

THE RELATIONSHIP BETWEEN THE LEVEL OF PARENTAL ATTENTION AND THE PROVISION OF TEACHER REINFORCEMENT TO THE CONFIDENCE OF GRADE IV STUDENTS OF SDN 002 IBUL

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ABSTRACT

This study examines the relationship between the level of parental attention and the provision of teacher reinforcement to the confidence of grade IV students of SDN 002 Ibul, Pucuk Rantau District. The correlational quantitative approach was applied with a saturated sample of 32 students. Data was collected through three sets of questionnaires that measured parental attention (15 items), teacher reinforcement (15 items), and student confidence (15 items) with a four-point Likert scale. Validity was tested using Pearson Product Moment correlation, reliability using Cronbach's Alpha, normality using Kolmogorov-Smirnov, partial hypothesis using bivariate Pearson correlation, and simultaneous hypothesis using multiple regression. All 45 instruments were declared valid ($r > 0.349$) and very reliable (Alpha = 0.966; 0.948; and 0.961). The normality test showed that parental attention (Sig. = 0.200) and teacher reinforcement (Sig. = 0.066) were distributed normally, while student confidence deviated from normality (Sig. = 0.013). Hypothesis testing yielded: H_{01} rejected, meaning that there was a significant positive relationship between parental attention and student self-confidence ($r = 0.772$; $p < 0.001$); H_{02} was rejected, meaning that there was a significant positive relationship between teacher reinforcement and student confidence ($r = 0.397$; $p = 0.025$); and H_{03} is rejected, meaning that there is a significant simultaneous relationship of the two variables to student confidence ($R^2 = 0.632$; $F = 24,882$; $p < 0.001$), with parental attention as the dominant predictor (Beta = 0.717). These findings confirm that family involvement and strengthening practices in the classroom are important determinants of primary school students' confidence.

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INTRODUCTION

Basic education has a fundamental role in shaping the character and personality of students as a whole. At this level, the development of children's psychological aspects, especially self-confidence, receives serious attention because it significantly affects learning success. Self-confidence is an individual's belief in his or her ability to deal with situations, express opinions, and actively participate in learning. Students who have strong confidence tend not to give up easily, dare to appear in front of the class, and are able to establish positive social interactions (Maulany et al., 2025).

Self-confidence does not develop naturally in a vacuum, but is formed through two main pathways, namely the family environment and the school environment. Parental attention manifested through learning assistance, motivation, advice, and supervision has been proven to provide a strong psychological foundation for children to feel valued and

supported (Elvira & Pramudiani, 2022). International studies show that parental involvement contributes significantly to children's subjective well-being, sense of security, and motivation to learn (Liu et al., 2024; Quan et al., 2024). Li et al. (2023) even found that structured and proportionate parental involvement had a positive relationship with a wide range of elementary school students' academic outputs. In the school environment, the role of teachers as educators, motivators, and facilitators also determines the development of student confidence. Reinforcement is a basic teaching skill that aims to respond to students' positive behavior in order to maintain and improve these behaviors. Verbal reinforcement such as praise, nonverbal reinforcement such as nods and smiles, and symbolic reinforcement such as awarding stars have been shown to be effective in increasing students' motivation and confidence (Manutede et al., 2023). International research confirms that students' perceived teacher support, including emotional encouragement and competency-based reinforcement, contribute to motivation, engagement, and academic confidence (Zhou et al., 2022; Descals-Tomás et al., 2021).

The reality on the ground illustrates conditions that still need to be improved. Based on a pre-research interview conducted on December 18, 2025 with the homeroom teacher of grade IV of SDN 002 Ibul, Surya Ningsi, S.Pd., information was obtained that the level of student confidence still varies quite significantly. Some students have dared to ask questions and appear in front of the class, but not a few still show an attitude of doubt and fear of being wrong. This difference is closely related to the attention patterns of parents at home and the consistency of reinforcement provided by teachers in the classroom. Teacher reinforcement has not been able to be given equally to all students due to limited time and a large number of students.

This research is important to be carried out to fill the gap between expectations and reality. The Buro study (2022) found that parental attention and teacher reinforcement together have an effect on student confidence, but research that specifically examines the context of SDN 002 Ibul with a correlational approach that measures the partial and simultaneous relationship of the three variables is not yet available. Thus, this study aims to determine the relationship between the level of parental attention and student confidence, the relationship between teacher reinforcement and student confidence, and the simultaneous relationship between the level of parental attention and teacher reinforcement on the confidence of grade IV students of SDN 002 Ibul.

