

International Journal of Learning, Teaching and Educational Research
 Vol. 24, No. 3, pp. 407-429, March 2025
<https://doi.org/10.26803/ijlter.24.3.20>
 Received Oct 13, 2024; Revised Mar 15, 2025; Accepted Mar 21, 2025

Influence of Parental Support and Teaching Strategies on Pupils' Academic Performance: Implications for ISAL Program Supervision

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Abstract. Literature indicates that parental support and teaching strategies influence academic performance. The purpose of the study is to determine how parental support and teaching strategies influence the pupils' academic performance in Islamic Studies and Arabic Language (ISAL) subjects. Parental support serves as reinforcement to ensure positive attitudes and work habits among learners, whereas teaching strategies provide knowledge and skills for them to excel in academic performance. Furthermore, parental support refers to the participation of the parents in the learning of their children, which includes parenting, communicating, volunteering, learning at home, and shared decision-making within the school. At the same time, teaching strategies are tools that teachers use to deliver instruction effectively to learners, involving traditional, collaborative, and social-cognitive methods. ISAL in public schools in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) is a core curriculum subject from elementary to secondary level. It is challenging owing to language barriers, curriculum and resource limitations, lack of parental support, and the diverse needs of learners. Despite the difficulty of learning the subject, parental support, teaching strategies, and other factors may assist in the pupils' learning process as regards the ISAL subject. The statistical population includes selected 100 ISAL teachers assigned in public elementary schools in Bongao, Tawi-Tawi, and selected 200 parents whose children are learners of the ISAL teachers. Survey questionnaires were used to collect the data which were analyzed using the weighted mean and the multiple regression analysis. The findings of this study demonstrated that parental support and teaching strategies had a significant effect, indicating that parents were engaged in their children's education to a large degree. In

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addition, learning at home and shared decision-making influence the pupils' academic performance. At the same time, teachers observed the effect of teaching strategies. Traditional, collaborative, and social-cognitive teaching strategies were found not to influence pupils' academic performance significantly in ISAL subjects. It is recommended that parents should sustain their full support in their children's education. This study is significant for education stakeholders and serves as a basis for school administrators, teachers, and parents in designing programs, training, seminars, and activities to improve learners' academic performance and ISAL teachers' effectiveness, as well as strengthening the connection of all stakeholders.

Keywords: academic performance; Arabic Language; Islamic Studies; parental support; teaching strategies

1. Introduction

In the realm of education, the collective efforts of teachers and parents play a major role in determining learners' academic success. Whenever there is parents' involvement in their children's education, the children's attendance, behavior, and academic performance in school improves (Sheldon & Epstein, 2005). The responsibility to educate children is a collective one between parents and teachers. To improve the academic performance of learners, parents should actively participate in the educational development of their children. Children become successful learners when their parents encourage and support their education and engage in learning at home regardless of their parents' educational background and social class (Epstein, 2009). Islamic Studies and Arabic Language (ISAL) in public schools in Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) is part of a core curriculum from elementary to secondary level. Despite the difficulty of learning the subject, parental support, teaching strategies, and other factors may assist in the pupils' learning process as regards the ISAL subject.

In the past, the teaching strategies used were traditional, while presently, teaching is more student centered, with a focus on interactive and experiential learning. Consequently, several studies have examined the individual impacts of parental support and effective teaching strategies on students' academic performance. Nevertheless, a significant research gap remains in understanding how these factors intersect and influence pupils' performance, especially regarding ISAL education. On the other hand, despite the extensive literature on parental support and teaching strategies, there is a noticeable gap in research that specifically investigates their combined effects on pupils' academic performance in ISAL. While some studies have explored parental support in traditional academic subjects such as mathematics, and language arts, there is a dearth of research focusing on the unique challenges and opportunities presented by interdisciplinary subjects such as ISAL. Hence, this study aimed to address the gap.

This study focuses on the influence of parental support and teaching strategies on pupils' academic performance in ISAL. Specifically, this study addressed the following research questions:

- i. To what extent do the parents provide support to their children's education in terms of parenting, communicating, volunteering, learning at home, and shared decision-making?
- ii. To what extent do ISAL teachers use strategies in terms of traditional, collaborative, and social-cognitive teaching?
- iii. Does parental support influence the pupils' academic performance in ISAL?
- iv. Does teaching strategy influence the pupils' academic performance in ISAL?

The findings of this study are significant as they can be used by school supervisors and administrators, especially of ISAL, in organizing and implementing an intervention program to improve ISAL learners' academic performance.

2. Review of Related Literature

This research is rooted in the Epstein's theory of parental involvement (1987). This theory identified six types of involvement behaviors such as parenting, communicating, volunteering, learning at home, shared decision-making within the school, and community collaboration (Epstein, 2007). Parenting includes general skills in child-rearing, knowledge of child and adolescent development, and assuring that home conditions promote children's learning and development. Constant communication between families and schools regarding school activities and student improvement can be done through effective school-to-home and home-to-school communications. Volunteering denotes when families volunteer to help with their children's progress at school. For instance, families can be involved as volunteers and supporters at the school or elsewhere to support their children's school activities and endeavors. Learning at home includes families supervising children's learning at home and guiding them with their homework and other school-related activities. Shared decision-making includes families in school decision-making, governance, and school activities through parent-teacher associations (PTA), school assemblies, and other parent associations. (Epstein, 1987). Epstein's theory of parental participation offers a helpful way to involve parents in their child's education by applying six types of involvement to Islamic education. This focus can lead to academic success as well as the growth of spiritual, moral, and social values. For example, at home, the parents can support their children in being able to manage their time for schoolwork, Quranic recitation, and daily prayers, thereby reinforcing the importance of balancing both academic and spiritual growth.

