economic conditions. This study used a qualitative approach with a case study method. Data were collected through semi-structured interviews, participant observation, and documentation studies, involving students, parents, and teachers at SDN 002 Tana Tidung. The results showed that parental attention, communication patterns between parents and children, and support for learning facilities at home played a substantial and observable role in shaping student motivation and learning outcomes. Students from families with democratic parenting styles and open communication tended to have higher motivation and better academic achievement. In addition, families with adequate economic conditions could provide facilities that support the learning process at home, which also improved learning outcomes. This study recommends that schools be more active in exploring the role of families in supporting student learning processes and encouraging parents to be more involved in their children's education. By strengthening collaboration between schools and families, it is hoped that optimal learning outcomes can be achieved for students.

Keywords: Family environment, learning outcomes, parental involvement

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh lingkungan keluarga terhadap hasil belajar siswa kelas V SDN 002 Tana Tidung. Lingkungan keluarga berperan krusial dalam perkembangan akademik siswa, baik dari segi motivasi belajar, keterlibatan orang tua, maupun kondisi sosial ekonomi keluarga. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Pengumpulan data dilakukan melalui wawancara semi-terstruktur, observasi partisipan, dan studi dokumentasi, yang melibatkan siswa, orang tua, dan guru di SDN 002 Tana Tidung. Hasil penelitian menunjukkan bahwa perhatian orang tua, pola komunikasi orang tua dan anak, serta dukungan fasilitas belajar di rumah berpengaruh signifikan terhadap motivasi dan hasil belajar siswa. Siswa dari keluarga dengan pola asuh demokratis dan komunikasi terbuka cenderung memiliki motivasi yang lebih tinggi dan prestasi akademik yang lebih baik. Selain itu, keluarga dengan kondisi ekonomi memadai dapat menyediakan fasilitas yang mendukung proses belajar di rumah, yang juga meningkatkan hasil belajar. Penelitian ini merekomendasikan agar sekolah lebih aktif mengeksplorasi peran keluarga dalam mendukung proses belajar siswa dan mendorong orang tua untuk lebih terlibat dalam pendidikan anak-anaknya. Dengan memperkuat kolaborasi antara sekolah dan keluarga, diharapkan hasil belajar yang optimal bagi siswa dapat tercapai.

Kata kunci: Lingkungan keluarga, hasil belajar, keterlibatan orang tua

This is an
open access
article under
the CC-BY-SA
license



*Corresponding author: suhartini.2421038@students.um.ac.id

INTRODUCTION

Education is a continuously evolving process that plays a fundamental role in shaping quality human resources. One essential component that influences children's academic and social development is the environment in which they grow, encompassing both internal and external factors (Preston et al., 2019; Salsabilla & Darmawan, 2024). Among these external

influences, the family environment stands out as a particularly decisive determinant of student learning outcomes (Day & Dotterer, 2018; Rodiyah et al., 2025). As the first and most proximal social context for a child, the family functions as the foundation for cultivating learning motivation and supporting academic success at home. This aligns with Bronfenbrenner's Ecological Systems Theory, which emphasizes that the microsystem—particularly the family has the most direct and sustained influence on children's developmental and learning trajectories. In the context of this study, such theoretical emphasis is relevant because early classroom observations at SDN 002 Tana Tidung revealed striking differences in academic engagement that appeared closely linked to parental support, home routines, and communication patterns. This indicates that theoretical expectations about the family's central role are observable in the daily experiences of the students examined in this research.

Previous research consistently indicates that parental involvement, attention, and support enhance children's educational outcomes (Cahyawati et al., 2021; Netson & Ain, 2022). However, the degree to which families can provide such support varies considerably. Not all families possess the ideal conditions to provide adequate educational support, often due to structural limitations or resource constraints (Bariroh, 2016; Hadiana et al., 2024). The contrast between supportive and less supportive household conditions observed during preliminary field visits further reinforces that learning outcomes are shaped not only by material resources but also by relational qualities within the family, such as parenting style, communication, and emotional support. These relational components are especially visible in how students manage homework responsibilities, respond to academic challenges, and maintain learning routines at home, demonstrating that family interactions carry a strong influence on motivation and self-regulated learning. This highlights the need to examine family dynamics more comprehensively beyond economic indicators.