RESEARCH METHODS

This study uses a quantitative approach with a type of correlational research. The correlational method was chosen because the purpose of the study is to examine whether there is a relationship between independent variables and bound variables without providing specific treatment. The independent variable consists of the level of parental attention (X_1) and the teacher's reinforcement (X_2), while the bound variable is student confidence (Y).

The research was carried out at SD Negeri 002 Ibul, Ibul Village, Pucuk Rantau District, in the period from January to June 2026. The research population is all fourth grade students of SDN 002 Ibul which totals 43 students. The sampling technique used is saturated samples, which are all members of the population as samples. After the data collection process, as many as 32 students who had complete data were included in the statistical analysis.

The research instrument was in the form of three sets of questionnaires with a four-point Likert scale, namely Strongly Agree (score 4), Agree (score 3), Disagree (score 2), and Strongly Disagree (score 1). The grids of each instrument are presented in Table 1 to Table 3.

Table 1. Parental Attention Level Questionnaire Grid

No.	Indicator	Sub-Indicator	No. Item	Quantity
1	Providing guidance	Accompanying children while studying at home	1, 2	2
		Helping children when they have learning difficulties	3	1
		Directing children in completing schoolwork	4	1
2	Advice	Provide advice on learning behaviors and responsibilities	5	1
		Instilling the value of discipline and responsibility	6	1

		Reminding children to obey school and home rules	7	1
3	Child supervision	Monitoring children's learning activities at home	8	1
		Supervise the use of children's study time	9	1
		Monitor children's socialization in the home and school environment	10	1
4	Motivation and reward	Giving children a spirit of learning	11	1
		Giving praise for the child's efforts or achievements	12	1
		Reward your child's achievements	13	1
5	Meeting children's needs	Provide learning facilities (books, stationery, study places)	14	1
		Meet children's educational needs	15	1

(Source: Nuriyah & Darmawan 2024:4)

Table 2. Questionnaire Grid for Teacher Reinforcement

No.	Indicator	Sub-Indicator	No. Item	Quantity
1	Verbal reinforcement	The teacher gave praise for the learning results and appreciation for the students' efforts	1, 2	2
		Teachers give verbal rewards when students behave positively	3, 4	2
2	Reinforcement of gestures	The teacher gave a nod of the head and a smile as a form of appreciation	5, 6	2
		Teacher applauds the students' success	7, 8	2
3	Touch reinforcement	Teacher pats students on the shoulder in support and shakes hands in appreciation	9, 10	2
4	Strengthening approaches	Teachers approach students while giving praise and attention	11, 12	2
5	Reinforcement of fun activities	Teachers provide opportunities for fun activities and special roles in the classroom	13, 14	2
6	Reinforcement of signs or symbols	Teachers give appreciation symbols such as stars or	15	1

stickers

(Source: Sitorus et al. 2024:571)

Table 3. Student Confidence Level Questionnaire Grid

No.	Indicator	Sub-Indicator	No. Item	Quantity
1	Confidence in one's own abilities	Believing in being able to complete the task given by the teacher	1, 2	2
		It is not easy to doubt when working on questions	3, 4	2
2	Initiative in decision-making	Dare to choose your own way of completing tasks	5, 6	2
		Actively take a role in group work	7, 8	2
3	Positive outlook on yourself	Accepting one's strengths and weaknesses	9, 10	2
		It is not easy to feel inferior when experiencing difficulties	11, 12	2
4	Courage to express one's opinion	Dare to ask or answer questions in class	13, 14	2
		Dare to express ideas or opinions in front of friends and teachers	15	1

(Source: : Maulany et al. 2025:1944)

Data analysis includes four stages. Validity tests were performed using Pearson Product Moment correlation; An item is declared valid if the r-count is greater than the r-table ($df = N - 2 = 30$; r-table = 0.349 at $\alpha = 5\%$). The reliability test uses Cronbach's Alpha with the criterion of very reliable if $\alpha \geq 0.80$. The normality test uses Kolmogorov-Smirnov; The data is declared to be normally distributed if the significance value is ≥ 0.05 . Hypothesis testing uses Pearson correlation to test H_1 and H_2 partially, as well as multiple regression analysis to test H_3 simultaneously. The entire analysis was carried out with the help of SPSS software version 26.

