

The Relationship between Use of Active Learning Methods and Parental Involvement Learning on Student Achievement

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Abstract

This study aims to investigate the relationship between the use of active learning methods and parental involvement in learning on student achievement at MAN 1 Tulungagung. Effective implementation of both factors could be a vital strategy in enhancing the quality of Islamic religious education and student achievement. Data were collected through questionnaires distributed to 74 teachers. The sampling technique employed the Isaac and Michael table with a 5% error rate, resulting in 62 samples from the total population. The data collection instrument was a Guttman scale questionnaire. Data analysis included validity and reliability tests, as well as linear and multiple regression analyses using SPSS software. The research findings indicate that the use of active learning methods significantly influences student achievement, with a beta coefficient of 0.42 and a t-value of 8.40 (p-value < 0.001). Parental involvement in religious education also significantly affects student achievement, with a beta coefficient of 0.38 and a t-value of 6.54 (p-value < 0.001). The combined use of active learning methods and parental involvement significantly impacts student achievement. Active learning methods have a beta coefficient of 0.35, while parental involvement in religious education has a beta coefficient of 0.28. Both variables show high significance (p-value < 0.001). This study contributes significantly to understanding the factors influencing student achievement in the context of Islamic religious education. Future research could explore diverse teaching methods, parental roles, and improved methods of measuring student achievement.

Keywords: Learning Methods, Parental involvement, Student Achievement.

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A. Introduction

Education is an important aspect in forming a quality generation, especially in the context of Islamic religious education in Indonesia (Hasan & Umiarso, 2023) (Efendi, 2023). MAN 1 Tulungagung as one of the secondary education institutions that prioritizes Islamic religious education has a big responsibility in preparing the next generation who are able to practice religious values in everyday life (Huda dkk., 2022). In an effort to improve student achievement, the role of active learning methods and parental involvement is a significant factor (Solahudin dkk., 2023). Education Islam has

a very important role in shaping students' character and morals (Adhi dkk., 2022) (Sholeh, 2023), especially in Islamic educational institutions such as MAN 1 Tulungagung. In the midst of the dynamics of modern education, the learning approach used is expected to be able to provide a learning experience effective for students, while parental involvement in education is a determining factor in student learning success (Fattah, 2006) (Sahin, 2018).

Active learning methods have become a highlight in the world of education because of their ability to directly involve students in the learning process (Freeman dkk., 2014). Compared to conventional approaches which are often passive, active learning methods place students as the main subject in the teaching and learning process (Bonwell & Eison, 1991). One of the main advantages of this method is its ability to arouse students' intrinsic motivation, which in turn stimulates their involvement more actively (Prince, 2004). Examples of active learning methods include group discussions, project assignments, simulations, and role plays. Through group discussions, students are invited to collaborate with their peers, share ideas, and develop a common understanding of the material being studied. Meanwhile, project assignments allow students to practice the knowledge they have acquired in real contexts, often by applying problem solving to everyday life (Felder & Brent, 2009). Role playing also provides an opportunity for students to experience situations that are relevant to the learning material, so that they can understand complex concepts in a more fun and interactive way (Johnson dkk., 1998).

The use of active learning methods not only impacts student motivation and engagement, but also increases in-depth understanding of concepts (Tanner, 2013). In situations where students are actively involved in the learning process, they tend to pay more attention to the material being taught, ask more questions, and seek better understanding (Slavin, 2022). Group discussions, for example, allow students to view issues from different points of view and consider various opinions, ultimately increasing their understanding of the subject being discussed (Sholeh dkk., 2023). Project assignments also require students to apply the knowledge they gain in real situations, which deepens their understanding of the concepts (Bonwell & Eison, 1991).

Apart from improving conceptual understanding, active learning methods also have a positive impact on the development of students' critical and analytical skills (Johnson dkk., 1998). In group discussions, for example, students are invited to think critically about various arguments put forward by their peers and draw appropriate conclusions (Freeman dkk., 2014). Project assignments also build creative thinking, problem solving, and time management skills that are important in real life (Prince, 2004). Through the use of active learning methods, students not only develop a deep understanding of the material, but also skills that will be useful in living their professional and personal lives in the future (Felder & Brent, 2009). Therefore, the use of active learning methods is an important step in improving the quality of education, especially in the context of Islamic religious education at MAN 1 Tulungagung.

