

THE CORRELATION BETWEEN PARENTS EDUCATIONAL BACKGROUND AND STUDENTS' MOTIVATIONS IN LEARNING SPEAKING

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Abstract

Speaking is a form of communication that involves various factors that can influence a person's motivation to learn it. These factors include family dynamics such as parental attention, family relationships, home environment, economic status, and cultural background. Additionally, the educational background of the parents can also shape a student's motivation to learn speaking. This research aims to find out the correlation between parents' educational background and students motivations in Learning Speaking of the students of English education at Muhammadiyah University of Metro. This research utilized a correlation research design by 40 students to become sample of this research. This research used a questionnaire to determine student motivation and parents educational background. The results of this research indicate that there is no correlation between parents' educational background and students' motivations in Learning Speaking with the Correlation Coefficient value is smaller than 0 ($-0.93 < 0$), while the sig value is greater than 0.05 ($0.451 > 0.05$) which means that there is no significant positive correlation between the educational background of parents and students' motivations. In conclusion, this research underlines the complexity of factors influencing students' motivation and highlights the need for further approaches to improve learning outcomes in speaking skills. Future researchers should examine additional variables that may influence students' motivation to learn speaking skills, such as socioeconomic status, teacher-student relationships, and extracurricular activities.

Keyword: Parents Educational Background, Motivation, Learning Speaking

INTRODUCTION

Speaking is a means of communication with others. According to Abugohar et al. (2019) speaking is one of the main four language skills (speaking, reading, listening, and writing) it is a communicating process of interaction. Communication is the act of conveying ideas, emotions, opinions, and more to people through interaction. It was also utilized for disseminating information, negotiating, problem-solving, and fostering social relationships and friendships. Speaking is a common method of communication used by individuals to engage with others. Thus, it is imperative for students to acquire this skill when studying English. Speaking is a complex skill compared to the other three skills in English. Many students undoubtedly struggle with learning and practicing

speaking skills. Acquiring speaking skills involves more than just understanding the language; it also entails knowing how to communicate effectively in real-life situations.

The teaching and learning process particularly in speaking is impacted by a variety of contributing factors. According to Minda (2023) In general, the factors that affect the ability to speak English are internal factors and external factors. Some of which are internal to the students themselves, students may have low confidence in their English skills, which can prevent them from speaking confidently, fear of making mistakes or being criticized by classmates can cause anxiety and restlessness, which hinders a student's ability to speak fluently. Some students may have difficulty accepting correction from teachers or classmates, and this can make them lazy to speak because they are afraid of being corrected. In addition, students' interests and motivation play an important role in their engagement with spoken English activities. Istianti (2019), one of the factors that affect students in learning speaking is motivation. Motivation is considered the most important component of the entire learning process. When students lack motivation or interest, they may be lazy to actively participate in speaking. Therefore, things that aim to increase students' self-confidence and foster motivation are very important in improving their speaking skills. Teaching a second language is not an easy task, especially if students lack interest in learning it.

Based on the initial questionnaire that researcher obtained to obtain data on students of English education at Muhammadiyah University of Metro, researchers found that students felt lazy to practice speaking English because these students were not confident in using their limited English speaking skills. Usually when students make mistakes they are criticized by the people around them, this makes them lazy to practice speaking English and students have less motivation or interest, less active participation in speaking. When researchers asked students initial questions about what caused them to be unmotivated, several factors identified were themselves, the environment, and parents. Students themselves lack motivation and are lazy to practice; they also lack self-confidence and feel embarrassed, which makes them lazy to practice speaking. In addition, the surrounding environment can hinder students' English speaking abilities because they use the local language more when interacting with family and friends.

Parents play a crucial role in shaping the lives and development of their children, serving not just as caretakers but as educators and role models. Parents are renowned expert in child development, the primary educators of their children (Lam, 2018). Parents are the biological mother and father of a child (KBBI, 2017). This definition underscores the biological aspect of parenthood, emphasizing the genetic relationship between parents and their offspring.