RESEARCH RESULTS

Instrument Reliability Test

Reliability tests were performed to measure the level of internal consistency of each instrument using Cronbach's Alpha method. An instrument is declared very reliable if the Alpha value is in the range of 0.80 to 1.00. The results of the reliability test of the three instruments are presented in Table 4.

Table 4. Reliability Test Results

Variabel	Number of Items	Cronbach's Alpha	Reliability Level
Parental Attention (X_1)	15	0,966	Very High
Teacher Reinforcement (X_2)	15	0,948	Very High
Student Confidence (Y)	15	0,961	Very High

(Source: Processed Research Data, 2026)

Table 4 shows that all three instruments have a very high level of reliability. The parental attention questionnaire obtained a Cronbach's Alpha score of 0.966, a teacher reinforcement questionnaire of 0.948, and a student confidence questionnaire of 0.961. These values far exceed the threshold of highly reliable instruments ($\alpha > 0.80$), so that the three instruments can be relied upon to measure research variables consistently and stably (Saputri, 2024). The high Alpha value also indicates that the items in each questionnaire measure the same construct coherently.

Data Normality Test

The normality test was performed using the Kolmogorov-Smirnov method to find out whether the data distribution of each variable followed the normal distribution. The data is declared to be normally distributed if the significance value is greater than or equal to 0.05. The results of the normality test are presented in Table 5.

Table 5. Normality Test Results

Variabel	N	Test Statistic	Asymp. Sig. (2-tailed)	Remarks
Parental Attention (X ₁)	32	0,126	0,200	Normal
Teacher Reinforcement (X ₂)	32	0,150	0,066	Normal
Student Confidence (Y)	32	0,176	0,013	Abnormal

(Source: Processed Research Data, 2026)

Table 5 shows that the data X₁ obtained a significance value of 0.200 that is greater than 0.05, so it is declared to be normally distributed. The X₂ data obtained a significance value of 0.066 which is also greater than 0.05, so it is normally distributed. In contrast to the two independent variables, data Y obtained a significance value of 0.013 which was smaller than 0.05, so it was declared not normally distributed. This condition is likely due to an asymmetrical distribution of confidence scores at a relatively small sample size. Nonetheless, multiple regression analysis is known to be quite robust against moderate normality deviations, especially since the more critical assumption is residual normality, not the normality of the raw variable itself (Calderon-Villarreal et al., 2025; Hinduja et al., 2024). Therefore, hypothesis testing is continued by making this condition a research limitation.

Uji Hypothesis

The first hypothesis test (H₁) aimed to find out whether there was a significant relationship between parental attention level (X₁) and student confidence (Y). The test was carried out using the following Pearson Product Moment correlation formula:

$$r_{\chi i} = \frac{n\sum XY - \sum X \sum Y}{\sqrt{[(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)]}}$$

Description: $r_{\chi i}$ = correlation coefficient; n = number of samples; X = independent variable score; Y = tied variable score. The results of the Pearson correlation test between X₁ and Y are presented in Table 6.

Table 6. Pearson X Correlation Test Results₁ under Y

Variabel	r Pearson	Sig. (2-tailed)	N	Remarks
X ₁ against Y	0,772	< 0.001	32	Significant (H ₁ Accepted)

(Source: Processed Research Data, 2026)

Based on Table 6, the value of the Pearson correlation coefficient between X₁ and Y is $r = 0.772$ with a significance $p < 0.001$. The r-calculated value (0.772) far exceeds the r-table (0.349) and the significance value is smaller than 0.05, so H₀₁ is rejected and H_{a1} accepted. This means that there is a strong and significant positive relationship between the level of parental attention and the confidence of grade IV students of SDN 002 Ibul. A value of $r = 0.772$ indicates the strength of the correlation in the strong category (0.60 to 0.799).

The second hypothesis test (H₂) aims to find out whether there is a significant relationship between teacher reinforcement (X₂) and student confidence (Y). The same Pearson Product Moment correlation formula was used in this test. The results of the correlation test between X₂ and Y are presented in Table 7.

