

DAFTAR PUSTAKA

- Akosah-Twumasi, P., Emeto, T. I., Lindsay, D., Tsey, K., & Malau-Aduli, B. S. (2018). A Systematic Review of Factors That Influence Youths Career Choices—the Role of Culture. In *Frontiers in Education* (Vol. 3, Issue July). <https://doi.org/10.3389/feduc.2018.00058>
- Ali, M. M., & Hassan, N. (2018). Defining Concepts of Student Engagement and Factors Contributing to Their Engagement in Schools. *Creative Education*, 9, 2161–2170. <https://doi.org/10.4236/ce.2018.914157>
- Alismail, H. A., & Mcguire, P. (2015). 21 st Century Standards and Curriculum : Current Research and Practice. *Journal of Education and Practice*, 6(6), 150–155.
- Alrashidi, O., Phan, H. P., & Ngu, B. H. (2016). Academic Engagement: An Overview of Its Definitions, Dimensions, and Major Conceptualisations. *International Education Studies*, 9(12), 41–52. <https://doi.org/10.5539/ies.v9n12p41>
- Amato, P. R., Patterson, S., & Beattie, B. (2015). Single-parent households and children’s educational achievement: A state-level analysis. *Social Science Research*, 53, 191–202. <https://doi.org/10.1016/j.ssresearch.2015.05.012>
- Asare, S., Nicholson, H., & Stein, S. (2017). You can’t ignore us: what role does family play in student engagement and alienation in a Ghanaian university? *Journal of Higher Education Policy and Management*, 39(6), 593–606. <https://doi.org/10.1080/1360080X.2017.1377968>
- Badan Litbang Agama dan Diklat Keagamaan. (2021). *Indeks Karakter Siswa Jenjang Pendidikan Menengah*. Litbang Diklat Press.
- Badan Pusat Statistik. (2022). *Statistik Pendidikan 2022*. Badan Pusat Statistik Republik Indonesia.
- Badan Pusat Statistik. (2023). *Kota Jakarta Utara Dalam Angka 2023*. Badan Pusat Statistik Kota Jakarta Utara.
- Bellur, S., Nowak, K. L., & Hull, K. S. (2015). Make it our time : In class multitaskers have lower academic performance. *Computers in Human Behavior*, 53, 63–70. <https://doi.org/10.1016/j.chb.2015.06.027>
- Benner, A. D., Boyle, A. E., & Sadler, S. (2016). Parental Involvement and Adolescents’ Educational Success: The Roles of Prior Achievement and Socioeconomic Status. *Journal of Youth and Adolescence*, 45(6), 1053–1064. <https://doi.org/10.1007/s10964-016-0431-4>
- Besare, S. (2020). Hubungan Minat dengan Aktivitas Belajar Siswa. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran): Kajian Dan Riset Dalam Teknologi Pembelajaran*, 7(1), 18–25. <https://doi.org/10.17977/um031v7i12020p018>
- Bhargava, S., & Witherspoon, D. P. (2015). Parental Involvement Across Middle and High School: Exploring Contributions of Individual and Neighborhood Characteristics. *Journal of Youth and Adolescence*, 44(9), 1702–1719. <https://doi.org/10.1007/s10964-015-0334-9>

- Cai, E. Y. L., & Liem, G. A. D. (2017). 'Why do I study and what do I want to achieve by studying?' Understanding the reasons and the aims of student engagement. *School Psychology International*, 38(2), 131–148. <https://doi.org/10.1177/0143034316686399>
- Cheung, C. S. S., & Pomerantz, E. M. (2015). Value development underlies the benefits of parents' involvement in children's learning: A longitudinal investigation in the United States and China. *Journal of Educational Psychology*, 107(1), 309–320. <https://doi.org/10.1037/a0037458>
- Chun, H., Son, H., & Ham, K. A. (2022). Understanding the Experiences of Mothers with Academic Socialization in South Korea: A Phenomenological Approach. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-022-02476-x>
- Conner, T. (2016). Relationships: The Key to Student Engagement. *International Journal of Education and Learning*, 5(1), 13–22. <https://doi.org/10.14257/ijel.2016.5.1.02>
- Cross, F. L., Marchand, A. D., Medina, M., Villafuerte, A., & Rivas-Drake, D. (2019). Academic socialization, parental educational expectations, and academic self-efficacy among Latino adolescents. *Psychology in the Schools*, 56(4), 483–496. <https://doi.org/10.1002/pits.22239>
- Dauli, N. (2019). *Metodologi Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS*.