2.1 Parental Support and Academic Performance

Parental involvement helps create home settings that prioritize supporting children as learners. In addition, parenting skills and family support are essential for establishing a conducive learning atmosphere at home (Newman et al., 2019). Effective communication between school and home is crucial, and the school should develop effective communication strategies regarding school programs and student development (Chen et al., 2023). Additionally, the school should

coordinate and organize parental support, including opportunities for parents to volunteer in classrooms or school activities to foster community involvement (Chen et al., 2023; Newman et al., 2019).

Schools should also provide parents with information and suggestions on assisting their children at home with the assigned tasks, including several curriculum-related activities (Hamidun et al., 2019; Newman et al., 2019). Moreover, schools should include parents in the decision-making process. This means encouraging the parents' participation in decision-making and school governance. Lastly, school collaboration with the community is also essential. Schools and the community should work together to identify and join in available resources and services that strengthen student learning, and support family practices, including enhancing school programs (Chen et al., 2023; Newman et al., 2019).

Parental support also significantly predicts academic success at all levels, particularly during adolescence. Parents' motivational strategies and constructive communication create a positive learning atmosphere, thereby enhancing students' academic performance (Panda et al., 2024). Parental support fosters academic resilience, enabling students to overcome obstacles and persevere in their studies, indirectly improving their overall academic well-being (Vernosfaderani et al., 2024). However, while parental support is crucial, individual characteristics such as interest, motivation, and talent also substantially impact academic success. Furthermore, the effectiveness of parental involvement varies across different demographics and contexts, suggesting the need for customized strategies to optimize its benefits (Panda et al., 2024; Wafa & Muthi, 2024).

The study by Wilder (2014) indicates a positive relationship between parental involvement and academic achievement. In addition, the study by Eldeeb (2012) found a direct correlation between academic performance and parental involvement. In like manner, the study of Mutodi and Ngirande (2014) found that students' performance is positively affected by parent-teacher communication, parenting style, and family support at home. This study posited that home and family support significantly related to learners' performance. Parents who are involved in their children's education and homework positively affect their children's academic achievement.

2.2 Teaching Strategies and Academic Performance

Traditional teaching strategies are teacher centered with the teacher delivering factual knowledge to the class as a whole and having full control over the class's learning (Hutchings, 2006). Educators nowadays believe this strategy is becoming obsolete and less effective because students lose focus after several minutes because of their passive role and the absence of student activities (Khurshid & Ansari, 2012). The study of Tamuri (2007) revealed that in the *Akhlaq* teaching among Malaysian secondary school students, it was found that some of the students lost interest in learning the subject owing to the teachers' teaching strategy, namely the traditional method of giving lectures and reading textbooks. In addition, earlier researchers found that several Islamic education teachers were still using traditional teaching methods and strategies, and lacked the skill to

include contemporary teaching strategies in their classes (Assalihee & Boonsuk, 2023).

A collaborative teaching strategy refers to an educational teaching and learning strategy involving small sets of learners helping one another to answer a problem, complete assignments, or create something. Ismail et al. (2018) explained the core of collaborative learning involves students working cooperatively to achieve a common goal. This implies that apart from learners' own learning, they are also accountable for each other's academic success. Based on the research of Jasmi et al. (2011), it was found that most Islamic educators employed collaborative teaching methods such as group discussions, memorization, demonstrations, and modeling. Moreover, the study by Tanjung (2018) revealed that collaborative learning methods improve learners' academic achievement in school.

The social-cognitive teaching strategy is grounded on the social-cognitive theory of Albert Bandura (1986). Ilmiani et al. (2021) explain that this theory is grounded on the proposition that individuals acquire knowledge through contact with fellow individuals in a social atmosphere. Moreover, several earlier research studies have been related to Bandura's social cognitive theory (1986), particularly as regards Arabic language learning, such as the study of Rosada and Amrulloh (2018). This study indicated that the social cognitive teaching strategies used by teachers included attention, retention, production, and motivation. Likewise, the study by Adi (2020) found that in teaching *hiwār* and *qawaid*, imitation of idioms, and habituation, Bandura's social cognitive theory was applied in the teaching methods. Moreover, the study conducted by Silahudun (2020) found that the value of learning Arabic in applying Bandura's social cognitive theory was specified through activities and exercises in learning and knowledge retention. Moreover, the strategy in the Islamic education system is to mold the learners' Islamic thinking and to instill in them Islamic values, as well as equipping them with worldly knowledge and skills (Abdurahman, 1996).

2.3 Islamic Studies and Arabic Language (ISAL)/Arabic Language and Islamic Values Education (ALIVE)

Arabic Language and Islamic Values Education (ALIVE) is a program overseen by the Department of Education and was created for Filipino Muslim learners. This initiative serves as a manual for organizing, instructing, and evaluating Islamic Studies in government primary schools and private *madaris* (Boransing, 2013). The ALIVE program's primary goal is to provide appropriate and inclusive basic quality education to Muslim children and anybody else who wishes to participate in the program. The BARMM was established in 2019. It paved the way for the Bangsamoro Administrative Code (BA Act 13) adoption in 2020, and the Bangsamoro Education Code (BA Act 1) in 2021. The Bureau of Madrasah Education (BME), under the jurisdiction of Ministry of Basic, Higher and Technical Education (MBHTE) - BARMM became the Directorate-General for Madrasah Education (DGME). The office oversees the ISAL program in government schools throughout the region; this is distinct from the previous ALIVE program (Jannaral, 2021). Moreover, the previous ALIVE program catered only for Arabic Language and Islamic Values Education and failed to offer essential subjects, such as the Qur'an, Hadith, and Seerah. The new ISAL program

consists of six subjects, namely Qur'an, Hadith, Aqeedah, Fiqh, Seerah, and Arabic which are offered to all Muslim learners in the BARMM region.