Table 7. Pearson X Correlation Test Results₂ under Y

Variabel	r Pearson	Sig. (2-tailed)	N	Remarks
X ₂ against Y	0,397	0,025	32	Significant (H ₂

Accepted)

(Source: Processed Research Data, 2026)

Table 7 shows the value of the Pearson correlation coefficient between X_2 and Y of $r = 0.397$ with a significance $p = 0.025$. The r -calculated value (0.397) exceeds the r -table (0.349) and the significance value is less than 0.05, so H_{02} is rejected and H_{a2} is accepted. There is a significant positive relationship between teacher reinforcement and student confidence. The value of $r = 0.397$ indicates the strength of the relationship in the category of sufficient (0.20 to 0.399).

The third hypothesis test (H_3) aims to determine whether there is a significant relationship simultaneously between the level of parental attention (X_1) and the teacher's reinforcement (X_2) on student confidence (Y). This test uses multiple regression analysis with the following model equations:

$$\hat{Y} = a + b_1X_1 + b_2X_2$$

Description: $\hat{Y}$ = predictive value Y ; a = constant; b_1 , b_2 = regression coefficient; X_1 = parental attention; X_2 = teacher reinforcement. The results of multiple regression analysis are presented in Table 8, Table 9, and Table 10.

Table 8. Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0,795	0,632	0,606	5,791

(Source: Processed Research Data, 2026)

Table 9. ANOVA Test Results

Model	Sum of Squares	df	Mean Square	F	Say.
Regression	1668,741	2	834,371	24,882	< 0.001
Residual	972,477	29	33,534		
Total	2641,219	31			

(Source: Processed Research Data, 2026)

Table 10. Multiple Regression Coefficient

Model	B	Std. Error	Beta (b)	t	Say.
(Constant)	2,185	7,330		0,298	0,768
Parental Attention (X_1)	0,704	0,115	0,717	6,113	< 0.001
Teacher Reinforcement (X_2)	0,221	0,130	0,199	1,694	0,101

(Source: Processed Research Data, 2026)

Table 8 shows values $R = 0.795$ and $R^2 = 0.632$, which means that the variables X_1 and X_2 together were able to explain 63.2% of the variance in student confidence, while the remaining 36.8% were influenced by other variables that were not studied. Table 9 shows the value $F = 24.882$ with a significance $p < 0.001$, so H_{03} is rejected and H_{a3} is accepted. There is a significant simultaneous relationship between parental attention and teacher reinforcement of student confidence. Based on the coefficients in Table 10, the regression equation formed is:

$$\hat{Y} = 2,185 + 0,704X_1 + 0,221X_2$$

The equation shows that every one unit increase in parental attention will increase student confidence by 0.704 units, and every increase in one unit of teacher reinforcement will increase student confidence by 0.221 units, assuming the other variables are constant. The X_1 variable was a partially significant predictor ($\beta = 0.717$; $t = 6.113$; $p < 0.001$), while X_2 was not partially significant in the multiple model ($\beta = 0.199$; $t = 1.694$; $p = 0.101$), indicating an overlap of contributions between the two independent variables.

DISCUSSION

The findings of this study confirm that parental attention has a strong and significant relationship with student confidence ($r = 0.772$; $p < 0.001$). These results are in line with the theory of socio-emotional development which states that children who feel cared for, guided, and supported by their parents will have a sense of security that is the foundation

of self-confidence (Yutarsih et al., 2025). Liu et al.'s (2024) study of elementary school students in China found that parental involvement affects children's subjective well-being through the mediating role of a sense of security and autonomous motivation. Similarly, Quan et al. (2024) prove that parental involvement is positively correlated with children's self-esteem, which is a construct close to self-confidence.

The most strongly correlated indicators of parental attention in this study included tutoring, activity supervision, and motivation and rewards. These findings are consistent with Calderon-Villarreal et al. (2025) who assert that parental involvement is directly related to students' self-regulation and self-confidence in elementary school. Meanwhile, Li et al. (2023) found that patterned and proportionate parental involvement provided optimal benefits for the academic and psychological development of elementary grade students, a finding that further strengthens the position of parental attention as a critical variable in this study.

The relationship between teacher reinforcement and student confidence obtained in this study ($r = 0.397$; $p = 0.025$) was also confirmed as a significant relationship despite being sufficiently powerful. The reinforcement given by teachers, whether verbal, gesture, tactile, or symbolic, provides recognition for students' efforts so that they feel appreciated and encouraged to participate more actively. The study of Zhou et al. (2022) reinforces these findings by showing that students' perceptions of teacher support, which includes both emotional and cognitive components, significantly predict learning motivation and engagement. Similar findings from Descals-Tomás et al. (2021) confirm that teacher support, along with family support, is an important determinant of student engagement and motivation.