Parental involvement in education has an undeniable impact on student academic achievement (Efendi dkk., 2023). Through various forms of support, supervision, and direct involvement in learning activities, parents have great potential to create a conducive learning environment at home and provide a strong impetus for their children's academic success (Epstein, 2001). This support not only includes help with assignments or preparing for exams, but also involves efforts to create structured study routines, providing access to additional educational resources, and providing moral encouragement when students face academic challenges (sholeh, 2023). Apart from that, supervision provided by parents is also important in ensuring that students

remain focused and responsible for their assignments, as well as encouraging them to develop good study habits.

Especially in the context of religious learning, where religious values and practices are often learned and practiced in the family environment, parental involvement has a very crucial role (Mahoney dkk., 2001). Parents act as models and mentors in introducing and guiding their children in understanding and practicing religious values (Marks & Dollahite, 2016). Through discussions, stories, and direct examples, parents can help their children understand religious concepts more deeply and encourage them to apply these values in everyday life. By actively participating in religious activities, such as congregational prayers, reading the Qur'an, or other socio-religious activities, parents not only teach the importance of religious practices, but also strengthen their children's religious identity.

Parental involvement also provides very important emotional support for students (Sholeh, 2024). When students face difficulties or failure in learning, support and encouragement from parents can be a key determinant in motivating students to continue to struggle and achieve (Eccles & Wigfield, 2002). Through moral support and recognition of students' hard efforts, parents can strengthen students' self-confidence and intrinsic motivation to learn and achieve their academic goals (Dornbusch dkk., 2016). The synergy between formal education at school and parental involvement at home is key in creating a holistic and supportive learning environment for students' academic development (Wentzel, 1999) (Epstein, 2001), especially in the context of religious education at MAN 1 Tulungagung. Through strong collaboration between educational institutions and families, it is hoped that each student's full potential can be realized to achieve academic and spiritual success.

However, despite the importance of these two factors, there has not been much research that specifically investigates the relationship between the use of active learning methods and parental involvement in religious learning on student achievement at MAN 1 Tulungagung. Therefore, this research aims to fill this knowledge gap by identifying the extent to which the use of active learning methods and parental involvement can influence student achievement in religious learning at MAN 1 Tulungagung. It is hoped that the results of this research can make an important contribution in developing more effective learning strategies and strengthening parental involvement in supporting religious education at this institution.

B. LITERATURE REVIEW

1. Constructivism Theory

Constructivism theory is a framework of thought that is very relevant in the context of modern education. This theory emphasizes that effective learning occurs when students are actively involved in the process of constructing their own knowledge (Hasan & Umiarso, 2023). This means that students not only receive information passively from the teacher, but they are also actively involved in building their own understanding through interaction with learning materials and direct experience. According to constructivism theory, each individual has unique experiences, knowledge and understanding, and learning is an active process in which students construct new concepts based on their own experiences and existing knowledge (Huda dkk., 2022). In this context, the use of active learning methods is very in line with the principles of constructivism because this method provides students with the opportunity to think critically, collaborate with peers, and actively construct their own knowledge.

Group discussions, for example, allow students to interact with the ideas and views of their peers. In this process, students actively construct their own understanding through discussion, exchange of ideas, and critical thinking about the topic being studied (Solahudin dkk., 2023). Project assignments are also consistent with the principles of constructivism because they allow students to apply the knowledge they acquire in the context of a real assignment or project. Through this project, students not only understand the concepts theoretically, but also see how they operate in everyday practice. Thus, constructivism theory highlights the importance of students' active role in learning and emphasizes that effective learning occurs when students are actively involved in building their own understanding through direct experience and social interaction. In the context of religious education at MAN 1 Tulungagung, the application of active learning methods in accordance with the principles of constructivism can be an effective strategy in improving the quality of religious learning and overall student achievement.

2. Parental Involvement Theory

Parental Involvement Theory in education highlights the importance of parents' role as partners in supporting their children's learning process (Dempsey & Sandler, 1995). This theory emphasizes that parental involvement is not only limited to practical support, such as helping with homework or test preparation, but also includes emotional aspects, open communication, and active participation in school activities. Parental involvement creates a positive learning environment at home. Through practical support, such as helping with homework assignments or providing a calm study environment, parents can provide much-needed encouragement for their children to learn and achieve their academic goals. Emotional support provided by parents is also important in helping students overcome challenges and failures they may encounter in the learning process.