3. Method

This study employed a descriptive correlational research design, which is classified under the associational type of research, and employed a quantitative approach in answering the research questions. A correlation study describes the degree to which two or more variables are related, and it does so with the use of a correlation coefficient. Correlation does not mean causation. Different factors such as sample biases and confounding factors affect coefficients (Haley & Huber, 2023). A study found that quality teacher-student interactions are vital, and preschoolers' positive perceptions of these interactions correlate with improved academic performance (Lim, 2018). The study is descriptive because it sought to describe the extent of parental support and teaching strategies to pupils' academic performance in ISAL. Further, this is also a quantitative study because data were generated in the form of numerical figures while data analysis involved statistical procedures.

The study was conducted in Bongao, Tawi-Tawi Province. The respondents of this study were 200 parents whose children were enrolled in government elementary schools in Bongao, Tawi-Tawi, and 100 ISAL teachers who were assigned to these schools. Since the number of respondents was small, a total enumeration sampling technique was employed in selecting the ISAL teachers, while purposive sampling was applied for the parent respondents, including only those with a background in Islamic education. ISAL is only offered in government schools in the region of BARMM.

The instrument used was survey questionnaires to obtain data to answer the research questions. There were two (2) sets of questionnaires, namely one for parents and the other one for teachers. The questionnaires were formulated based on the research questions and related literature. Moreover, the questionnaires' relevance and validity were assessed and evaluated by research experts based on the evaluation tool provided. Once the validation had been completed, the suggestions and remarks of the validators were incorporated into the final draft. To ensure reliability, a pilot test was conducted in Simunul Municipality involving ISAL teachers and parents of ISAL pupils from public elementary schools. Based on the feedback and suggestions provided by the validators, minor revisions were made, and their remarks were incorporated into the final draft.

The collected data were organized using frequency and percentage to determine the distribution of the respondents' answers on the survey questionnaires. To analyze the extent of the support parents provided to their children's education with regard to parenting, communicating, volunteering, learning at home, and shared decision-making within the school, as well as the extent of ISAL teachers' usage of teaching strategies in terms of traditional teaching, collaborative teaching and social-cognitive teaching, the mean answers of the parents and teachers were computed using the formula below:

$$\bar{x} = \frac{\sum x}{n}$$

Where: \bar{x} is the mean;
 $\sum x$ is the sum of all the responses;
 n is the total number of respondents.

For numbers 3 and 4, multiple regression analysis was utilized to determine the extent of parental support and teaching strategies affecting the pupils' academic performance in ISAL. The coefficient of regression R^2 was determined; this coefficient showed how well the independent variables predicted the outcome of the dependent variable. Moreover, multiple regression analysis further determined whether the relationship between the independent variables and the dependent variable was significant, in other words, whether the parental support and teaching strategies had a significant influence on the academic performance of the pupils in ISAL.

Permission was sought from the supervisory head of the ISAL Department. Upon approval, a formal letter was forwarded to the school heads or principals of the various schools where the teacher-respondents were assigned. Once the school principals had approved the request, permission was obtained from each grade-level adviser to allow his or her advisory class to be surveyed. Before administering the survey, a consent form was issued to the respondents. The respondents were aware of the objectives and nature of the survey. Once the respondents had agreed to participate, the survey was administered. The confidentiality of the respondents was upheld throughout the survey process. The respondents were given fourteen days to complete the questionnaires, which were then collected. For parent-respondents, the questionnaires were given to the learners to give to their parents for completion. They returned the questionnaires to their advisers after fourteen days. The questions and responses were analyzed and summarized according to the research problems of this study.

4. Findings and Discussions

4.1 Extent of Parental Support

Tables 1, 2, 3, 4, and 5 present the extent of parental support in terms of parenting, communicating, volunteering, learning at home, and shared decision-making within the school. The data were analyzed using weighted mean; the mean obtained was interpreted using the legend below the table. Table 1 below shows the overall weighted mean of **4.55**, indicating a **very high extent** of parental support in terms of parenting, suggesting that parents are highly supportive of their children. The statement *"I influence and encourage my child to do well"* reflected the highest weighted mean, which is verbally interpreted as a "Very great extent". As supported by the Childcare (2019), learners who are raised in a community that promotes encouragement have a significant possibility to grow a robust sense of self-motivation and pride. Encouragement is effective because it prioritizes determination, setting up learners to succeed, and educating them to assess their success as well as their merits. This implies that learners are influenced and encouraged to do well by their parents to enhance their behavior and aim to have a more positive relationship with their parents. The parents must give of their best to their children, including influencing appropriate behavior to build their overall well-being. The study by Foley et al. (2019) found that parents who stimulated

their children not fewer than five times a day observed a development in their child's behavior and academic performance. Hence, parenting is vital as it influences the cognitive, social, psychological, and physiological development of the child.