An aspect that needs to be looked at is the finding in multiple regression analysis that the X_2 coefficient is not partially significant ($p = 0.101$) when controlled by X_1 . This does not mean that teacher reinforcement is not important, but rather indicates that there is an overlap of effects between the two independent variables. When parents pay high attention, the additional contribution of teacher reinforcement to self-confidence tends to be more moderate. Theoretically, these findings support the Bronfenbrenner ecological model in which the family is the deepest layer that has the most influence on child development, but the role of the school as the next layer remains negligible (Calderon-Villarreal et al., 2025). Bivariately, teacher strengthening still contributes significantly so that its application in the classroom still needs to be optimized.

Simultaneously, both variables were able to explain 63.2% of the variance in student confidence ($R^2 = 0.632$). This figure is quite high for research in the field of education and indicates that parental attention and teacher reinforcement together are strong predictors of student confidence. The remaining 36.8% of unexplained variances are likely to stem from other variables such as previous success experiences, peer relationships, academic self-concepts, or innate temperament factors (Hinduja et al., 2024; Wang & Tambi, 2024). From a methodological perspective, the abnormality of data distribution Y is a limitation that needs to be considered. Follow-up research is recommended to use the Spearman test as a nonparametric validation as well as expand the sample to improve the representativeness and statistical power of the findings.

CONCLUSION

Based on the results of data analysis and discussion, this study produced three main conclusions. There was a strong and significant positive relationship between the level of parental attention and the confidence of grade IV students of SDN 002 Ibul with a value of $r = 0.772$ and $p < 0.001$, so the first hypothesis was accepted. There was also a significant positive relationship between teacher reinforcement and student confidence with a value of $r = 0.397$ and $p = 0.025$, so that the second hypothesis was accepted. Furthermore, there was a significant simultaneous relationship between parental attention and teacher reinforcement of student confidence with $F = 24.882$, $p < 0.001$, and $R^2 = 0.632$, with parental attention as the dominant predictor ($\beta = 0.717$), so the third hypothesis was accepted.

Based on these conclusions, this study recommends several things. For parents, it is recommended to improve the quality of attention to children through regular learning assistance, open communication, and appreciation for every effort shown by the child. For teachers, it is recommended to apply reinforcement consistently, variedly, and evenly to all students as an integral part of the learning strategy. For subsequent researchers, it is recommended to involve a larger sample, use the Spearman test as a nonparametric validation, and add mediator variables such as peer support or academic self-concept to get a more comprehensive picture.

This study has several limitations that need to be considered in interpreting and generalizing its findings. First, the student confidence variable (Y) was not normally distributed based on the Kolmogorov-Smirnov test (Sig. = 0.013 < 0.05). Although multiple regression analysis is known to be quite robust against moderate normality deviations, this

abnormality remains an important methodological record. Follow-up research is recommended to use the Spearman correlation test as a nonparametric approach to verify the consistency of the results obtained.

Second, the sample size of only 32 students from one elementary school limits the ability to generalize findings. Although saturated sampling techniques have been applied to maximize population representation at the study site, limited coverage of one school means that these findings cannot yet be fully generalized to other schools with different characteristics.

Third, data collection fully relies on questionnaires filled out by students themselves, so it is vulnerable to response bias such as social desirability bias, which is the tendency of respondents to give answers that are considered more socially acceptable instead of reflecting real conditions. Triangulating data through direct observation or in-depth interviews can strengthen the validity of constructs in future research.

Fourth, the research design that is correlational and cross-sectional does not allow the drawing of conclusions about the cause-and-effect relationship between variables. Parental attention and teacher reinforcement can affect each other's confidence reciprocally, and only longitudinal or experimental research can reveal the direction of causality more definitively.

Fifth, the presence of an overlap of contributions between the variables X_1 and X_2 which is reflected in the partial insignificance of the X_2 coefficient ($p = 0.101$) indicates that the slight multicollinearity between the two independent variables affects the accuracy of the coefficient estimation in the multiple regression model. Further research can consider the addition of mediator or moderator variables to get a more accurate picture of the mechanism of influence of the two variables.

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