Parents' educational background refers to the highest level of education attained by the parents. As per the UU No 20 year 2003, the levels of education in Indonesia are categorized into three main types: elementary education, secondary education, and higher education. Elementary education encompasses primary schools, madrasah Ibtidaiyah (SD and MI), or similar first and middle school structures, as well as madrasah Tsanawiyah (SMP or MTs), or their equivalent. Secondary education follows elementary education and includes general secondary education and vocational high schools, such as high schools, madrasah Aliyah, vocational high schools, and vocational madrasah Aliyah (SMA, MA, SMK, and MAK), or similar forms. Higher education, on the other hand, is the educational level after secondary education, provided by institutions such as academies, polytechnics, colleges, institutes, and universities (Yulianti et al., 2019).

Students are those who are specifically given by their parents to take part in learning held at school with the aim of becoming human beings who have knowledge, skills, experience, personality, morals and independence (Arani, 2016). Students are individuals who are entrusted by their parents to participate in the educational process at school. Students are one of the inputs that determine the success of the educational process (Ramli.M, 2015). The meaning of students is people who have the choice to pursue knowledge in accordance with their ideals and hopes for the future (Eni, 2022), students are people or individuals who receive educational services in accordance with their talents, interests and abilities in order to grow and develop well and have satisfaction in receiving the lessons given by their educators. The students are fundamental to the educational system, serving as the primary recipients and participants in the learning process

Motivation, is a concept that revolves around a learner's orientation towards the goal of acquiring a second language (Ihsan, 2016). It represents a critical aspect of the learning process, serving as the driving force behind an

individual's engagement and persistence in language learning endeavors. McDonald's perspective on motivation, as cited in Dincer & Yesilyurt (2017), delves into the transformative nature of motivation within an individual. Here, motivation is described as a changing force within oneself, characterized by effective stimuli and reactions aimed at achieving specific goals. Motivation, in this context, is portrayed as the condition that activates or stimulates individuals to initiate and sustain efforts towards their objectives.

This research aims to find out the correlation between parents' educational background and students motivations in Learning Speaking of the students of English education at Muhammadiyah University of Metro. There are hypothesis for the research aim. (1) H_a : There is any correlation between parents' educational background and students' motivations in Learning Speaking of the students of English education at Muhammadiyah University of Metro. (2) H_o : There is no correlation between parents' educational background and students' motivations in Learning Speaking of the students of English education at Muhammadiyah University of Metro. In second hypothesis, (1) H_a : There is a significant positive correlation between the educational background of parents and students' motivations of English education at Muhammadiyah University of Metro in learning speaking. (2) H_o : There is no significant positive correlation between the educational background of parents and students' motivations of English education at Muhammadiyah University of Metro in learning speaking.

METHOD

This study utilizes a correlation research design. According to Smith & Johnson (2019), correlational research design is commonly used to investigate the relationship between variables without manipulation. Correlation research design is a type of non-experimental research methodology used to investigate the relationship between two or more variables (Selviana et al., 2024). The sample for the study researcher obtained from each semester of English undergraduate students studying at Muhammadiyah University of Metro.

The instrument for this research is in the form of questionnaire. The researcher intends to find the data from parents' educational backgrounds and student's motivation in learning speaking English. The questionnaire consists of 2 questions. 1 question is the question about father's education background and 1 question again is about mother's education background. Both of them are same.

The level of agreement stated in the Likert scale includes 5 scale choices from Strongly Agree (SA) to Strongly Disagree (SDS). The 5 choices include: Strongly Agree (SA), Agree (A), Hesitate (H), Disagree (DS), Strongly Disagree (SDS).

To distribute the questionnaire to university students in the class, the researcher initially seek approval from the relevant faculty or department to conduct the study. Below are the steps that the researcher used to collecting the data.