Table 1: Extent of parental support in terms of parenting

Statement	Weighted mean	Interpretation
1. I prepare nutritious food for my child every day.	4.34	Very high extent
2. I show love and affection.	4.59	Very high extent
3. I influence and encourage my child to do well.	4.71	Very high extent
4. I praise my child for good work done.	4.46	Very high extent
5. I provide consistent rules and expectations and emphasize discipline by teaching them proper and responsible behavior.	4.64	Very high extent
Overall	4.55	Very high extent

Legend: 5.00 – 4.20 = Very high extent, 4.19 – 3.40 = High extent, 3.39 – 2.60 = Moderate extent, 2.59 – 1.80 = Low extent, 1.79 – 1.00 Very low extent

Table 2 below illustrates the overall weighted mean of **4.2**, indicating a **high extent** of parental support in terms of communication, which connotes that most of the parents encourage their children to study, especially in ISAL subjects. The statements that have the highest weighted mean are *"I encourage my child to study, especially in ISAL"* and *"I discuss my child's future educational goals and career aspirations with him/her regularly"*. The findings suggest that most parents encourage their children to study as this can inspire and develop children's good learning habits, which then results in academic success. This view is supported by Feldman and Kubota (2015), namely that when students receive encouragement academically, they become more confident and determined to achieve academic goals. This implies the importance of parental support, communication, and encouragement, which tend to result in improved academic success and goal achievement for children. However, schools should communicate with parents, especially regarding their child's learning outcomes, encourage them to guide their child at home, and foster study habits among them. Additionally, parents talking with their children about their dreams, goals, and ambitions provide children with directions for setting and achieving goals as well as teaching them the importance of planning, perseverance, and hard work. Similarly, Sukanto and Ratnawati (2023) confirm that parent's positive communication correlates with their children's self-confidence, which is vital for their academic success.

Table 2: Extent of parental support in terms of communicating

Statement	Weighted mean	Interpretation
1. I communicate regularly with my child about their schoolwork and academic progress.	4.08	High extent
2. I discuss with my child about how he/she gets along with his/her friends and classmates.	4.01	High extent
3. I encourage my child to study, especially in ISAL.	4.39	Very high extent
4. I make myself available to answer my child's questions about school-related matters.	4.12	High extent
5. I discuss my child's future educational goals and career aspirations with him/her regularly.	4.39	Very high extent
Overall	4.20	High extent

Legend: 5.00 – 4.20 = Very high extent, 4.19 – 3.40 = High extent, 3.39 – 2.60 = Moderate extent, 2.59 – 1.80 = Low extent, 1.79 – 1.00 = Very low extent

Table 3 presents the overall weighted mean of **3.78**, which is interpreted as a **high extent**, which reveals that parents support the school by volunteering their time and skills.

Table 3: Extent of parental support in terms of volunteering

Statement	Weighted mean	Interpretation
1. I participate in <i>brigada eskwela</i> and other school activities	3.72	High extent
2. I help in teachers' tutorial and remedial teaching.	3.52	High extent
3. I participate in other services in school such as fund raising, working on events, and helping with administration.	3.69	High extent
4. I donate materials and supply items needed in my child's classroom.	3.81	High extent
5. I cooperate with the school in making it safe for learning.	4.14	High extent
Overall	3.78	High extent

Legend: 5.00 – 4.20 = Very high extent, 4.19 – 3.40 = High extent, 3.39 – 2.60 = Moderate extent, 2.59 – 1.80 = Low extent, 1.79 – 1.00 = Very low extent

The statement “*I cooperate with the school in making it safe for learning*” received the highest weighted mean. This indicates that almost all parents cooperate with the school to make it safe for learning. In essence, when learners do not experience safety, their mental health is affected, which influences their academic performance negatively. Learners feel better about learning and excel when they feel safe in a supportive and secure classroom environment. This implies that schools and parents should work closely to provide a secure and supportive

environment that is safe and comfortable for pupils in which to learn. When pupils feel free from any form of discrimination or bullying, they may thrive emotionally and academically, which may result in better learning in ISAL subjects. This view conforms to the study of Sayfulloevna (2023), which proposed that a safe learning environment addresses bullying and discrimination, promotes effective communication, ensures students' safety and security, and provides support for students with special needs, thus promoting students' success and well-being.

Table 4 presents the overall weighted mean of **3.91**, indicating a **high extent** of parental support concerning learning at home, which implies that most parents reinforce teaching at home by catching up on their children's lessons, teaching them new concepts and skills, helping them with homework and projects, providing them with resources and materials, as well as space at home for studying. This is illustrated in the statement *"I provide space at home for my child to study"* which gained the highest weighted mean, suggesting that nearly all parents provide space at home for their children to study. As explained by Niklas et al. (2016), mothers typically establish a home learning environment (HLE) for their children to engage in literacy and numeracy activities and this can predict children's academic success.