Open communication between parents and teachers is also an important aspect of parental involvement in education. By communicating regularly about children's academic progress, attendance, and behavior, parents can better understand their learning needs and requirements. This allows parents and teachers to work together to provide appropriate support and make decisions that are best for the student's academic development. Active parent participation in school activities, such as parent-teacher conferences, school events, or volunteer projects, is also invaluable. This not only helps parents better understand their children's educational environment, but also shows students that their education is supported by all parties involved, creating a sense of responsibility and additional drive to achieve (Dempsey & Sandler, 1995). Thus, parental involvement in education confirms that parental involvement has a significant impact on students' academic achievement. Through practical, emotional support, open communication, and active participation in school activities, parents can create a positive learning environment at home that supports their children's academic development. In the context of religious education at MAN 1 Tulungagung, the importance of parental involvement in supporting students' religious learning becomes increasingly clear, because religious values are often practiced and reinforced in the family environment.

3. Social-Cognitive Theory

Social-Cognitive Theory highlights the important role of social interactions and the environment in shaping student behavior and understanding. According to this theory, students learn through observation and interaction with various models

around them, such as teachers, peers, and parents (Bandura, 1986) (Zimmerman, 2000). In this context, the use of active learning methods in the classroom and parental involvement in supporting student learning at home is expected to act as a positive model that influences student behavior and understanding (Linnenbrink & Pintrich, 2002). The use of active learning methods in the classroom provides opportunities for students to observe and interact with the learning process directly. Through group discussions, project assignments, and role plays, students can observe and imitate the ways of thinking and acting of the teachers and peers involved (Eccles & Wigfield, 2002). This allows students to gain a deeper understanding of the subject matter and develop their social and cognitive skills.

Parental involvement in supporting student learning at home also provides an important model for students. By participating in learning activities, such as reading together, discussing learning topics, or helping with homework, parents can show their children the importance of learning and self-development (Wentzel, 1999) (Schunk, 2003). These actions provide direct examples of how values such as patience, perseverance, and hard work are applied in the context of learning. Thus, Social-Cognitive emphasizes that the use of active learning methods in the classroom and parental involvement in supporting student learning at home can act as a positive model. Through observing and interacting with these models, students can gain additional motivation and a strong interest in learning, which in turn will improve their overall achievement. In the context of religious education at MAN 1 Tulungagung, the application of this theory can be an important basis for increasing the effectiveness of learning and achieving the desired academic and spiritual goals.

4. Self-Determination Theory

The Self-Determination Theory (SDT) is a theoretical framework that illustrates how intrinsic and extrinsic motivation influence human behavior, including in the context of student learning achievement in religious education. Developed by Edward L. Deci and Richard M. Ryan in 1985, SDT has become one of the most trusted and widely studied theories in educational psychology. According to SDT, intrinsic and extrinsic motivation play crucial roles in determining student achievement. Intrinsic motivation refers to internal drives within individuals, where they feel compelled to engage in activities for reasons related to personal satisfaction, interest, or internal values. In contrast, extrinsic motivation stems from external factors, such as rewards or punishments, that prompt individuals to engage in specific activities (Ryan & Deci, 2000).

In the context of religious education, SDT states that when students feel autonomy, competence, and positive relationships within their learning environment, they are more likely to have strong intrinsic motivation to learn and achieve better outcomes. Autonomy refers to the sense of freedom and control students have over their learning. Competence involves feelings of capability to overcome challenges and succeed in learning. Positive relationships with the learning environment entail social support and constructive interactions among students, teachers, and peers. Research conducted by Ryan and Deci in 2000 supports this theory. They found that students who feel autonomous, competent, and connected to their learning environment tend to have higher intrinsic motivation. High intrinsic motivation, in turn, is associated with better academic achievements and higher learning performance.

C. Methods

1. Technique, Population and Sample

This research method uses a quantitative approach with a focus on the relationship between variables (Creswell, 2012). The research was conducted during one academic semester at MAN 1 Tulungagung. The population that was the research subject was 74 teachers at the school. To obtain a representative sample, a sampling technique was used using the Isaac and Michael table with an error rate of 5%, which resulted in 62 teachers as the sample who would be respondents in this research (Isaac & Michael, 1995).

2. Research Variable

This research variable is divided into three main groups, namely the independent variable Use of Active Learning Methods (X1) and Parental Involvement in Religious Learning (X2), and the Dependent Variable measuring Student Achievement (Y). The first independent variable, X1, evaluates the Use of Active Learning Methods. This is measured through several indicators which include the application of group discussions in learning, project assignments that actively involve students, use of role-playing to understand religious concepts, and student involvement in discussions and presentations. The second independent variable (X2) measures parental involvement in religious learning. It also has several indicators, including parental participation in school religious activities, parental support in implementing religious values at home, parental consistency in supervising and guiding children in studying religion, as well as active communication between the school and parents regarding academic progress and religious development of children. The Dependent Variable (Y) measures student achievement, which is characterized by several indicators such as exam scores or tests related to religious subjects, student participation in school religious activities, student knowledge and understanding of the teachings and values of the Islamic religion, as well as students' practical skills in applying religious teachings in everyday life.