1. The researcher schedule a session during class time to distribute the questionnaires, providing each student with a copy along with clear instructions on its purpose and how to complete it.
2. The researcher may utilize digital platforms such as email or online learning management systems to send the questionnaire to students who are unable to attend the in-person session.
3. To ensure a conducive environment for thoughtful responses, the researcher informed the students that they have the freedom to take as much time as they need to complete the questionnaire, emphasizing the importance of honesty and accuracy in their responses.
4. The researcher set a limit of 30 minutes for each respondent, aiming to strike a balance between allowing ample time for reflection and ensuring timely data collection.

In data analyzing technique, the formula that used is normality and linearity test before hypothesis test. To determine normality, the Sig score can be used which is in the results of the Shapiro-Wilk calculation (Anwar, 2009). the researcher used ANOVA with SPSS calculations as a linearity test (Anggara & Anwar, 2017, p. 98). The criteria for normality test and linearity test according to (Nurgiyantoro et al., 2015, p. 124) as follows:

1. If the Significant value (Sig) ≥ 0.05 , the data distribution is normal.
2. If the Significant value (Sig) < 0.05 , the data distribution is not normal.

For testing the hypothesis, the main step is to calculate the Kendall's tau using the SPSS 24 program. If Kendall's tau is formulated then as follows:

$$\tau = \frac{\sum A - \sum B}{N(N-1)}$$
$$2$$

r = Correlation Coefficient

$\sum A$ = The number of multiplications between the variables X and Y

ΣB = The sum of the independent variable

N = Total Sample

After knowing the correlation results, interpret the correlation of the X and Y variables (r_{xy}). In this study there are two variables. Variables used between X1 and Y, using simple linear regression and Kendall's tau using the SPSS 24 software program. Kendall's correlation interpretation uses the following table to find out the results (Sugiyono, 2013):

Table 1. r Score Interpretation

No	Correlation Score	Interpretation
1	0,00 – 0,199	The correlation between variable X and Y is very weak. Can be interpreted there is no correlation.
2	0,20 – 0,399	There is little correlation or weak correlation between variable X and variable Y.
3	0,40 – 0,599	There is correlation between X and Y in the medium level.
4	0,60 – 0,799	There is high correlation between variable X and variable Y.
5	0,80 – 1,000	There is very high correlation between variable X and variable Y.

RESULTS AND DISCUSSION

The educational backgrounds of the parents were categorized using a scale where SD (primary school) score 1, SMP (junior high school) score 2, SMA (senior high school) score 3, S1 (undergraduate degree) score 4, and S2 (postgraduate degree) score 5.