- Deb, S., Strodl, E., & Sun, J. (2015). Academic Stress, Parental Pressure, Anxiety and Mental Health among Indian High School Students. *International Journal of Psychology and Behavioral Sciences*, 5(1), 26–34. <https://doi.org/10.5923/j.ijpbs.20150501.04>
- Digamon, J. S., Cinches, M. F. C., & Chinces, M. F. C. (2017). Schlechty's Student Engagement Continuum in the Work Team Experience: A Pilot Study. *Journal of Institutional Research in South East Asia*, 15(3), 5–18.
- Duan, W., Guan, Y., & Bu, H. (2018). The Effect of Parental Involvement and Socioeconomic Status on Junior School Students' Academic Achievement and School Behavior in. *Front. Psychol*, 9(952), 1–8. <https://doi.org/10.3389/fpsyg.2018.00952>
- Eereka, Naimie, Z., Abuzaid, R. A., Halili, S. H., & Siraj, S. (2015). Parental involvement in children education: Why does it make a difference? *The Role of Service in the Tourism and Hospitality Industry - Proceedings of the 2nd International Conference on Management and Technology in Knowledge, Service, Tourism and Hospitality, SERVE 2014*, 139–144. <https://doi.org/10.1177/016146819509700202>
- Farikah. (2023). Student Engagement In Learning In The Post-Pandemic Period (A Case Student Of SMP). *JOLALI*, 2(1), 90–97.
- Finn, J. D., & Kayla, Z. S. (2012). Student Engagement: What Is It? Why Does It Matter? In *Handbook of Research on Student Engagement* (pp. 97–131). <https://doi.org/10.1007/978-1-4614-2018-7>

- Francis, T. E., Hughes, D. L., Watford, J. A., & Way, N. (2021). Consistency is key: Understanding academic socialization among high-achieving Black boys. *Journal of Applied Developmental Psychology*, 72(December 2020). <https://doi.org/10.1016/j.appdev.2020.101181>
- Fuldiaratman, F., Pamela, I. S., & Lubis, D. M. E. (2022). Learning Persistence and Student Metacognitive Ability Using The Discovery Model. *EduChemia (Jurnal Kimia Dan Pendidikan)*, 7(2), 163. <https://doi.org/10.30870/educhemia.v7i2.15470>
- Ginting, D. (2021). Student Engagement and Factors Affecting Active Learning in English Language Teaching. *VELES Voices of English Language Education Society*, 5(2), 215–228. <https://doi.org/10.29408/veles.v5i2.3968>
- Goel, V., & Garg, R. (2015). A study of the effect of family climate on social competence in adolescents. *Home Science Extension And International Communication Management*, 2(1), 49–57.
- Gunuc, S., & Kuzu, A. (2015). Student engagement scale development, reliability and validity. *Assessment & Evaluation in Higher Education*, 40(4), 587–610. <https://doi.org/10.1080/02602938.2014.938019>
- Handayani, M. T., & Rosiana, D. (2016). Studi Komparatif Parent Involvement Siswa Berprestasi Tinggi dan Rendah pada Keluarga Ekonomi Rendah SDN Melong Mandiri 6 Cimahi. *Prosiding Psikologi*, 2(2), 887–892.
- Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest Matters: The Importance of Promoting Interest in Education. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 220–227. <https://doi.org/10.1177/2372732216655542>
- Hartono, F. P., Umamah, N., Sumarno, & Puji, R. P. N. (2019). The Level Of Student Engagement Based On Gender And Grade On History Subject Of Senior High School Students In Jember Regency. *International Journal Of Scientific & Technology Research*, 8(8), 21–26.