Table 4: Extent of parental support in terms of learning at home

Statement	Weighted mean	Interpretation
1. I review my child's lessons in ISAL.	3.69	High extent
2. I engage in teaching new topics or lessons in ISAL with my child at home several times a week.	3.53	High extent
3. I provide resources such as books, educational games, or technology to support my child's learning.	4.10	High extent
4. I help my child with homework and projects in ISAL.	3.80	High extent
5. I provide space at home for my child to study.	4.43	Very high extent
Overall	3.91	High extent

Legend: 5.00 – 4.20 = Very high extent, 4.19 – 3.40 = High extent, 3.39 – 2.60 = Moderate extent, 2.59 – 1.80 = Low extent, 1.79 – 1.00 = Very low extent

Table 5 presents the overall weighted mean of **4.04**, which indicates a **high extent** of parental support concerning shared decision-making within the school, which suggests that parental collaboration in school decision-making and planning contribute to learners' progress. The findings denote that the statements *"I attend PTAG meeting in school"* and *"I listen to parents' voices and respect their decisions"* received the highest weighted mean. This illustrates that most parents support their children's education by being active in PTAG meetings in school and respect other parents' decisions. By doing so, parents can help realize projects in the classroom. This implies that parents' active engagement in school endeavors and

decision-making may provide an environment that supports learning and promotes students' academic performance and success. This is supported by Haule and Lyamauaya (2024) who found that engagement among parents, teachers, and stakeholders improves students' academic achievement, particularly through resource mobilization and discipline control.

Table 5: Extent of parental support in terms of shared decision-making regarding school activities

Statement	Weighted Mean	Interpretation
1. I attend Parent Teacher Action Group (PTAG) meetings in school.	4.26	Very high extent
2. I collaborate with teachers or school staff to address any challenges my child may face in their education.	3.98	High extent
3. I collaborate with other parents or families for school reforms and improvements.	3.82	High extent
4. I participate in school policy development and decisions.	3.85	High extent
5. I listen to parents' voices and respect their decisions.	4.26	Very high extent
Overall	4.04	High extent

Legend: 5.00 – 4.20 = Very high extent, 4.19 – 3.40 = High extent, 3.39 – 2.60 = Moderate extent, 2.59 – 1.80 = Low extent, 1.79 – 1.00 = Very low extent

4.2 Extent of Teaching Strategies

Tables 6, 7, and 8 show the extent of teaching strategies in terms of traditional, collaborative, and social-cognitive. The data were analyzed using weighted mean while the mean obtained was interpreted using the legend indicated below the tables. Table 6 shows that the overall weighted mean of **4.64** suggests a **very high extent** of teaching strategies in terms of traditional teaching. The statements *"I use chalk and blackboard in presenting my lessons"* and *"I encourage active participation from all students"* gained the highest weighted mean. This suggests that almost all ISAL teachers utilized chalk and blackboard as modes of teaching. As observed in every public school classroom, chalk and blackboard have been the best-known and most effective methods in presenting lessons. Berger and Kritek (2016) noted that blackboards facilitate peer-to-peer interaction that enhances students' understanding in addition to group interactions and shared ownership of the learning process. Although there are laptops, computers, projectors, and TV screens available, albeit to only to a few schools in the province, the ISAL teachers prefer to use traditional ways of teaching, such as chalk and blackboard, in delivering their lessons. This is owing to the simplicity, accessibility, stability and familiarity of a place such as Tawi-Tawi where newer technologies or more collaborative methods may not be feasible in classroom settings owing to limited technology access, resources, teachers training and expertise and curriculum constraints considering ISAL is a new curriculum in the BARMM. The ISAL teachers write their lessons on the board and explain them, including the step-by-step process for practical understanding. For instance, in an Arabic language

classroom, the teacher might outline the simple Arabic ruling or *mufradat* (vocabulary) for the pupils to copy. This teaching method helps the pupils retain the information through hearing, seeing, and writing. This teaching method can actively support the pupils by calling them one by one to go to the board and write their answers, which makes the learning process more dynamic and allows real-time feedback from their teachers.

Table 6: Extent of traditional teaching strategy

Statement	Weighted mean	Interpretation
1. I use chalk and blackboard in presenting my lessons.	4.80	Very high extent
2. I deliver clear and concise lectures.	4.69	Very high extent
3. I maintain student attention and engagement throughout.	4.61	Very high extent
4. I encourage questions and discussion.	4.58	Very high extent
5. I ensure that discussions align with learning objectives.	4.58	Very high extent
6. I show visual aids of examples.	4.39	Very high extent
7. I give assignments and projects.	4.40	Very high extent
8. I use graded oral quizzes, recitation and memorization.	4.76	Very high extent
9. I require reading of lessons.	4.76	Very high extent
10. I encourage active participation from all students.	4.80	Very high extent
Overall	4.64	Very high extent

Legend: 5.00 – 4.20 = Very high extent, 4.19 – 3.40 = High extent, 3.39 – 2.60 = Moderate extent, 2.59 – 1.80 = Low extent, 1.79 – 1.00 Very low extent

Table 7 presents the overall weighted mean of **3.71**, indicating a **high extent** of a collaborative teaching strategy, which reveals that most ISAL teachers utilized collaborative teaching as they encourage learners to work together to complete a task and to solve a problem in achieving the desired learning objectives. The statement “*I encourage speaking and listening*” obtained the highest weighted mean, which suggests that ISAL teachers encourage active interaction of learners by speaking and listening. This implies the significance of having continued communication and participation between the schools and the parents that can help improve the learners’ overall performance in all subject areas. This view is supported by Denston (2021), who indicated that “*speaking and listening skills are the learners’ foundation to achieve academic success in all learning areas*”.

