

## The Influence of Parenting Style on Student Academic Achievement Based on Gender

Chrysti Angelina Sirait, Slameto

President University Bekasi

### ABSTRACT

The literature recognizes the importance of parenting and its impact on children's academic achievement at school. Many factors influence children's academic achievement, and parenting patterns and gender are significant factors that influence children's academic achievement outcomes at school. However, few studies still discuss the relationship between parenting and children's educational achievement outcomes based on gender. This study used a systematic literature review method. This study used three databases (Google Scholar, JSTOR, and Springer Link). The results of this study show that, based on authoritative, authoritarian, permissive, and neglectful parenting, authoritative parenting is the most effective parenting method in improving children's academic achievement, both girls and boys. In addition, with authoritative parenting, children can have good social and emotional skills.

**Keywords:** *Parenting Styles · Academic achievement · Gender*

#### Corresponding author

**Name:** *as Chrysti Angelina Sirait*

**Email:** *a.Christyangelx@gmail.com*

## INTRODUCTION

Education is one of the most essential foundations for the progress of a nation. Education serves as a support for development in realizing the ideals of the country. Education is inseparable from learning and learning activities. Learning is a process of effort made by a person to obtain new changes in behavior as a whole as a result of his own experience in interaction with the environment (Slameto, 2003). Thus, a person is said to learn if there is a change in him due to training and experience through interaction with the environment.

In education, achievement is a form of achievement from the learning process. Learning achievement consists of two words, namely achievement and learning. According to the Big Indonesian Dictionary, the achievement is the result that has been achieved from what has been done or done or done. Meanwhile, according to the extensive Indonesian dictionary, learning is trying to gain intelligence, knowledge, practice, or change behavior or assumption due to experience. Thus, achievement is the result of an activity that has been carried out, created either personally or in groups. Success in learning will provide quality results based on each student's abilities. As stated in the report card, students must

have good learning achievement results in teaching and learning activities. So, learning achievement results are the results of teaching and learning activities that can be seen from the grades included in the education report book or report card. The report card is a book of accumulated grades from all subjects obtained in one semester. The size of the value obtained shows the results of the achievement achieved. Learning achievement is the result of a process in which a number of factors are influenced by high and low student achievement results influenced by certain factors. According to Slameto (2003), the factors that affect learning achievement are divided into two: internal factors, namely factors contained within, including intelligence, talent, interest, and motivation. At the same time, external factors come from outside, including family circumstances, school conditions, and the community environment. In addition, one of the factors that influence the results of student learning achievement at school is sex or gender.

The aspects of learning achievement, according to Syah, Muhibbin (2011) are:

- a. Cognitive domain:  
Observation, memory, understanding, application, synthesis analysis
- b. Affective domain:  
Receiving, welcome, appreciation, internalization, characteristics
- c. Psychomotor Domain:  
Abilities that involve muscle activity and physical strength.

Family education is the foundation of a child's further education. The results of education obtained by children in the family will determine the child's further education, both at school and in society. "Family education" means education within the family environment carried out by parents as their duty and responsibility in educating, nurturing, and guiding their children to be ready to live in society. Parents are the first educators in the family and must be the basis for child development. Parenting plays the most crucial role in a child's learning process. In the family, parents are one of the determinants of student success in achieving good student learning achievement. In addition, parental attention is one of the supporters of children in motivating learning, and parental attention affects learning achievement because it can encourage children to be more successful in their education.

According to Djamarah (2014) parenting is the habit of parents, father or mother in leading, caring for and guiding children in the family. Parenting in the sense of maintaining by caring for and educating them. Parenting is a process of interaction between parents and children that is influenced by cultural and social institutions. Parents have a very important effect on children's behavior, attitudes, and ideas. Researchers carried out many studies to investigate the parents effect on children's. The family environment can provide a role in education in developing children's intelligence, including parental habits shown to children. Parental involvement in the learning process determines children's achievement at school (Papalia,D., Olds, S. W., & Feldman, R. D, 2009)

According to Baumrid [ (1966) (1971)] it is commonly considered a pioneer of research into parenting styles. She introduced a typology with three parenting styles to

describe differences in normal parenting behaviors: authoritarian, authoritative, and permissive. Baumrid suggested that authoritarian parents try to shape, control, and evaluate their children's behavior based on an absolute set of standards.