- Hill, N. E., & Tyson, D. F. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement. *Developmental Psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>
- Hoover-Dempsey, K. V., & Sandler, H. M. (2005). Final Performance Report for OERI grant # R305T010673: The Social context of parental involvement: A path to enhanced achievement. *Project Monitor Institute of Educational Sciences U.S. Department of Education*. <https://doi.org/10.1128/AAC.03728-14>
- Humaeda, N., & Alfiasari. (2016). Analysis of Children Values , Academic Socialization, and Motivation to Continue Junior High School Education. *Journal of Child Developmetn Sciences*, 01(02), 22–33.
- Indrawan, R., & Yaniawati, P. (2017). *Metodologi Penelitian : Kuantitatif, Kualitatif, dan Campuran untuk Manajemen, Pembangunan, dan Pendidikan*. Refika Aditama.

- Jiang, Y., Rosenzweig, E. Q., & Gaspard, H. (2018). An expectancy-value-cost approach in predicting adolescent students' academic motivation and achievement. *Contemporary Educational Psychology, 54*(June), 139–152. <https://doi.org/10.1016/j.cedpsych.2018.06.005>
- Jules, M. A., Maynard, D. M. B., Lowe, G., Lipps, G., & Gibson, R. C. (2021). A psycho-social analysis of depression, anxiety and student engagement: Effects of parenting practices. *Clinical Child Psychology and Psychiatry, 26*(1), 110–120. <https://doi.org/10.1177/1359104520972447>
- Junianti, M. Y., Hastuti, D., & Alfiasari. (2016). Analisis Sosialisasi Akademik dan Motivasi Berprestasi Anak Usia Sekolah pada Keluarga di Pedesaan. *Jurnal Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan, 25*(1), 1–11.
- Juwita, Y. L., & Kusdiyati, S. (2015). Hubungan antara Parental Involvement dengan Student Engagement pada Siswa Kelas XI di SMK TI Garuda Nusantara Cimahi. *Prosiding Psikologi, 1*(2), 252–261.
- Kadir. (2019). *Statistika Terapan: Konsep, Contoh dan Analisis Data dengan Program SPSS/Lisrel dalam Penelitian* (3rd ed.). Rajawali Pers.
- Kemen PPPA. (2022). *Profil Anak Indonesia Tahun 2022*. Kementerian Pemberdayaan Perempuan dan Perlindungan Anak.
- Kikas, E., Tulviste, T., & Peets, K. (2014). Socialization Values and Parenting Practices as Predictors of Parental Involvement in Their Children's Educational Process. *Early Education and Development, 25*(1), 1–18. <https://doi.org/10.1080/10409289.2013.780503>
- King, G., Petrenchik, T., Law, M., & Hurley, P. (2009). The enjoyment of formal and informal recreation and leisure activities: A comparison of school-aged children with and without physical disabilities. *International Journal of Disability, Development and Education, 56*(2), 109–130. <https://doi.org/10.1080/10349120902868558>
- Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & de Boer, H. (2020). The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: a meta-analytic review. *Research Papers in Education, 35*(6), 641–680. <https://doi.org/10.1080/02671522.2019.1615116>
- Kurniawan, R., & Yuniarto, B. (2016). *Analisis Regresi Dasar dan Penerapannya dengan R*. Kencana.
- Lam, S., Wong, B. P. H., Jimerson, S., Kikas, E., Cefai, C., Basnett, J., Farrell, P., Negovan, V., Stanculescu, E., Duck, R., & Nelson, B. (2014). Understanding and Measuring Student Engagement in School: The Results of an International Study From 12 Countries. *School Psychology Quarterly, 29*(2), 213–232.