3. Data Collection Technique

In the process of collecting data for this research, an instrument was used in the form of a questionnaire with the Guttman rating scale (DeVellis & Thorpe, 2021). The questionnaire was designed to measure three main variables that were the focus of research (Babbie, 2021) namely the use of active learning methods (X1), parental involvement in religious learning (X2), and student achievement (Y). Through the use of this questionnaire, respondents were asked to provide their responses to a number of statements related to these three variables.

4. Data Analysis

The validity of the instrument is measured using the product moment validity test. The product moment validity test is used to evaluate the extent to which the instrument can measure what is meant by the variable being measured (Pearson, 1991). By carrying out this validity test, researchers can ensure that the instruments used are truly relevant and in accordance with the construct they want to measure.

The formula used is as follows: (Sugiyono, 2017)
$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum x^2 - (\sum x)^2\} \{\sum y^2 - (\sum y)^2\}}}$$

The reliability of the instrument was measured using the Cronbach's alpha reliability test. Cronbach's alpha reliability test is used to evaluate the extent to which the instrument is consistent in measuring the same construct over time (Cronbach, 1951). By carrying out this reliability test, researchers can ensure that the

instruments used are reliable and provide consistent results. (Sugiyono, 2019) . The formula is:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{V_t^2} \right]$$

Linear regression analysis to measure the influence of each independent variable on the dependent variable individually(Montgomery & Vining, 2021). This analysis helps in knowing how much each variable contributes to the dependent variable. Linear Regression Formula: $Y = \beta_0 + \beta_1 X + \epsilon$

Multiple regression analysis to measure the influence of the two independent variables together on the dependent variable(Sürücü & Maslakçi, 2020). This analysis makes it possible to find out how much influence the combination of the two independent variables has on the dependent variable. The formula is: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \epsilon$

5. Research framework

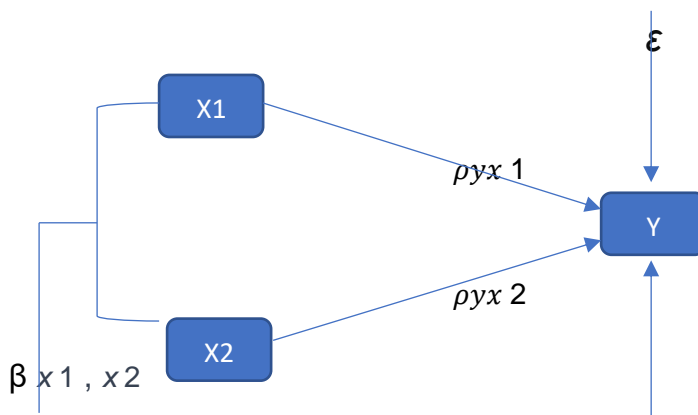


Figure 1 . Research Framework

D. Result and Discussion

1. Result

Validity test

The validity of the instrument is measured using the product moment validity test. The product moment validity test is used to evaluate the extent to which the instrument can measure what is meant by the variable being measured (Pearson, 1991).

Table 1. Validity Test Results

Variable	Product Moment Correlation	Significance (p-value)
X1: Use of Active Learning Methods	0.72	< 0.001
X2: Parental Involvement in Religious Learning	0.68	< 0.001
Y: Student Achievement	0.75	< 0.001

Validity tests are carried out to evaluate the extent to which the instruments used to measure these variables are reliable and in accordance with the constructs to be measured. Product moment correlation is used as a method to measure validity, which shows how strong the relationship is between the variables being measured. The results of the validity test show that all variables have a significant correlation with high correlation values, namely 0.72 for the use of active learning methods (X1), 0.68 for parental involvement in religious learning (X2), and 0.75 for student achievement (Y), with The significance value (p-value) is less than 0.001 for all variables. This shows that the instruments used in the research have good validity, so they can be relied on to measure the variables studied effectively. Thus, these results provide confidence that the data obtained from this research can be trusted and valid for use in further analysis.