In contrast, permissive parents are warmer and more autonomy-granting than controlling. She considered an authoritative parenting style to fall between those two extremes. If parental care for children is inappropriate, it will impact children's cognitive development, as seen from reports on children's academic achievement at school. Authoritative parenting is a parenting style that provides control and limits to children, but children still get the freedom and opportunity to learn to be independent and take personal responsibility. Parents with authoritative parenting highly value the interests and opinions of children, and children can feel the love given by their parents. According to Santrock (2011) states that children with authoritative parenting are more confident, have good self-control, manage stress, and cooperate with peers and older people.

According to Fauziah (2017) factors that influence parenting are:

- a. Socio-economic level  
Parents who come from high socioeconomic levels are usually warmer than parents who come from low socioeconomic levels
- b. Education level  
Parents' high and low educational backgrounds will tend to differ when parenting children
- c. Parents' personalities  
Parents' personality is determined based on the parenting experience gained from previous parents
- d. Number of children  
Parents with many children tend to use different parenting styles depending on the child's character. Meanwhile, parents with few children tend to be more intensive in parenting.

Learning achievement results from a process in which several factors influence each other. Students' high and low learning achievement depends on these factors; one factor that affects learning achievement is gender, or what is commonly referred to as gender Esteves (2018). The term "gender" refers to the social, cultural, and psychological roles, expectations, and behaviors that society associates with being male and female. Gender is a complex and multifaceted concept that goes beyond biological differences (sex) and encompasses how individuals, as well as institutions like schools, understand and interpret the roles and identities of people based on their gender. Gender in social science can be interpreted as a pattern of relations between men and women based on their respective social characteristics. According to Wardani (2008), there is a direct influence of gender on student achievement. This is due to the different brain structures of men and women. The effect of the difference in brain structure is the difference in the way of thinking or thinking patterns, so many studies state that girls' achievements are superior and favorable compared to boys. Male students make more noise in the classroom, while female students tend to be more motivated in doing tasks (Yuliani, 2013).

According to Wardani (2007) that the average male student is less focused on the material being studied during the learning process. Male students tend to need to be less focused on paying attention to learning. Male students prefer exact subjects or learning dominated by arithmetic, such as math, science, and sports. In contrast to female students, female students tend to prefer non-exact subjects such as language compared to other learning.

Based on the differences in brain structure and function between men and women, women tend to be good at managing emotions and feelings, women are also good at managing language and the melody of a tone. While men tend to be better at using logic that they think makes sense. The brain structures of men and women have differences in the collection of nerve cells in the brain; men's are smaller than women's, although the average size of the male brain is larger than the female brain. Although there are differences in the function and structure of the brain, men and women can understand information well. However, how the teacher manages the information differs depending on the student's character.

Based on the background explanation above, the role of parents in influencing and educating children is very influential on student achievement results. The impact of how parents influence, educate, and treat children and the relationship between parenting patterns and academic achievement are all closely related. The impact of this parenting pattern can bring the results of children's achievement to be better or not depending on what is received and understood by the child. The school environment based on gender also influences children's learning achievement. Based on the research findings above, studying parenting patterns and academic achievement influenced by gender seems essential.

## **METHOD**

This research is a study using the literature review method. A literature review is one of the literature research methods used to produce one writing regarding a particular topic or issue by reading various types of books, journal articles, and publications related to the research topic. The results of a literature review can be an entire report or article - it can be part of an article, thesis, dissertation, or grant proposal (Auraria, 2022).

According to Santosa (2024), the steps in the literature review are:

1. Problem formulation: Define the topic and its components by asking questions.
2. Research steps: Search for literature related to the topic to identify gaps to be addressed.
3. Reading: Read articles or other sources of information.
4. Analysis: Assess the findings for relevance.
5. Evaluate: Determine how the article is relevant to the research and key findings.
6. Synthesize: Write about the essential findings and their significance to the study.