In the Indonesian and Southeast Asian contexts, education is increasingly positioned as a strategic avenue for internalizing multicultural values and fostering social cohesion (Kusuma & Tantri, 2025). The social and cultural environments in which families operate shape parenting practices and attitudes toward learning. Literature on multicultural education underscores that families, schools, and communities must collaborate to cultivate inclusion, tolerance, and shared civic values in culturally diverse societies (Bariroh, 2016; Muthalib et al., 2025). In regions such as Tana Tidung, where cultural norms shape parental expectations and household routines, culturally responsive parenting becomes essential. Preliminary observations revealed that ethnic backgrounds influenced not only parenting attitudes but also children's learning habits, suggesting that cultural norms serve as a lens through which parents interpret their educational responsibilities. Thus, culturally responsive parenting is essential because parental expectations and practices are mediated by cultural norms that influence how children participate in learning—especially in ethnically diverse regions such as Tana Tidung.

The need for supportive family involvement becomes even more apparent when considering structural obstacles such as time limitations, economic pressures, and inadequate educational resources (Preston et al., 2019; Ressler, 2020). Lessons from periods of home-based learning reinforce the critical role of the family in sustaining students' academic continuity and socio-emotional well-being (Hamidah, 2024; Nusser, 2021; Wala & Misliani, 2025). Field observations at SDN 002 Tana Tidung confirmed these

theoretical insights: students whose parents had consistent time to monitor learning appeared more organized and academically persistent, whereas students with minimal supervision tended to struggle with task completion. This pattern indicates that the family indeed functions as a micro-learning ecosystem where parental interaction, communication quality, and learning support collectively shape students' academic readiness and resilience.

These conceptual patterns closely relate to disparities observed among fifth-grade students at SDN 002 Tana Tidung, North Kalimantan. The regency is known for its ethnic and cultural diversity, where traditional values and social structures shape parental roles in education. Preliminary observations at the school revealed substantial variations in student performance: while some students achieved outstanding results, others struggled significantly. Such heterogeneity illustrates that the interplay of parenting styles, communication patterns, cultural norms, and socio-economic conditions meaningfully mediates students' learning experiences. For instance, students from emotionally supportive households demonstrated higher confidence during classroom participation, whereas students from less communicative families often required additional encouragement from teachers. These initial empirical signals reinforce the relevance of examining family dynamics not merely as background variables but as active forces shaping the learning process (Kusuma & Tantri, 2025; Muthalib et al., 2025).

Consequently, this study aims to explore in depth the influence of the family environment on the learning outcomes of fifth-grade students at SDN 002 Tana Tidung. Using a qualitative case study approach, the research examines the subjective experiences of students, parents, and teachers in understanding how family dynamics shape student learning. By grounding the analysis in the lived experiences of participants, this study seeks to bridge theoretical perspectives with concrete realities observed in the field, enabling a richer understanding of how family-based factors shape learning trajectories. The study is expected to contribute theoretically by reinforcing ecological and motivational perspectives on family influence, and practically by informing strategies for schools to strengthen collaboration with families to enhance educational quality in multicultural contexts.

METHOD

Research design

This study employed a qualitative research design using a case study approach as proposed by Yin (2018) and Stake (1995). A qualitative design was selected because it enables an in-depth exploration of the social, emotional, and cultural dynamics within the family environment and how these dynamics shape students' learning outcomes. Creswell (2018) emphasizes that qualitative inquiry aims to interpret the meanings individuals attribute to social phenomena in their natural contexts, making this approach appropriate for understanding the lived experiences of students, parents, and teachers. The case study method was chosen because it allows for a comprehensive and intensive examination of a bounded system namely, the family environments of fifth-grade students at SDN 002 Tana Tidung and their relationships with academic performance. This method accommodates multiple data sources and perspectives, supporting a holistic interpretation of the phenomenon as recommended by Merriam (2009) and Yin (2018). Consistent with the principles of naturalistic inquiry (Lincoln & Guba, 1985), the research was conducted in

natural settings without any manipulation, ensuring that the collected data authentically reflect the participants' everyday realities. The study was conducted at SDN 002 Tana Tidung, a school selected purposively because its diverse student backgrounds and observed disparities in learning outcomes offer a rich contextual foundation for investigating how family-related factors contribute to academic differences.