Table 7: Extent of Collaborative Teaching Strategy

Statement	Weighted mean	Interpretation
1. I organize structured group activities.	3.68	High extent
2. I facilitate peer tutoring.	3.64	High extent
3. I consider the grouping of learners carefully.	3.91	High extent
4. I assign group reporting.	3.48	High extent
5. I facilitate group work discussions.	3.57	High extent
6. I facilitate collaborative problem-solving.	3.47	High extent
7. I facilitate information exchange activities.	3.72	High extent
8. I give a role-play activity in pairs or groups.	3.23	Average extent
9. I encourage all group members to participate in the activities.	4.00	High extent
10. I encourage speaking and listening.	4.43	Very high extent
Overall	3.71	High extent

Legend: 5.00 – 4.20 = Very high extent, 4.19 – 3.40 = High extent, 3.39 – 2.60 = Moderate extent, 2.59 – 1.80 = Low extent, 1.79 – 1.00 Very low extent

Table 8 illustrates the overall weighted mean of **4.50** indicating a **very high extent** of social-cognitive teaching strategy which illustrates that most ISAL teachers employ this strategy in lesson presentations. The statement “*I show desired attitudes like kindness, respect, honesty, and integrity*” acquired the highest weighted mean which indicates that ISAL teachers show positive behavior inspiring learners to be more engaged and motivated in class. This finding is supported by Icka and Kochoska (2024) who stated that educators are seen by learners as moral exemplars who shape learners’ values and decision-making process, thereby indirectly influencing their learning styles. In addition, the statement “*I incorporate social cognition into academic lessons*” gained the lowest weighted mean which suggests few of the ISAL teachers do not integrate social awareness in their lessons. Perhaps these teachers are not aware of the importance of incorporating social cognition into academic lessons. Teaching social cognition skills is an essential aspect of education. Additionally, Martinez and Gomez (2024) revealed that social-emotional learning integration into curricula promotes resilience and motivation which are essential to navigating academic challenges and personal growth.

Table 8: Extent of social-cognitive teaching strategy

Statement	Weighted Mean	Interpretation
1. I inspire and teach by example.	4.71	Very high extent
2. I create a supportive classroom environment where pupils feel safe and comfortable expressing themselves.	4.62	Very high extent
3. I contribute to a positive social climate in the classroom.	4.46	Very high extent
4. I establish clear expectations for social behavior.	4.42	Very high extent
5. I share stories and literature that help them understand the different behaviors and emotions.	4.46	Very high extent
6. I direct the pupils by asking questions and giving advice.	4.44	Very high extent
7. I incorporate social cognition into academic lessons.	4.34	Very high extent
8. I show desired attitudes such as kindness, respect, honesty, and integrity.	4.74	Very high extent
9. I provide opportunities for reflection and self-assessment.	4.39	Very high extent
10. I use rewards to support built-in motivation learning.	4.43	Very high extent
Overall	4.50	Very high extent

Legend: 5.00 – 4.20 = Very high extent, 4.19 – 3.40 = High extent, 3.39 – 2.60 = Moderate extent, 2.59 – 1.80 = Low extent, 1.79 – 1.00 Very low extent

4.3 Influence of Parental Support on Pupils' Academic Performance

Table 9 presents the regression analysis to determine whether parenting, communicating, volunteering, learning at home, and shared decision-making within schools influence the pupils' academic performance in ISAL. Multiple regression analysis was used as a statistical tool to analyze the data. Data obtained to measure pupils' academic performance was based on the teachers' evaluation among pupils specifically for the 2nd quarter in the school year 2023-2024.

As shown in Table 9, the influence of the extent of parental support is evident at 22.7% concerning the academic performance of the pupils in ISAL subject, as indicated by $R^2 = .227$, $F(5, 139) = 8.172$, $p = 0.01$. Specifically, the variables such as Learning at home ($\beta = 2.019$, $t = 2.175$, $p = .031$) and Shared decision-making within the school ($\beta = 1.886$, $t = 2.307$, $p = .023$) both showed a significant influence concerning the academic performance of the pupils in their ISAL subject. However, this is not the case for the variables Parenting ($\beta = 1.560$, $t = 1.167$, $p = .245$), Communicating ($\beta = -1.341$, $t = -1.245$, $p = .215$), and Volunteering ($\beta = .609$, $t = .755$, $p = .451$) which showed no significant influence on the pupil's academic performance as indicated. This implies that the extent of parental support provided by the pupils' parents, specifically parenting, communicating and volunteering, cannot be significant predictors of the pupils'

performance. This means that the pupils can perform well or achieve better academic performance but not necessarily owing to parenting, communicating, or volunteering.

Table 9: Regression coefficients for parental support

Variables	β	T-value	P-value	Interpretation
Parenting	1.560	1.167	.245	Not significant
Communicating	-1.341	-1.245	.215	Not significant
Volunteering	.609	.755	.451	Not significant
Learning at home	2.019	2.175	.031	Significant
Shared decision-making within the school	1.886	2.307	.023	Significant
$R^2 = .227$ $F = 8.172$ $p = .000$				

Legend: < 0.10 No relationship; 0.10- 0.2 Weak; 0.21- 0.5 Moderate; > 0.5 Strong relationship

Traditional gender roles of the parents in Bongao, Tawi-Tawi may hinder parents' participation in their education, especially in school volunteering activities. Unlike women, men are more engaged in community and religious leadership (Talikan et al., 2024). In addition, the Tausug's profound respect for their elders and cultural values, influenced by their Islamic faith, can either support or hinder education, depending on curriculum integration (Talikan et al., 2024). Poverty in Bongao limits educational access as families struggle to afford essentials. This financial strain can lead to a lack of books, uniforms, and transportation (Talikan et al., 2024). It can also significantly limit parental engagement with their children's schools and teachers, which is vital for academic success (Baxter & Toe, 2023; Mekgwe & Maseko, 2023).