This study covers previous research available on topics related to parenting style, academic achievement, and Gender. All published research relates to these topics. A list of 10 journal articles that demonstrated pertinence to the scope of the study and thus were included in the review and included in the review. Three databases (Google Scholar, JSTOR, and Springer links) were used to identify studies on parenting styles, academic achievement, and gender and cover previous research available on topics related to parenting style, academic achievement, and Gender. All published research relates to these topics. A list of 10 journal articles that demonstrated pertinence to the scope of the study and thus were included in the review. Included in the review. Three databases (Google Scholar, JSTOR, and Springer links) were used to identify studies on parenting styles, academic achievement, and Gender.

**Table 1** Tabel of Literature

No	The Researcher	Title
1.	Derya Sari Cenik Ayhan Demir	The Relationship Between Parenting Style, Gender and Academic Achievement with Optimism Among Turkish Adolescents
2.	Ledia Kashahu Gezim Dibra Fatbardha Osmanaga Jozef Bushati	The relationship between parental Demographics, parenting styles and Student academic achievement
3.	Amare Misganaw Mihret Galata Sitota Dilgasa Tsigereda Hailu Mam	Parenting Style as Correlates of Adolescents' Academic Achievement Motivation of Bate Secondary School, Haramaya, Ethiopia
4.	Aqeel Khan <sup>1</sup> Roslee Ahmad <sup>1</sup> Abdul Rahim Hamdan <sup>1</sup> Mohamed Sharif Mustaffa	Educational Encouragement, Parenting Styles, Gender and Ethnicity as Predictors of Academic Achievement among Special Education Students
5.	Martin Pinguart	Associations of Parenting Styles and Dimensions with Academic Achievement in Children and Adolescents: A Meta-analysis
6.	Álfgeir Logi Kristjánsson Inga Dóra Sigfúsdóttir	The Role of Parental Support, Parental Monitoring, and Time Spent With Parents in Adolescent Academic Achievement in Iceland: A Structural Model of Gender Differences
7.	Cynthia M. Tocci George Engelhard, Jr	Achievement, Parental Support, and Gender Differences in Attitudes Toward Mathematics

8.	Sang Min Lee Jason Kushner Seong Ho Cho	Effects of Parent's Gender, Child's Gender, and Parental Involvement on the Academic Achievement of Adolescents in Single Parent Families
9.	Mirjam Weis	Self-Regulation and School Achievement in Contexts: Aspects of Gender, Parenting, and Culture
10.	Fatima Varner Jelani Mandara	Differential Parenting of African American Adolescents as an Explanation for Gender Disparities in Achievement

## FINDING AND DISCUSSION

### Finding

Parenting is one way of shaping children's character. Parents' parenting styles may also influence their children's academic performance. Authoritative parenting, when implemented, is the most effective approach for fostering character development and positively influencing children's academic performance. Authoritative parenting benefits children by fostering independence while maintaining parental guidance and authority. Children may experience more self-assurance and improved self-regulation by using this parenting style. Moreover, with good self-confidence, children will have a great desire to study harder, which can affect the results of children's academic performance at school. Also, children can have good communication skills with parental control and good parental relationships with children. Thus, the potential of children to develop optimally both at school and outside of school makes children more open to parents.

1. The first scholarly publication demonstrated that the primary impact of parenting on kids' academic success was statistically significant. The findings of this research suggest that gender has a significant impact on academic attainment, as well as the combined influence of gender and parenting. The research findings indicated that children subjected to authoritarian parenting had a comparatively elevated degree of optimism in contrast to children subjected to negligent parenting. Researchers have also shown that parents with a higher degree of authority and education can significantly affect their children, fostering more self-assurance and favourably affecting their academic accomplishments.
2. The second journal paper demonstrates a clear correlation between students' academic success and parental approaches. Most of the study sample used authoritarian parenting, which is associated with the household's social standing and limited financial means. Studies have shown that parents with higher levels of education tend to adopt an authoritarian parenting style since they can exert direct influence over their children's academic performance.