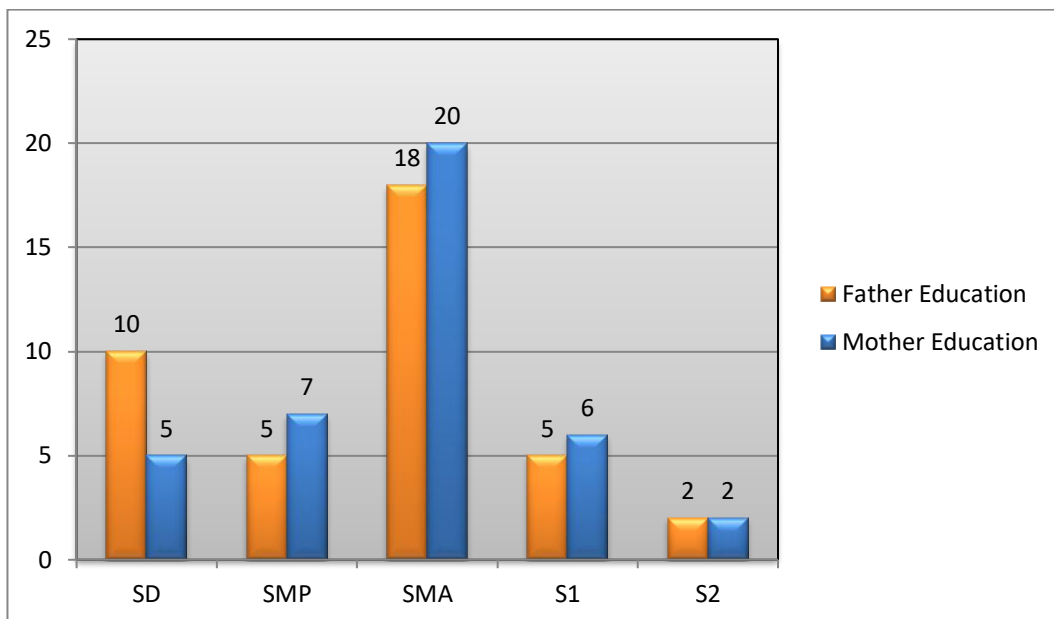


Figure 1. Data Distribution of Parents Education

From the results of the data analysis above, it can be seen that the mother's education level is at junior high school (SMP), senior high school (SMA) and undergraduate (S1) level above 5, while at elementary school (SD) level in 5 and postgraduate (S2) level below 5. In father's education level in elementary school (SD) and senior high school (SMA) level above 5, while junior high school (SMP) and undergraduate (S1) level 5 and postgraduate (S2) level below 5.

Below is the descriptive statistical data on each question from the results of the student questionnaire totaling 40 students.

Table 2 Descriptive Statistics of Post-Test

Descriptive Statistics of Students Motivation					
Indicator	No	Statements	N	Mean	Std. Deviation
Teacher encourages students to learn English	1	The teacher always gives prizes to students who get good English grades.	40	3.45	1.061
	2	The English teacher at school is my source of inspiration.	40	3.93	.888
	3	The teaching method used by the teacher in teaching English is very fun.	40	3.85	.736
	4	The teacher never gives prizes to students who get good English grades.	40	2.63	1.055

	5	In my opinion, my English teacher is not fun.	40	2.00	.599
	6	The method used by the teacher in explaining English material is very boring	40	2.33	.616
Parents encourage students to learn English	7	My parents always encourage and support me to study English in depth with private tutoring.	40	3.20	1.018
	8	My parents always help me overcome difficulties related to English lessons.	40	2.93	1.047
	9	My parents always encourage me to learn English and give prizes if my English grades are good.	40	3.40	1.194
	10	My parents do not support me in learning English.	40	1.40	.632
	11	My parents never help me overcome difficulties in English lessons.	40	2.30	1.181
	12	My parents never encourage me to learn English and never give me prizes.	40	2.08	.971
Environment really influence students' ability to speak	13	Learning English is very fun because the atmosphere in the classroom really supports me to speak English.	40	4.05	.749
	14	Speaking English is easy for me wherever I am.	40	3.40	.744
	15	I am very confident when asked to speak English in class.	40	3.45	.749
	16	Honestly, I don't like English classes.	40	1.70	.687
Students attempt to learn English hard	17	I feel uncomfortable when speaking English wherever I am.	40	2.00	.816
	18	I am not confident when speaking English in class.	40	2.20	.823
	19	I always practice English by practicing it almost every day.	40	3.73	.933
	20	When I have difficulty in learning English, I always ask the teacher.	40	3.55	.846

	21	I immediately do the English assignment given by the teacher.	40	3.68	.797
	22	I never practice English.	40	1.78	.698
	23	I never ask the English teacher, even though I have difficulty.	40	2.10	.841
	24	As much as possible I postpone doing the English assignment given by the teacher.	40	2.05	.876
Desire students to be able to speak English	25	I want to be able to speak English fluently.	40	4.90	.304
	26	I want to master English because it will support my career in the future.	40	4.73	.506
	27	I prefer watching television programs in English rather than in Indonesian.	40	4.10	.709
	28	English is not an important thing in my life.	40	1.75	.776
	29	I prefer watching television programs in Indonesian.	40	2.58	.844
Attitude students considered English as an interesting lesson	30	I really like English lessons because I want to be able to speak English fluently.	40	4.83	.446
Valid N (listwise)			40		

The students' motivation to learn English is very high. By observing the results of the questionnaire given and then analyzing the data using descriptive statistics, it can be seen that students' motivation is at a high level.