- Lam, S., Wong, B. P. H., Yang, H., & Liu, Y. (2012). Understanding Student Engagement with a Contextual Model. In *Handbook of Research on Student Engagement* (pp. 403–419). <https://doi.org/10.1007/978-1-4614-2018-7>
- Lei, H., Cui, Y., & Wenye, Z. (2018). Relationships between Student Engagement and Academic Achievement: A Meta-Analysis. *Social Behavior and Personality, 46*(3), 517–528. <https://doi.org/10.2224/sbp.7054>

- Lestari, A. D. (2017). Partisipasi Orang Tua Dalam Meningkatkan Prestasi Non Akademik Anak di SMP Negeri 2 Pracimantoro. *Kebijakan Pendidikan*, 6, 174.
- Liu, R. De, Zhen, R., Ding, Y., Liu, Y., Wang, J., Jiang, R., & Xu, L. (2017). Teacher support and math engagement: roles of academic self-efficacy and positive emotions. *Educational Psychology*, 38(1), 3–16. <https://doi.org/10.1080/01443410.2017.1359238>
- López-Pérez, B., & Fernández-Castilla, B. (2018). Children's and Adolescents' Conceptions of Happiness at School and Its Relation with Their Own Happiness and Their Academic Performance. *Journal of Happiness Studies*, 19(6), 1811–1830. <https://doi.org/10.1007/s10902-017-9895-5>
- Mageau, G. A., Bureau, J. S., Ranger, F., Allen, M. P., & Soenens, B. (2016). The Role of Parental Achievement Goals in Predicting Autonomy-Supportive and Controlling Parenting. *Journal of Child and Family Studies*, 25(5), 1702–1711. <https://doi.org/10.1007/s10826-015-0341-1>
- Marshall, I. A., & Jackman, G. (2015). Parental Involvement , Student Active Engagement and the ‘ Secondary Slump ’ Phenomenon — Evidence from a Three-Year Study in a Barbadian Secondary School. *International Education Studies*, 8(7). <https://doi.org/10.5539/ies.v8n7p84>
- Muenks, K., & Miele, D. B. (2017). Students' Thinking About Effort and Ability: The Role of Developmental, Contextual, and Individual Difference Factors. *Review of Educational Research*, 87(4), 707–735. <https://doi.org/10.3102/0034654316689328>
- Mystakidis, S. (2021). Deep Meaningful Learning. *Encyclopedia*, 1(3), 988–997. <https://doi.org/10.3390/encyclopedia1030075>
- Nopatrio, Aisyah, S., Najib, M., & Saleh. (2023). Analisis Standar Penilaian Pendidikan Di Indonesia (Permendikbud No 21 Tahun 2022). *Jurnal Ilmiah Wahana Pendidikan*, 9(11), 380–388.
- Núñez, J. C., Freire, C., Ferradás, M. del M., Valle, A., & Xu, J. (2023). Perceived parental involvement and student engagement with homework in secondary school: The mediating role of self-handicapping. *Current Psychology*, 42(6), 4350–4361. <https://doi.org/10.1007/s12144-021-01791-8>
- Núñez, J. C., Suárez, N., Rosário, P., Vallejo, G., Valle, A., & Epstein, J. L. (2015). Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: differences among elementary, junior high, and high school students. In *Metacognition and Learning* (Vol. 10, Issue 3). <https://doi.org/10.1007/s11409-015-9135-5>
- Nystrand, M., & Gamoran, A. (1991). Instructional Discourse, Student Engagement, and Literature Achievement. *Research in the Teaching of English*, 25(3), 261–290.
- OECD. (2019). *Programme for International Student Assessment (PISA) - Result from PISA 2018, Country Note: Indonesia*.

- Pachai, A. A., Acai, A., LoGiudice, A. B., & Kim, J. A. (2016). The mind that wanders: Challenges and potential benefits of mind wandering in education. *Scholarship of Teaching and Learning in Psychology*, 2(2), 134–146. <https://doi.org/10.1037/stl0000060>
- Patall, E. A., Cooper, H., & Robinson, J. C. (2008). Parent involvement in homework: A research synthesis. *Review of Educational Research*, 78(4), 1039–1101. <https://doi.org/10.3102/0034654308325185>
- Purnomo, Y. W., Safitri, E., Rohmah, N., Rahmawati, R. D., & Abbas, N. (2021). Parental Involvement in Online Mathematics Learning: Examining Student Report and Links with Engagement. *New Educational Review*, 66, 120–130. <https://doi.org/10.15804/ner.2021.66.4.10>
- Puspitawati, H., & Herawati, T. (2018). *Metode Penelitian Keluarga*. IPB Press.