3. The third journal article demonstrates that researchers discovered a correlation between authoritarian parenting and children's academic success via a study including a sample of 192 male and 99 female students. Researchers have elucidated that exceptional and resilient parenting will catalyze youngsters to exhibit heightened engagement in acquiring knowledge. Simultaneously, the presence of hostile parenting, such as the implementation of negligent parenting, will hurt children's academic performance in school.
4. The fourth article shows authoritative parenting is the most widely used. Researchers found that the involvement of parents who encourage authoritative parenting patterns is better for their children to achieve at school. Parents who are actively involved in helping children work at home and parents' activeness in participating in school program events will encourage children to excel in academics.
5. The fifth article concluded that the correlation between parenting patterns and children's academic achievement cannot be solely attributed to parenting patterns. Parents are expected to enhance the warm relationship between parents and children and apply good parenting to improve academic achievement at school. Researchers found an impact on the child's gender and the parents' gender. Parenting patterns, especially those of mothers, show a more robust, warmer relationship that has a good impact on academic achievement for girls compared to boys.
6. The sixth article demonstrates that both girls and boys' academic achievement outcomes are related to parenting factors. The relationship between parenting and children's academic achievement has the same strength for boys and girls. However, boys received less supervision and support from parents than girls. Parents' support, good monitoring, and the amount of time spent with parents will influence children's academic achievement at school.
7. The sixth journal article reveals a correlation between gender factors and children's ability to study mathematics. The findings indicate that females outperform and exhibit more diligence than boys. In order to ensure that females get higher academic math results than boys, Thailand is known for using superior parenting techniques since its parents support their children more. Therefore, it has a significant effect on children's academic performance in comparison to the parenting practices of American parents.
8. The eight journal publications demonstrate that both parental and child gender have an impact on children's academic performance. Girls residing in households with single-father guardianship are often regarded as having superior academic performance in comparison to children from other parenting arrangements. The father's parenting style, characterized by positive collaboration and the provision of strong female role models, has a significant impact on girls' academic performance

in school. Single moms' parenting techniques for boys and girls may serve as examples and role models for both genders. Additionally, researchers discovered that parents who possess effective communication skills and actively participate in school activities have a beneficial influence on their children's academic performance.

9. The ninth journal article shows that girls are superior in the field of language compared to boys. Researchers revealed that children who have poor emotional self-regulation can affect the results of children's math achievement. In addition, researchers also revealed that children who are active in the classroom tend to have better academic achievement results.
10. The latest scholarly study demonstrates that among African-American youngsters, females had superior academic achievement and test outcomes compared to boys. According to reports, girls are more likely to receive effective parenting methods within their families because they are closely supervised and have friendly communication interactions. Parents often place greater demands on girls compared to males. Parents often perceive girls as having higher self-assurance in their skills and circumstances. Mothers observed that males in the research group exhibited lower levels of positive conduct and were perceived as more troublesome. Furthermore, African and American women exhibited a greater focus on their daughters than their boys when it came to preparing them for the future.

## **DISCUSSION**

This study critically analyzes the results of 10 scholarly publications that investigated the correlation between parenting style and academic performance, focusing on gender differences. All the chosen research has emphasized the presence of a correlation between parenting styles, academic performance of students, and gender. No research has shown a negative or non-existent correlation between parenting style and academic success. Research revealed that parental styles had a moderating role in the association between parental practices and student grades, with parental participation and monitoring proving to be most beneficial in child-centered parenting styles. Based on a comprehensive literature review of 10 research studies examining the association between parenting styles and children's achievement outcomes, it is evident that authoritative parenting styles positively correlate with children's academic achievements, specifically about gender. The literature review includes 9 journal articles that discuss the link between parenting styles and children's academic achievements. One scientific article examines the impact of parental gender and children's gender on children's academic accomplishment. The study finds no significant correlation between these factors and children's academic performance. Parenting is the deliberate and conscientious endeavor to nurture, support, instruct, and



steer children toward optimal growth and development. Parenting styles may also influence children's and parents' interactions throughout parenting activities.