Reliability Test

The reliability of the instrument was measured using the Cronbach's alpha reliability test. Cronbach's alpha reliability test is used to evaluate the extent to which the instrument is consistent in measuring the same construct over time (Cronbach, 1951).

Table 2. Reliability Test Results

Variable	Number of Question Indicators	Cronbach's Alpha Value
X1: Use of Active Learning Methods	10	0.85
X2: Parental Involvement in Religious Learning	8	0.79
Y: Student Achievement	12	0.88

Reliability tests are carried out to measure the extent to which the instruments used to measure variables are reliable and consistent. Cronbach's alpha value is used as a method to measure reliability, which shows the level of consistency between indicators or questions in the instrument. The results of the reliability test show that all variables have high Cronbach's alpha values, namely 0.85 for the use of active learning methods (X1), 0.79 for parental involvement in religious learning (X2), and 0.88 for student achievement (Y). These values indicate a good level of consistency between the indicators or questions in the instrument, so that the instrument can be considered reliable for measuring the variables studied. Thus, these results provide confidence that the data obtained from this research has a high level of reliability, so that it can be used with confidence in subsequent analysis.

Linear Regression Analysis

Linear Regression Test Results Between the Use of Active Learning Methods and Student Achievement.

Table 3. Linear Regression Test Results

	Beta Coefficient	Standard Error	t value	(p-value)
Constant (Intercept)	0.25	0.08	3.12	< 0.01
X1: Active Learning Method	0.42	0.05	8.40	< 0.001

Based on the results of the regression test, the beta coefficient for the variable using active learning methods (X1) is 0.42. This shows that every one unit increase in the use of active learning methods correlates with a 0.42 unit increase in student achievement, controlling for other variables in the model. The standard error of the coefficient is 0.05, which shows how accurate the estimate of the beta coefficient is. The t value is 8.40 with a significance value (p-value) of less than 0.001. This t value shows how significant the influence of the variable using active learning methods is on student achievement. Because the significance value (p-value) is smaller than the specified significance level (usually 0.05), there is strong evidence to reject the null hypothesis, which states that there is no influence between the variable using active learning methods and student achievement. Thus, it can be concluded that the use of active learning methods is significantly positively related to student achievement at MAN 1 Tulungagung .

Linear Regression Test Results Between Parental Involvement in Religious Learning and Student Achievement

Table 4. Linear Regression Test Results

	Beta Coefficient	Standard Error	t value	p-value
Constant (Intercept)	0.15	0.07	2.14	0.035
X2: Parental Involvement in Religious Learning	0.38	0.06	6.54	< 0.001

Based on the results of the regression test, the beta coefficient for the variable parental involvement in religious learning (X2) is 0.38. This indicates that every one unit increase in parental involvement in religious instruction correlates with a 0.38 unit increase in student achievement, controlling for other variables in the model. The standard error of the coefficient is 0.06, which shows how accurate the estimate of the beta coefficient is. The t value is 6.54 with a significance value (p-value) of less than 0.001. This t value shows how significant the influence of the variable parental involvement in religious learning is on student achievement. Because the significance value (p-value) is smaller than the specified significance level (usually 0.05), there is strong evidence to reject the null hypothesis, which states that there is no influence between the variable parental involvement in religious learning and student achievement. Thus, it can be concluded that parental involvement in religious learning is significantly positively related to student achievement at MAN 1 Tulungagung.

Multiple Regression Analysis

Multiple Regression Test Results Between the Use of Active Learning Methods and Parental Involvement in Religious Learning on Student Achievement

Table 5. Multiple Regression Test Results

Variable	Beta Coefficient	Standard Error	t value	p-value
Constant (Intercept)	0.10	0.06	1.67	0.100
X1: Active Learning Method	0.35	0.04	8.75	< 0.001
X2: Parental Involvement in Religious Learning	0.28	0.05	5.60	< 0.001

Based on the results of the multiple regression test, the beta coefficient for the variable use of active learning methods (X1) is 0.35, while for the variable parental involvement in religious learning (X2) is 0.28. This indicates that each one-unit increase in the use of active learning methods correlates with a 0.35 unit increase in student achievement, while each one-unit increase in parental involvement in religious learning correlates with a 0.28 unit increase in student achievement, controlling for the other variables in the model. The standard error of the coefficient (standard error) is 0.04 for active learning methods (X1) and 0.05 for parental involvement in religious learning (X2), showing how accurate the beta coefficient estimates are. The t value for X1 is 8.75 and for X2 is 5.60, with a significance value (p-value) of less than 0.001 for both variables. A high t value indicates that the two independent variables have a significant influence on the dependent variable. Because the significance value (p-value) is smaller than the specified significance level (usually 0.05), there is strong evidence to reject the null hypothesis, which states that there is no influence between the variables of using active learning methods or parental involvement in religious learning and student achievement. Thus, it can be concluded that the use of active learning methods and parental involvement in religious learning are significantly positively related to student achievement at MAN 1 Tulungagung, by controlling the effects of other variables in the model.