Table 2. Normality Test

Tests of Normality			
	Statistic	Shapiro-Wilk	
		df	Sig.
Students' Motivation	.959	40	.152
Parents Educational Background	.931	40	.018

a. Lilliefors Significance Correction

Based on the table of normality test results above, it can be seen that the significant value of students' motivation is 0.152, this means that the significant value is greater than 0.05 ($0.152 > 0.05$), so it can be concluded that the students' motivation data is normally distributed. While in Parents Educational Background

the sig value is 0.018, which means the significant value is less than 0.05 ($0.018 < 0.05$), so it can be concluded that the parents' educational background data is not normally distributed. From the explanation above, it can be concluded that one of the data is not normally distributed, so the hypothesis testing carried out uses non-parametric statistics.

Table 3. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Parents Educational Background *	Between Groups	(Combined)	2202.500	11	200.227	.511	.880
		Linearity	221.421	1	221.421	.565	.459
		Deviation from Linearity	1981.079	10	198.108	.505	.872
	Within Groups		10975.000	28	391.964		
	Total		13177.500	39			

From the table above, it is known that the significance value (sig) is 0.872, so it can be concluded that the two variables are linear.

Table 4 Hypothesis Test

Correlations				
		Students' Motivation	Parents Educational Background	
Kendall's tau_b	Students' Motivation	Correlation Coefficient	1.000	-.093
		Sig. (2-tailed)	.	.451
		N	40	40
Parents Educational Background	Parents Educational Background	Correlation Coefficient	-.093	1.000
		Sig. (2-tailed)	.451	.
		N	40	40

In the first hypothesis test, it can be seen from the correlation coefficient value in the hypothesis test results table. The Correlation Coefficient value obtained from the results of the hypothesis test using Kendall's tau above is -0.93, this means that the Correlation Coefficient value is smaller than 0 ($-0.93 < 0$) so H_0 is accepted. There is no correlation between parents' educational background and students' motivations in Learning Speaking of the students of English education at Muhammadiyah University of Metro.

In the second hypothesis test, it can be seen from the significant value (sig) in the hypothesis test results table. The significant value (sig) obtained from the hypothesis test above is 0.451, this means that the significant value is greater than 0.05 ($0.451 > 0.05$) so it can be concluded that H_0 is accepted. There is no significant positive correlation between the educational background of parents and students' motivations of English education at Muhammadiyah University of Metro in learning speaking skills.

Hypothesis testing using Kendall's tau provides important insights into the relationship between parental educational background and students' motivation in learning speaking skills among English education students at Muhammadiyah University of Metro. The analysis yielded a correlation coefficient of -0.93, indicating a strong negative correlation. However, this result supports the null hypothesis (H_0), because it is less than zero, indicating that there is no significant positive correlation between the two variables.

In addition, the significance value (sig) obtained from the hypothesis test is 0.451, which is substantially greater than the standard significance level of 0.05. This high p-value means that the results are not statistically significant, leading to the acceptance of the null hypothesis (H_0). Thus, we conclude that there is no significant positive correlation between parental educational background and students' motivation in learning speaking skills.

The findings of this study contradict previous research by Dafrizal et al. (2022) which concluded that parents' educational background plays a significant role in influencing students' English achievement. Higher parental education levels are positively correlated with student success in English. The difference in the educational level of the sample in this study is the basis for the differences in research findings. The sample of the previous study was second-year students at junior high school 1 Sunga Aur while the sample of this study was English Education students at Muhammadiyah Metro University. Ekanayake et al. (2021) also concluded that family background, specifically parents' education level and socio-economic status, has a significant influence on grade six students' English Speaking. There are socio-economic factors that influence students' speaking ability and these factors are different from this study which uses the parent education level factor as a research variable.