Research data

The data in this study consisted of primary and secondary sources that together provided a comprehensive understanding of the influence of family environments on student learning. Primary data were generated through in-depth interactions with students, parents, and teachers, enabling the researcher to access firsthand accounts of how familial emotional support, communication patterns, learning facilities, and parental involvement shape learning processes. These data were collected through semi-structured interviews, participant observation, and informal conversations to capture the nuances of participants' experiences. Secondary data came from school documents, including report cards, attendance records, and family background information, which served to contextualize and verify the information obtained through primary data collection. The use of multiple data types strengthened the triangulation process and increased the credibility of the findings. This method aligns with Creswell's (2018) emphasis that qualitative studies benefit from diverse data sources to construct multilayered interpretations. The combination of documentation, observations, and interviews offered a more holistic portrayal of how different household environments impact academic performance in a heterogeneous school community. Through this approach, the study was able to examine the interplay between socio-economic conditions, cultural values, parental expectations, and student motivation within the family microsystem.

Data collection techniques

Data collection was conducted through semi-structured interviews, participatory observation, and documentation study, each of which contributed critically to generating rich qualitative insights. Semi-structured interviews were used to gather in-depth narratives from students, parents, and teachers regarding family roles in supporting learning. Questions such as "How do you study at home?", "Who helps you study?", and "How do you feel if your parents do not accompany you while studying?" allowed participants to respond freely while enabling the researcher to probe deeper based on emerging themes. Participatory observation further strengthened the study by allowing the researcher to directly observe students' learning behaviors, parental interactions, emotional expressions, and environmental conditions both at home and in school. Field notes and photographic documentation were used to record significant behaviors and contextual details that may not be fully captured through interviews alone. Meanwhile, the documentation study provided objective records—such as report cards, attendance logs, and family background files—to complement and verify the data obtained from interviews and observations. Collectively, these techniques align with Yin's (2018) assertion that multiple evidence sources are essential in case study research because they enhance the completeness and credibility of findings. Through these combined approaches, the study captured both

subjective experiences and objective indicators of how familial contexts influence academic outcomes.

Informant selection

The informants in this study consisted of a total of 14 participants, selected through purposive sampling to ensure representation of diverse family backgrounds and learning experiences. The informants included: (a) six fifth-grade students (three male and three female), aged 10–11 years; (b) six parents or guardians (four mothers and two fathers) representing both active and limited involvement in supporting their children's learning; and (c) two classroom teachers who had direct knowledge of students' academic performance and learning behavior. These categories were chosen deliberately to capture different perspectives from those directly involved in the learning process.

Purposive sampling was deemed appropriate because qualitative inquiries prioritize depth and contextual understanding rather than statistical generalization. The selection criteria included academic performance levels (high, moderate, and low achievers), differences in parental engagement, and variability in socio-economic and cultural backgrounds. This ensured that variations in the family environment ranging from supportive to minimally supportive households—were adequately represented and could be meaningfully compared.

This sampling approach aligns with the recommendations of Stake (1995) and Merriam (2009), who emphasize that qualitative case studies require information-rich participants capable of offering deep insights into the research focus. Given the heterogeneous nature of the Tana Tidung region, the inclusion of informants from multiple cultural and socio-economic backgrounds was particularly important, as these contextual factors influence parenting norms, communication patterns, and learning support. The final composition of informants thus reflects both theoretical considerations and contextual relevance, ensuring that the data collected provide meaningful insight into the complexities of family–school interactions.