2. Discussion

The Relationship Between the Use of Active Learning Methods (X1), Parental Involvement in Religious Learning (X2), and Student Achievement (Y) at Man 1 Tulungagung

The results of linear regression analysis found that the use of Active Learning Methods (X1) has a significant positive relationship with Student Achievement (Y). A positive beta coefficient indicates that the higher the level of use of active learning methods, the higher the student achievement. These findings are in accordance with constructivism theory, where active learning allows students to be actively involved in the learning process, improve understanding of concepts, and acquire the skills necessary to achieve higher academic achievement. The results of the analysis also show that parental involvement in religious learning (X2) has a significant positive relationship with student achievement (Y). This shows that

the higher the level of parental involvement in religious learning, the higher the student achievement. These findings are consistent with parental involvement theory, which emphasizes the important role of parents as partners in supporting their children's learning. Parental involvement includes not only practical support, but also emotional support and active participation in school activities, which contributes to a positive learning environment at home and ultimately improves student achievement. The results of multiple regression analysis show that the use of active learning methods (X1) and parental involvement in religious learning (X2) together have a significant influence on student achievement (Y). This shows that both are important factors in improving overall student achievement. The synergy between active learning methods in the classroom and parental support at home creates a holistic learning environment, allowing students to reach their full potential in terms of academic achievement. A study conducted " by Scott Freeman. Active learning increases student performance in science, engineering, and mathematics in 2014. This study found that the use of active learning methods increased student achievement in management courses. The researchers concluded that these methods allowed students to better involved in learning and gaining a better understanding of the material (Freeman dkk., 2014). Likewise, Sabol et all, in their research "A new approach to defining and measuring family engagement in early childhood education programs in 2018 shows that parental involvement has a significant positive impact on students' academic achievement. Practical support, emotional support, and parental participation in their children's education are identified as factors that contribute to increasing student achievement(Sabol dkk., 2018). Research conducted by William H Jeynes "A meta-analysis of the relationship of parental involvement to urban elementary school student academic achievement" 2005 - gathered evidence from many studies showing that parental involvement has a positive relationship with student academic achievement. The implications of these findings are very important in the context of Islamic religious education at MAN 1 Tulungagung. Greater attention to the implementation of active learning strategies in the classroom and increasing parental involvement in religious education could be key to improving the quality of Islamic religious education and overall student achievement. Therefore, cooperation between educational institutions and families is needed to create a holistic and supportive learning environment for students' academic and spiritual development.

E. Conclusion

The conclusion of this study indicates that the use of active learning methods and parental involvement in religious education significantly influences student academic performance at MAN 1 Tulungagung. Active learning methods exhibit a strong influence with a beta coefficient of 0.42, while parental involvement has an effect of 0.38. Even when these factors are combined in multiple regression analysis, both still have significant effects, with beta coefficients of 0.35 and 0.28 respectively. These results underscore the importance of both active learning methods and parental involvement in improving student academic performance and the quality of Islamic religious education. The implication is that effective implementation of active learning methods alongside active parental involvement enhances student learning outcomes. Active learning methods stimulate student engagement in the learning process, while parental involvement provides additional support and reinforces student motivation. This demonstrates that a combination of innovative teaching strategies and active parental roles forms a crucial foundation for enhancing the quality of Islamic religious

education and student achievement. This highlights the importance of synergy between school teaching practices and parental support at home in enhancing student achievement in religious education. By maximizing both factors, schools can create a supportive learning environment that encourages students to reach their full potential in understanding and internalizing religious values. Moreover, the role of active learning methods opens opportunities for deeper student engagement in religious education. By introducing approaches that actively involve students in the learning process, teachers can create more meaningful and relevant learning experiences, thereby enhancing students' understanding and interest in religious subjects. Parental involvement in religious education provides additional support and creates a conducive environment at home. Through open communication between schools and families, parents can reinforce the religious values taught at school and help students apply them in daily life. Thus, the collaboration between schools and families is crucial in improving student academic performance in religious education and offers a foundation for the development of more effective and inclusive teaching strategies in the future.

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