Parental involvement and attitude significantly impact children's learning and success in English, while higher levels of education and income also play a

role in children's language achievement (Hosseinpour et al., 2015). The findings of this study involving parents' educational background provide support in research especially related to the influence of parental level of education. Parental level of education has an influence on students' achievement but in this research does not affect on students' motivation.

The results of the analysis of student learning motivation show that a student has high motivation in learning speaking, as stated by Chen & Yang (2023) a motivated learner is characterized by his willingness to try, be responsible, set goals, have desires, find pleasure in the learning process, and be fully involved. While the motivational aspect is important in the learning process, as stated by Gullu & Delialioglu (2018) motivation is an important and vital aspect that ensures learners are actively involved in the learning process. The results of this research indicate that the educational background factor of parents does not affect student motivation, this is also supported by Chen & Yang (2023) said that family factors that influence student motivation are the role and attention of parents, family relationships, home environment, economic status, and cultural background.

CONCLUSION AND SUGGESTION

. Based on the results of the hypothesis test using Kendall's tau, a correlation coefficient of -0.93 was obtained, indicating a strong negative correlation. However, this result led to the acceptance of the null hypothesis indicating that there was no significant positive relationship between parental educational background and motivation to learn speaking skills. In addition, the significance value (sig) obtained was 0.451 , which is greater than the conventional threshold of 0.05 ($0.451 > 0.05$). This further supports the conclusion that there is no statistically significant relationship between the two variables.

The findings of this study suggest that factors beyond parental educational background may have a more significant impact on shaping students' motivation to learn speaking skills. To increase student motivation in learning speaking, students are encouraged to explore diverse learning resources outside of the classroom, including online courses, language apps, and conversation clubs, to enhance their speaking abilities. Teachers should implement interactive and communicative teaching approaches that promote active student involvement, such as role-playing, group discussions, and presentations. For future research, it is recommended to investigate additional variables that may

influence students' motivation to improve their speaking skills, such as socioeconomic status, teacher-student relationships, and participation in extracurricular activities.

In conclusion, this study underscores the complexity of the factors that influence student motivation and highlights the need for a multifaceted approach to improving learning outcomes in speaking skills. Further research with larger sample sizes and additional variables is recommended to deepen understanding of what drives student motivation in this context.

Based on the conclusion of this paper, there are suggestions for English Teacher, Students and Future Researchers about the context of correlation between parents educational level and students motivation.

1. For teacher

Teachers should use interactive and communicative teaching methods that encourage active student participation, such as role-playing, group discussions, and presentations. Recognizing the needs of individual students and adapting teaching approaches to address different learning styles and preferences can provide additional support and resources for those who need it. Creating a positive and supportive classroom environment where students feel comfortable taking risks and making mistakes is essential. Integrating real-life scenarios and practical applications can make learning speaking skills more relevant and engaging.

2. For students

Students should seek out a variety of learning resources outside of the classroom, such as online courses, language apps, and conversation clubs, to improve their speaking skills. Engaging in active practice with peers, native speakers, or language exchange partners on a regular basis can build confidence and fluency. Setting specific, measurable goals for improving speaking skills and tracking progress will help maintain motivation. Additionally, students should seek constructive feedback from teachers and peers to identify areas for improvement and develop effective communication strategies..

3. For future researchers

Future researchers should examine additional variables that may influence students' motivation to learn speaking skills, such as socioeconomic status, teacher-student relationships, and extracurricular activities. Conducting research with larger and more diverse sample sizes may increase the

generalizability of the findings and provide a more comprehensive understanding of the factors that influence students' motivation.

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