The findings of a comprehensive analysis of 10 scholarly publications examining authoritative parenting concerning children's academic performance indicate that all articles establish a correlation between parenting style and children's academic accomplishment. Furthermore, this link is also evaluated in terms of gender differences. According to Derya Sari Cenk and Ayhan Demir (2015), authoritative parenting promotes a strong and positive influence on children, which may benefit their academic performance. The study conducted by Aqeel Khan (2014) demonstrates that adopting authoritative parenting styles leads to improved academic performance and increased participation in school-related activities. Authoritative parenting fosters children's autonomy while establishing boundaries and regulations on their behavior.

According to Santrock and Jhon W (2007), parenting determines how parents interact with their children, educate them, provide guidance and discipline, and ensure their protection throughout maturing. It also includes the parents' attempts to instill the required societal standards.

The results of a review of 9 articles that discuss the relationship between parenting patterns and children's academic achievement show a relationship between parenting patterns and academic achievement where children of these parents have higher grades. The research results of Derya Sari Cenk, and Ayhan Demir (2015) explain in more detail the positive relationship between optimism and children's academic achievement results with authoritative parenting. Research results from (Zahari Ishak, 2011) The parenting style the parents apply can impact their children, especially in academics and self-concept, even at the secondary schooling level.

The results of the review of 4 journal articles that discuss how gender affects academic achievement results show that all articles have in common that there is an influence between gender that affects children's academic achievement results and parenting patterns.

### ***What is the correlation between parenting and academic achievement?***

The writers have determined a correlation between parenting habits and children's academic performance at school based on their analysis of reviewed scholarly papers.

1. The practice of authoritative parenting has a beneficial effect on children's academic performance. Offspring of parents with greater levels of education and a more authoritative parenting style often exhibit superior academic performance. Authoritative parenting may have favorable outcomes, such as improved academic performance and higher grades in children. In addition, authoritative parenting fosters increased drive, good attitudes, and enhanced social skills in children.

2. Authoritarian parenting significantly influences children's exceptional academic performance, mostly due to the high expectations set by parents and the anxiety and dread of academic failure experienced by children. Nevertheless, using this parenting style may foster a more laid-back approach to learning while also inducing stress in children.
3. Permissive parenting negatively affects children's academic progress since they may struggle to succeed owing to the absence of parental direction in their home environment.
4. Neglectful parenting behaviors harm children's academic performance since they lack emotional support and supervision, leading to difficulties in school.

### ***The relationship between parenting and achievement based on gender?***

According to the study journal articles, researchers discovered a correlation between parenting and children's academic performance, specifically regarding possible gender disparities.

1. Authoritative parenting. According to the above explanation, studies have determined that authoritative parenting is the most effective approach compared to other parenting styles. When evaluating children's academic performance, if we consider gender, it is observed that authoritative parenting styles positively impact the academic achievements of both girls and boys.
2. Authoritarian parenting is characterized by parents imposing strict standards and expectations on their children. The researcher concludes that female academic performance surpasses that of guys. Girls exhibit a commendable environmental reaction due to their greater inclination towards order and adherence to rules.
3. Permissive parenting involves parents being very attentive but setting minimal expectations, which may lead to better outcomes for girls than males. This is because girls are more likely to get emotional support from their families, whereas boys may face challenges owing to a lack of structure and discipline.
4. Neglectful parenting arises from parents' lack of attentiveness and low expectations. Both girls and boys are equally affected by this unfavorable consequence.

### ***What is the correlation between parenting styles and academic performance results in children, specifically regarding gender?***

Based on the findings from the analysis of the 10 scientific papers, it can be inferred that authoritative parenting;

1. Authoritative parenting  
Authoritative parenting is characterized by high responsiveness and demands, influencing both girls and boys favorably. Offspring parents with high levels of

education and authoritative parenting styles often exhibit favorable academic performance outcomes and strong social and emotional competencies. The influence of parental upbringing on academic performance is mainly uniform for female and male students.