Data analysis procedure

Data analysis was carried out qualitatively through an iterative and inductive process, beginning with the transcription of interview recordings and observation notes into written form to facilitate closer examination. After transcription, the researcher conducted a thematic identification process to determine recurring patterns related to emotional support, learning facilities, parental involvement, communication styles, and student motivation. These themes were then coded to organize the data into meaningful analytic categories, following the guidelines of Creswell (2018) for structured qualitative coding. The coding process enabled the researcher to trace how specific family practices and environmental conditions contributed to student learning differences. The inductive analysis allowed insights to emerge naturally from the data rather than being imposed by predetermined theoretical frameworks, which is consistent with the naturalistic inquiry paradigm (Lincoln & Guba, 1985). To ensure data trustworthiness, member checking was conducted by sharing preliminary interpretations with informants to confirm accuracy and avoid misrepresentation. Triangulation was also applied by comparing information from interviews, observations, and documentation to ensure consistency across data sources.

Additionally, the researcher maintained reflexive notes and an audit trail documenting analytical decisions, personal reflections, and methodological considerations, thus supporting transparency and enhancing the study's credibility. Through this comprehensive analytic procedure, the study was able to construct a nuanced understanding of how family environments influence students' academic outcomes in a multicultural context.

RESULTS AND DISCUSSION

The findings of this study were obtained through a triangulation process involving semi-structured interviews, participant observation, and document analysis, which collectively provided a comprehensive understanding of how family environments influence students' learning outcomes. The analysis identified three major categories of findings: parenting style and affective support, family communication patterns, and socio-economic conditions (SES). This triangulated approach ensured that the emerging patterns were not derived from a single perspective but from the convergence of multiple data sources, thereby strengthening the validity of the conclusions. To provide empirical grounding for the thematic categories, several verbatim excerpts are presented below. These direct quotations represent the voices of students, parents, and teachers involved in the study.

Student Informants:

"...When studying at home, my mother is the one who helps me most often. She usually asks first whether I already understand the lesson or not. If I don't, she explains it slowly until I really understand...." (Student, Male, 10 years old).

"...Sometimes I study by myself because my parents come home late. If there is homework that is difficult, I just wait until the next day and ask the teacher...." (Student, Female, 11 years old).

Parent Informants:

"...I always try to check my child's homework. If he doesn't understand, we look for the answers together. The most important thing is that he does not study alone without guidance...." (Parent, Mother, 35 years old).

"...I work all day, so I don't have much time to accompany my child's learning. However, I make sure to ask every night whether the assignments have been completed or not...." (Parent, Father, 40 years old).

"...We do not have complete facilities, but I remind my child to be diligent in reading. I tell him that having enthusiasm comes first; good results will follow...." (Parent, Mother, 38 years old).

Teacher Informants

“...Children whose parents actively communicate with teachers are usually more prepared in class. They grasp the lessons more quickly and tend to be more confident....” (Homeroom Teacher).

“...When parents pay less attention to their children’s learning, it can be seen in the students’ attitudes in class. They often come without completing assignments or have difficulty staying focused....” (Subject Teacher).

Based on the qualitative evidence gathered from students, parents, and teachers, clear patterns emerged regarding the role of family environments in shaping students’ learning experiences and outcomes. The interview excerpts illustrate variations in parental involvement, communication practices, and learning support at home, which were further corroborated through classroom observations and document analysis. While some families provided consistent guidance and emotional support during learning activities, others faced structural constraints such as limited time availability or economic resources. Nevertheless, the data indicate that affective support and parental engagement often played a more decisive role than material conditions alone in influencing students’ motivation, confidence, and learning responsibility.

To synthesize these findings systematically, the results were organized according to the data collection techniques employed in the study. This approach allowed for a comparative examination of how each method contributed distinct yet complementary insights into the research questions. Table 1 presents a consolidated summary of the key findings derived from semi-structured interviews, participant observations, and document analysis, along with their corresponding analytical interpretations. The table highlights how patterns of parenting style, family interaction, and socio-economic conditions collectively shape students’ learning processes and outcomes within the family context.