On the other hand, home learning and shared decision-making have a significant influence on a pupils' academic success. This could mean that if parents support their children's learning at home, such as seeing to their needs, attending to learning resources and setting a time for their study at home, it greatly impacts their academic performance in school. Additionally, learning at home seems to provide a follow-up for their children on the lessons they have studied in school, which can be enhanced by the guidance provided by their parents. The findings were consistent with those of Forte and Salamah (2022), namely that a home learning environment that is positive, and characterized by resources and interactions, significantly impacts children's literacy and overall academic success. For shared decision-making, when parents are engaged in decision-making, they will be more likely to take responsibility for motivating their children to study and maintain or attain good grades or achieve high marks in school. As emphasized by Yaseen et al. (2017), parents' decision-making and participation in their children's learning process influence their children's school performance and academic success.

Parenting, communicating, and volunteering could be enhanced to improve pupils' success by promoting programs for parents that focus on strategies to

provide emotional and social support to their children. Parents can be trained to create a balanced routine with academic discipline and parental support, as well as by strengthening communication between parents and teachers through regular meetings or digital platforms. Parents should be encouraged to keep their children aware of their progress and efforts to support their education. Schools can also set up programs to aid parents in understanding the curriculum and provide specific ways to guide their children's education at home. Parents need to ensure that their volunteering will help their children's learning progress by helping with academic-related activities or lending their expertise in areas such as tutoring or reading. To make this more effective, schools can also train parents to guide their children in the learning process through collaborative school projects.

A policy could be introduced that would provide financial or logistical support for parents to access training programs to devise a good learning environment at home or improve communication with schools. A comprehensive parent education program that is appropriate to the various cultural and socioeconomic backgrounds in the BARMM would help guide parents in supporting their children's education more effectively. Training could focus on strengthening skills in creating productive home environments, understanding the curriculum, and participating in school activities. This program can be implemented at the community level, possibly through partnerships with local organizations or schools.

The shared decision-making model can be implemented in BARMM as part of a broader community-based education model. Parents and schools need to work closely together to respond to the requirements of their children, especially by forming a committee to focus on developing strategies to improve their children's academic performance, considering the community's challenges and needs. Parental involvement can help support their children's learning; while parents cannot execute this alone, they need the cooperation of the school as well.

4.4 Influence of Teaching Strategies on Pupils' Academic Performance

Table 10 shows the result of the regression analysis on the influence of teaching strategies on pupils' academic performance. Data were analyzed using multi-linear regression and the P-value obtained were interpreted using the description < 0.10 No relationship; 0.10- 0.2 Weak; 0.21- 0.5 Moderate; > 0.5 Strong relationship as adapted by Knopp (2020).

Table 10: Regression analysis on the influence of teaching strategies on pupils' academic performance

Variables	β	T-value	P-value	Interpretation
Traditional teaching strategy	.435	0.216	.830	Not significant
Collaborative teaching strategy	-.254	-0.293	.771	Not significant
Social-cognitive teaching strategy	-.120	-0.060	.952	Not significant
$R^2 = 0.003$ $F = 0.043$ $p = 0.988$				

Legend: < 0.10 No relationship; 0.10- 0.2 Weak; 0.21- 0.5 Moderate; > 0.5 Strong relationship

4.4.1 Traditional teaching strategy

Coefficient (β): .435, T-value: 0.216 and P-value: .830

The coefficient for traditional teaching is positive, suggesting a potential positive relationship with the dependent variable. However, the P-value is 0.830, much higher than the constant significant level of 0.05. This indicates that the result is not statistically significant, implying that there is no meaningful relationship between traditional teaching strategy and the outcome variable.

4.4.2 Collaborative teaching strategy

Coefficient (β): -.254, T-value: -0.293 and P-value: .771

The coefficient for collaborative teaching strategy is negative, suggesting a potential negative relationship with the dependent variable. However, the P-value is 0.771, indicating that this result is not statistically significant. Therefore, there is no meaningful relationship between the collaborative teaching strategy and the outcome variable.

4.4.3 Social-cognitive teaching strategy

Coefficient (β): -.120, T-value: -0.060 and P-value: .952

The coefficient for social-cognitive teaching strategy is negative, suggesting a potential negative relationship with the dependent variable. However, the P-value is 0.952, which is not statistically significant. Thus, there is no meaningful relationship between social-cognitive teaching strategy and the academic performance of the pupils.

4.4.4 Overall

R²: 0.003

F -v: 0.043

Model P -v: 0.988

The R² value of 0.003 indicates that only 0.03% of the variability in the dependent variable is explained by the independent variables (teaching strategies). The F-value of 0.043 with a P-value of 0.988 suggests that the overall regression model is not statistically significant. This means that, collectively, the teaching strategies do not have a significant effect on the dependent variable. The lack of significant influence of any of the teaching strategies in the regression analysis could be attributed to the dependent variable in this study, namely the pupils' academic performance. Hence, it is noted that the grades of the pupils only covered the 2nd quarter. This is a narrow snapshot of students' performance and may not fully capture the long-term or overall impact of teaching strategies on academic success. Various factors can influence academic performance throughout the year, and a short-term assessment may not give enough data to detect meaningful patterns. Some factors, such as healthy habits, positively influence learning, while poor one affects it negatively (Boraita et al., 2023). Strong peer connections and class attendance also enhance success (Kassarnig et al., 2018). Additionally,

parental involvement and study habits contribute to academic performance (Pei, 2024).