2. Authoritarian Parenting

Authoritarian parenting is characterized by parents who impose strict rules and expectations on their children while displaying little emotional reaction. Studies indicate that females react favorably to structure and regulations, but boys may encounter adverse effects, such as less motivation to acquire knowledge.

3. Permissive Parenting

Permissive parenting is defined by parents who are very receptive to their children's needs and have few expectations or demands. Consequently, there is a decline in academic performance. Girls are more susceptible to the influence of emotional support, Girls are potentially more affected by emotional support, and boys experience the impact of less neatness and structure.

4. Neglectful Parenting

Neglectful parenting arises from parents' lack of attentiveness and expectations. This detrimental effect leads to poor academic performance for both females and boys

Based on the researcher's hypothesis, parenting is one way to build character and can positively influence children's academic achievement at school. The authoritative parenting style has the greatest impact on children's academic attainment outcomes. Authoritative parenting is an effective parenting style for children since it significantly impacts their academic performance in school. Moreover, implementing authoritative parenting might enhance children's social and emotional aptitude. Therefore, a higher degree of authoritative parenting correlates with improved academic performance in children. Parents should recognize that the caliber of parent-child interactions, communication, and environmental circumstances significantly influence how parenting affects children's academic success. However, parents should prioritize being attentive and receptive to each kid's needs and traits. Adopting adaptable and encouraging parenting methods is often more successful than employing inflexible and authoritarian parenting. Effective parenting strategies that cultivate a constructive, nurturing, and stimulating atmosphere are often linked to improved results for children, regardless of gender.

Based on the study results, parents must consider practices that can make children more ethically, socially, and academically sound to implement optimal parenting. According to the researchers, authoritative parenting is considered the most effective to improve children's academic performance.

## CONCLUSION

Based on the results of parenting patterns on children's academic achievement outcomes based on gender, it can be concluded that there are authoritative, authoritarian, permissive, and neglectful parenting that affect student academic achievement outcomes at school. The authoritative parenting style is the best one that can positively impact children's academic achievement outcomes. Authoritative parenting is a highly effective parenting style that can significantly impact a child's academic achievement. It can also help children develop good social skills that are very useful for children. In addition, parents who apply authoritative parenting have a more significant opportunity to participate actively in school activities because it also affects children's self-confidence and positively impacts their achievement at school. Nevertheless, parents should still pay attention to suitable parenting patterns that can have a good and positive influence on the results of children's academic achievement at school because each of the three patterns described has its advantages and disadvantages.

According to the author's research, due to the absence of literature discussing how different parenting styles affect children's academic achievement based on gender. Therefore, the authors suggest that authoritative parenting is more effective for boys. This parenting style positively affects children, such as improved learning outcomes, discipline, emotional regulation, and overall academic success and social interaction at school. In addition to its applicability, this parenting style may cultivate children's autonomy in decision-making. Applying authoritative parenting to females may provide advantages such as fostering strong drive and tenacity in studying, ultimately leading to academic achievement. In addition, it promotes kids' independence. It cultivates a strong sense of self-worth, shielding females from societal influences that may impede their academic and personal achievements within their social environment.

It is hoped that parents can apply democratic parenting according to children's needs and development at school and home because parenting influences children's personality, intelligence, and intellect in the future. For further research, researchers should be able to develop and broaden their horizons, especially regarding the relationship between parenting patterns and children's academic achievement results based on gender. They can share research experiences with others.

## REFERENCES

- Amare Misganaw Mihret, G. S. (2019). *Parenting Style as Correlates of Adolescents' Academic Achievement Motivation of Bate Secondary School, Haramaya, Ethiopia*. Haramaya University: Department of Psychology doi: 10.7575/aiac.ijels.v.7n.2p.172
- Aqeel Khan, R. A. (2014). *Educational Encouragement, Parenting Styles, Gender and Ethnicity as Predictors of Academic Achievement among Special Education Students*. Malaysia: Canadian Center of Science and Education doi: 10.5539/ies.v7n2p18 .
- Auraria. (2022). Research Methods: Literature Reviews. <https://guides.auraria.edu/researchmethods> .

- Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, 887-907.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology* doi: 10.1037/h0030372, 50-100.
- Cynthia M. Tocci, G. E. (2016). *Achievement, Parental Support and Gender Differences in Atitudes Toward Mathematics*. Emory University: The Journal of Educational Research.
- Derya Sari Cenk, A. (2015). The Relationship Between Parenting Style, Gender and Academic Achievement with Optimism Among Turkish Adolescents. *Springer Science + Business Media*, 70.
- Djmarah, S. (2014). *Pola Asuh Orang Tua dan Komunikasi dalam Keluarga: Upaya Membangun Citra Membentuk Pribadi Anak*. Jakarta: Rineka Cipta.
- Esteves, M. (2018). *Gender Equality In Education: A Challenge for Policy Makers*. Portugal: International Journal of Social Sciences .
- Fatima Varner, J. M. (2013). *Differential Parenting of African American Adolescents as an Explanation for Gender Disparties in Achievement*. New York: JOURNAL OF RESEARCH ON ADOLESCENCE.
- Hamid Masud, R. T. (2014). *Parenting styles and academic achievement of young adolescents: A systematic literature review*. Pakistan: Springer Science+Business Media Dordrecht doi: 10.1007/s11135-014-0120-x.
- Ledia Kashahu, G. D. (2014). *The Relationship Between Parental Demographics, Parenting Styles and Student Academic Achievement*. Albania: European Scientific Journal.
- Papalia,D., Olds, S. W., & Feldman, R. D. (2009). *Human Development (Perkembangan Manusia)*. Jakarta: Salemba.
- Pinquart, M. (2015). *Associations of Parenting Styles and Dimensions with Academic Achievement in Children and Adolescents: A Meta-analysis*. New York: Springer Science+Business Media doi: 10.1007/s10648-015-9338-y.
- Sang Min Lee, J. K. (2007). *Effects of Parent's Gender, Child's Gender, and Parental Involvement on the Academic Achievement if Adolescents in Single Parent Families*. Korea: Springer Science + Business Media.
- Santosa, D. S. (2024). Critically Dismantling the Myths of Social Studies Education. *JSRET (Journal of Scientific, Research, Education, and Technology)* doi: 10.58526/jsret.v3i1.329, 3.
- Santrock, J. W. (2007). *Perkembangan Anak edisi 11 jilid pertama*. Jakarta: Erlangga.
- Santrock, J. W. (2011). *Life-Span Development Jilid 2*. Jakarta: Erlangga.
- Sigfúsdóttir, Á. L. (2009). *The Role of Parental Support, Parental Monitoring, and Time Spent with Parents in Adolescent Academic Achievement in Iceland: A Structural Model of Gender Differences*. Iceland: Scandinavian Journal of Educational Research.
- Slameto. (2003). *Belajar dan faktor-faktor yang Mempengaruhinya*. Jakarta: PT. Rineka Cipta.
- Syah, Muhibbin. (2011). *Psikologi Belajar*. Jakarta: PT. Raja Grafindo Persada.

- Wardani I.G.A.K, Wihardit, K Nasoetion. (2007). *Penelitian Tindakan Kelas*. Jakarta: Universitas Terbuka.
- Weis, M. (2015). *Self-Regulation and School Achievement in Contexts: Aspects of Gender, Parenting, and Culture*. German: Konstanzer Online Publikations System.
- Yuliani, E. (2013). *Perkembangan Pendidikan Islam di Bandung*. Bandung: Respository.upi.edu.
- Zahari Ishak, S. (2011). *Parenting Style as a Moderator for Student's Academic Achievement*. Malaysia: Springer Science + Business Media doi: 10.1007/s10956-011-9340-1.