The analysis revealed that the democratic parenting style was the most influential non-material factor shaping students’ learning motivation. Such parenting, characterized by emotional warmth and clear expectations, cultivates both discipline and independence. Within the SDT framework, this approach nurtures autonomy and intrinsic motivation, leading to improved engagement and performance. These findings align with evidence showing that parental warmth and involvement reinforce students’ learning persistence and emotional readiness for academic tasks (Cahyawati et al., 2021; Netson & Ain, 2022). The emotional climate at home therefore serves not only as a supportive background but as a central mechanism influencing motivation, particularly for students who are navigating the transitional academic demands of the upper elementary grades. The quality of family communication further played a mediating role by enabling children to articulate their academic needs. When children feel safe to express learning difficulties, parents can offer constructive feedback and emotional reassurance, strengthening the sense of relatedness that supports motivation both at home and in school (Rodiyah et al., 2025).

Socio-economic conditions influenced the extent to which families could provide material learning resources. However, the findings show that strong affective bonds and consistent communication often mitigated these constraints. Families with limited economic resources but high levels of care, involvement, and dialogue remained able to

sustain their children’s academic progress. This reinforces prior findings that SES does not exert deterministic effects; instead, its influence is mediated through proximal family processes such as warmth, guidance, and communication (Bariroh, 2016; Hadiana et al., 2024). These findings illustrate that relational aspects of the family environment can compensate for financial shortcomings, providing students with sufficient emotional and motivational support to persist in their academic responsibilities.

Table 1. Summary of Findings Based on Data Collection Techniques

Data Collection Technique	Key Findings	Analytical Meaning and Interpretation
Semi-Structured Interviews	Most high-achieving students came from families applying a democratic parenting style that balances affection, flexibility, and structured guidance. Parents validated their children’s learning efforts and dedicated time to monitor progress.	Emotional validation and autonomy-supportive parenting enhance intrinsic motivation, consistent with <i>Self-Determination Theory (SDT)</i> , which emphasizes autonomy, competence, and relatedness as motivators of learning.
Participant Observation	Positive parent–child interaction at home created a conducive learning environment. Students appeared confident, engaged, and responsible. In contrast, students from authoritarian families were passive and less motivated.	Observation indicated that interpersonal quality within the family particularly warmth and support can compensate for economic limitations and foster self-regulated learning behavior.
Document Analysis	Report cards and attendance records indicated that students from economically stable families often had access to better learning facilities. However, several students from low-income families also performed well when supported by strong parental engagement and emotional care.	This suggests that non-material factors such as affection, communication, and involvement can offset the negative effects of low SES, aligning with <i>Bronfenbrenner’s Ecological Systems Theory</i> emphasizing the family as a core microsystem.

These patterns are consistent with Bronfenbrenner’s Developmental Ecology Theory, which emphasizes the primacy of the family as the nearest microsystem shaping children’s learning trajectories. In this study, the interaction between parenting practices, communication quality, and SES conditions formed a micro-level ecosystem that directly influenced students’ cognitive and affective development. The observation that learning outcomes varied according to differences in family dynamics mirrors the central premise of ecological theory that proximal processes are the most powerful forces driving children’s engagement and academic growth (Preston et al., 2019). This theoretical connection

underscores that the family microsystem operates as the immediate arena within which students internalize values, develop learning attitudes, and negotiate school expectations.

The findings also substantiate Self-Determination Theory (SDT), which highlights the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. Autonomy-supportive and emotionally responsive parenting fulfilled these needs by encouraging student independence while maintaining guidance and connection at home. This aligns with prior research demonstrating that intrinsic motivation emerges when children perceive emotional support and structured guidance from parents (Muthalib et al., 2025). Consequently, motivation in this context is not merely an internal disposition but a socially constructed outcome shaped by parental involvement, emotional availability, and the learning routines encouraged at home.

High-quality communication between parents and children also emerged as a crucial factor in bridging school expectations and home learning practices. Open communication helped children understand academic goals, express concerns, and receive adaptive feedback, thereby strengthening engagement. This is consistent with evidence showing that parent-child communication mediates academic involvement and facilitates learning, particularly in culturally diverse contexts (Day & Dotterer, 2018; Säävälä et al., 2017). These findings demonstrate that communication functions not only as the transfer of information but as an affective process that shapes how children interpret school demands and perceive parental support.