5. Implications

Parental involvement in the education of learners is generally beneficial, particularly in areas such as home learning and shared decision-making. This study emphasizes the significance of parents' engagement in their children's education rather than solely relying on schools to achieve optimal learning outcomes. While the teaching strategies employed by ISAL teachers do not correlate with students' academic performance, professional development – such as training and instructional supervision – is highly recommended by organizing seminars or workshops for ISAL teachers. These need to focus not only on content knowledge but also on pedagogy, including differentiated instruction, to meet the needs of every learner or implement instructional supervision and peer support. This could be affected by conducting a forum where the ISAL teachers can share and discuss the problems and issues they face in the classrooms as well as their successful strategies.

On the other hand, regular feedback sessions must be conducted by the supervisors to improve the instructional practices of the ISAL teachers. Increased parental engagement, along with effective teaching strategies, could lead to improved academic performance for ISAL learners. For instance, community and religious leaders could be invited to speak at parent-teacher meetings to give insights on the importance of Islamic education for them as Muslim people. This kind of activity may enable both ISAL teachers and religious leaders to share valuable perspectives by aiding the parents to understand their responsibility in their children's Islamic education. Additionally, regular engagement between parents and teachers is important where the teachers can directly inform the parents regarding their children's performance in ISAL subjects or encourage the parents to use cellphones for communicating to keep them informed.

The recommendations are effective when aligned with the sociocultural context of BARMM. This includes developing bilingual educational resources that comprise both Islamic education and local languages. ISAL teachers should receive training in pedagogical techniques to respond to the diverse needs of the students in the classrooms. This training enables them to align the subject matter with the local dialects of the learners.

Future studies should investigate what other elements affect students' performance in ISAL courses. Effective ISAL teaching practices may be found by looking into the quality of teachers' teaching of the subject, including their subject-matter competence, instructional methodologies, and their educational qualifications. Similarly, analyzing school infrastructure, such as resource availability and classroom conditions, may reveal its impact on students' learning. The effect of community and parental involvement, especially in curriculum development and school activities, on student performance should also be considered. Furthermore, studies on the use of technology in ISAL instruction, including assessment techniques, may offer insights into factors that affect student performance.

6. Conclusion

The study focuses on the significant role of parental support and teaching strategies towards students' academic success. The findings of this study concluded that the parents were highly supportive in the areas of parenting, communicating, volunteering, learning at home, and shared decision-making. These forms of parental support were constantly rated as high to very high. The study suggests that fostering stronger home-school collaboration is essential. Additionally, while teaching strategies may not directly impact performance, ongoing professional development for ISAL teachers remains vital to ensure effective instructional practices and overall educational quality.

Parental support can affect learners' performance in school. Among the different types of parental involvement, learning at home and shared decision-making significantly influence students' academic performance. Learning at home promotes parents' engagement in reviewing lessons, providing resources, and creating conducive spaces for children. Meanwhile, shared decision-making refers to collaboration between the school and the family, ensuring school policies and initiatives are aligned with student's needs and goals.

While other types of parental support such as parenting, communicating, and volunteering did not affect pupils' academic performance in ISAL subject, it can be posited that parents in this research influenced and encouraged their children in meaningful ways. Examples include preparing nutritious meals, providing discipline and affection, and maintaining open communication. Parents engaged with their children by assisting with schoolwork, discussing future goals, and encouraging academic pursuits. Lastly, volunteering was also notable in this study, as parents actively participate in school activities, remedial teaching, and establishing a safe learning environment at home.

ISAL teachers utilized various teaching strategies, including traditional, collaborative, and social-cognitive approaches, during the teaching-learning process. However, the study revealed that these teaching strategies did not affect pupils' academic performance in ISAL. The combined efforts of parental support and diverse teaching strategies contribute to a nurturing and productive learning environment. These findings emphasize the significance of strong collaboration between parents, teachers, and the school community to optimize students' academic achievement and personal growth.

Since home learning and shared decision-making are key predictors of academic performance, schools should prioritize and support these endeavors as they significantly impact pupils' achievement in ISAL. To enhance home learning, schools can provide parents with structured learning guides, training sessions, and digital tools (Pöntinen et al., 2023) such as WhatsApp or Google Classroom for lesson updates. Assigning school activities that promote parental involvement, such as regular Qur'anic readings or discussions, and even lectures on Islamic values, can further enhance engagement. On the other hand, to strengthen shared decision-making with the parents, schools should establish a Parent-Teacher Advisory Council, conduct regular surveys, and invite parents to observe ISAL lessons. Actively involving them in curriculum discussions and

other school activities fosters children's socio-emotional growth and motivation for learning (Cruickshank, 2024).

Lastly, this study was limited to the parents who have children enrolled in public schools, and ISAL teachers assigned to public elementary schools in Bongao. This was conducted during the school year 2023-2024. The parental support in this research is limited to parenting, communicating, volunteering, learning at home, and shared decision-making within the school. The teaching strategies include only traditional, collaborative, and social-cognitive methods. The results acknowledge that the data is limited to ISAL teachers, their students, and parents within the context of Tawi-Tawi. While the study focuses on a single province within BARMM, the implementation of ISAL in Tawi-Tawi may reflect similar issues and concerns in other provinces, offering valuable insights for broader application.

7. References

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