Furthermore, the study indicates that non-material parental support can mitigate economic challenges, offering practical implications for schools. Prior evidence shows that parental involvement can significantly benefit students from low-SES backgrounds (Duan et al., 2018), suggesting that strengthening relational and communicative support may produce more equitable outcomes than focusing solely on material interventions (Burgess et al., 2015). For schools in diverse regions such as SDN 002 Tana Tidung, this finding highlights the potential of parent-focused capacity-building programs to enhance student resilience and learning outcomes across socio-economic groups.

Taken together, the findings position the family microsystem as a primary driver of cognitive and affective learning outcomes, detailing how democratic parenting, communication quality, and non-material parental support shape students' motivation and achievement. The synthesis supports policy directions emphasizing parental competency development, strengthened home-school communication, and culturally responsive family engagement as scalable strategies for improving student outcomes regardless of SES. Such strategies are particularly relevant in heterogeneous cultural settings like Tana Tidung, where diverse family norms and values influence children's learning experiences.

CONCLUSION

This case study successfully provided an in-depth elaboration of the multifaceted role of the family environment in shaping the learning outcomes of fifth-grade students at SDN 002 Tana Tidung. It is concluded that the quality of intrapersonal family dynamics, encompassing parenting style, communication, and affective support, is the essential factor that constructs student motivation and academic achievement. The democratic parenting style was identified as the most conducive model, as it effectively fosters learning autonomy and intrinsic motivation in children. Although family socioeconomic factors facilitate the

availability of learning resources, the crucial finding is that the strength of non-material support possesses a significant capacity to mitigate economic limitations. This evidence strongly affirms that investment in the quality of parent-child interaction is the primary predictor of educational success. Therefore, the family environment functions not merely as a background context, but as an active learning ecosystem that determines educational outcomes at the micro-level.

REFERENCES

- Bariroh, S. (2016). Pendidikan multikultural upaya membangun keberagaman inklusif di sma negeri 1 bumiayu kabupaten brebes. *International Conference of Moslem Society*, 1, 197–206. <https://doi.org/10.24090/icms.2016.2417>
- Berger, J. (2017). Motivating efl learners using self-determination theory. *COLLOQUIA*, 1, 46. <https://doi.org/10.31207/colloquia.v1i0.13>
- Burgess, A., Diggele, C., & Mellis, C. (2015). Students as facilitators in a teacher training program: Motivation for leadership roles. *Advances in Medical Education and Practice*, 615. <https://doi.org/10.2147/amep.s92804>
- Cahyawati, F. F., Muslihudin, M., & Suklani, S. (2021). Dampak Lingkungan Keluarga dan Program Pembiasaan Pada Mata Pelajaran Pendidikan Agama Islam Terhadap Pembentukan Karakter Siswa. *Jurnal Educatio FKIP UNMA*, 7(1), 7–11. <https://doi.org/10.31949/educatio.v7i1.627>
- Cook, D., & Artino, A. (2016). Motivation to learn: An overview of contemporary theories. *Medical Education*, 50(10), 997–1014. <https://doi.org/10.1111/medu.13074>
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Day, E., & Dotterer, A. (2018). Parental involvement and adolescent academic outcomes: Exploring differences in beneficial strategies across racial/ethnic groups. *Journal of Youth and Adolescence*, 47(6), 1332–1349. <https://doi.org/10.1007/s10964-018-0853-2>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Duan, W., Guan, Y., & Bu, H. (2018). The effect of parental involvement and socioeconomic status on junior school students' academic achievement and school behavior in china. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00952>
- Firdaus, F., Anggreta, D., & Yasin, F. (2020). Internalizing multiculturalism values through education: Anticipatory strategies for multicultural problems and intolerance in indonesia. *Jurnal Antropologi Isu-Isu Sosial Budaya*, 22(1), 131–141. <https://doi.org/10.25077/jantro.v22.n1.p131-141.2020>
- Hadiana, D., Sylvia, N., Salman, I., Permatasari, A., Alia, N., & Saliem, H. (2024). Management of food security culturization in nature elementary schools: Policy, learning, and student engagement. *Mimbar Sekolah Dasar*, 11(2), 222–236. <https://doi.org/10.53400/mimbar-sd.v11i2.71730>
- Hamidah, H. (2024). Pengamalan nilai-nilai pendidikan multikultural terhadap sikap toleransi peserta didik di sekolah dasar. *Al-Murabbi*, 2(1), 167–181. <https://doi.org/10.62086/al-murabbi.v2i1.663>
- Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A

- longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & Education*, 80, 152–161. <https://doi.org/10.1016/j.compedu.2014.08.019>
- Kusuma, R., & Tantri, N. (2025). Pendidikan sebagai pilar penguat dinamika integrasi nasional. *Kegiatan Positif*, 3(2), 55–61. <https://doi.org/10.61132/kegiatanpositif.v3i2.1970>
- Liu, F., Gai, X., Xu, L., Wu, X., & Wang, H. (2021). School engagement and context: A multilevel analysis of adolescents in 31 provincial-level regions in china. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.724819>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Muthalib, A., Nisar, M., & Tang, M. (2025). Multicultural-based character education at madrasah aliyah. *Edusoshum Journal of Islamic Education and Social Humanities*, 5(1), 217–222. <https://doi.org/10.52366/edusoshum.v5i1.202>
- Netson, B. P. H., & Ain, S. Q. (2022). Factors Causing Difficulty in Learning Mathematics for Elementary School Students. *International Journal of Elementary Education*, 6(1), 134–141. <https://doi.org/10.23887/ijee.v6i1.44714>
- Nusser, L. (2021). Learning at home during covid-19 school closures – how do german students with and without special educational needs manage? *European Journal of Special Needs Education*, 36(1), 51–64. <https://doi.org/10.1080/08856257.2021.1872845>
- Preston, J., MacPhee, M., & O'Keefe, A. (2019). Kindergarten teachers' notions of parent involvement and perceived challenges. *McGill Journal of Education*, 53(3). <https://doi.org/10.7202/1058416ar>
- Ressler, R. (2020). What village? Opportunities and supports for parental involvement outside of the family context. *Children and Youth Services Review*, 108, 104575. <https://doi.org/10.1016/j.childyouth.2019.104575>
- Rodiyah, S., Sabrina, S., & Fadilah, M. (2025). The influence of parental attention on the academic achievement of elementary school students. *Edusoshum Journal of Islamic Education and Social Humanities*, 5(2), 194–206. <https://doi.org/10.52366/edusoshum.v5i2.163>
- Säävälä, M., Turjanmaa, E., & Alitolppa-Niitamo, A. (2017). Immigrant home-school information flows in finnish comprehensive schools. *International Journal of Migration Health and Social Care*, 13(1), 39–52. <https://doi.org/10.1108/ijmhsc-10-2015-0040>
- Salsabilla, A., & Darmawan, D. (2024). Pengaruh pola asuh orang tua terhadap minat belajar siswa setingkat sekolah menengah atas. *Yasin*, 4(6), 1246–1265. <https://doi.org/10.58578/yasin.v4i6.3982>
- Sari, S. (2024). The impact of the principal's leadership on the role of teachers in implementing school literacy activities. *Indonesian Journal of Instructional Media and Model*, 6(1), 17–25. <https://doi.org/10.32585/ijimm.v6i1.5252>
- Stake, R. E. (1995). *The art of case study research*. SAGE Publications.

- Wala, & Misliani, H. (2025). Islamic education as an effort to strengthen social integration in multicultural societies. *SYAIKHONA: Jurnal Magister Pendidikan Agama Islam*, 3(1), 1–15. <https://doi.org/10.59166/syaikhona.v3i1.278>
- Woodman, L. (2022). Overcoming the challenges of family day home educators: A family ecological theory approach. *Education*, 28(1a), 77–93. <https://doi.org/10.37119/ojs2022.v28i1a.649>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.
- Xiong, Y., Qin, X., Wang, Q., & Ren, P. (2021). Parental involvement in adolescents' learning and academic achievement: Cross-lagged effect and mediation of academic engagement. *Journal of Youth and Adolescence*, 50(9), 1811–1823. <https://doi.org/10.1007/s10964-021-01460-w>