- Rahayu, A. P., & Dong, Y. (2023). The Relationship of Extracurricular Activities with Students' Character Education and Influencing Factors: A Systematic Literature Review. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 459–474. <https://doi.org/10.35445/alishlah.v15i1.2968>
- Reschly, A. L., & Christenson, S. L. (2022). Epilogue. In *Handbook of Research on Student Engagement* (2nd ed., pp. 659–666). Springer.
- Rivas-drake, D., & Marchand, A. (2016). Academic Socialization Among Latino Families : Exploring the Compensatory Role of Cultural Processes. *Research in Human Development*, 13(3), 225–240. <https://doi.org/10.1080/15427609.2016.1194708>
- Samuelstuen, M. S., & Bråten, I. (2007). Examining the validity of self-reports on scales measuring students' strategic processing. *British Journal of Educational Psychology*, 77(2), 351–378. <https://doi.org/10.1348/000709906X106147>
- Soenens, B., Vansteenkiste, M., Lens, W., Luyckx, K., Goossens, L., Beyers, W., & Ryan, R. M. (2007). Conceptualizing parental autonomy support: Adolescent perceptions of promotion of independence versus promotion of volitional functioning. *Developmental Psychology*, 43(3), 633–646. <https://doi.org/10.1037/0012-1649.43.3.633>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan RD*. Alfabeta.
- Suizzo, M.-A., Pahlke, E., Chapman-Hilliard, C., & Harvey, K. E. (2016). African American and Mexican American Youths' College Adjustment and Perceptions of Parental Academic Socialization: Interactions Between Ethnicity and Parental Education. *Research in Human Development*, 13(3), 241–257. <https://doi.org/10.1080/15427609.2016.1194709>
- Suizzo, M. A., Jackson, K. M., Pahlke, E., McClain, S., Marroquin, Y., Blondeau, L. A., & Hong, K. J. (2016). Parents' School Satisfaction and Academic Socialization Predict Adolescents' Autonomous Motivation: A Mixed-Method Study of Low-Income Ethnic Minority Families. *Journal of Adolescent Research*, 31(3), 343–374. <https://doi.org/10.1177/0743558415605617>

- Suizzo, M. A., & Soon, K. (2006). Parental academic socialization: Effects of home-based parental involvement on locus of control across U.S. ethnic groups. *Educational Psychology*, 26(6), 827–846. <https://doi.org/10.1080/01443410600941961>
- Taylor, L. C., Clayton, J. D., & Rowley, S. J. (2004). Academic socialization: Understanding parental influences on children's school-related development in the early years. *Review of General Psychology*, 8(3), 163–178. <https://doi.org/10.1037/1089-2680.8.3.163>
- Tze, V. M. C., Daniels, L. M., & Klassen, R. M. (2016). Evaluating the Relationship Between Boredom and Academic Outcomes: A Meta-Analysis. *Educational Psychology Review*, 28(1), 119–144. <https://doi.org/10.1007/s10648-015-9301-y>
- Wafroturrohmah, W., & Sulistiyawati, E. (2019). Manfaat Kegiatan Ekstra Kurikuler Dalam Pengembangan Kompetensi Sosial Siswa SMA. *Manajemen Pendidikan*, 13(2), 147–155. <https://doi.org/10.23917/jmp.v13i2.7482>
- Wahjusaputri, S., & Purwanto, A. (2022). *Statistika Pendidikan: Teori dan Aplikasi*.
- Waldrip, B., Prain, V., & Sellings, P. (2013). Explaining Newton's laws of motion: Using student reasoning through representations to develop conceptual understanding. *Instructional Science*, 41(1), 165–189. <https://doi.org/10.1007/s11251-012-9223-8>
- Wang, B. (2022). Analysis of Parent Involvement in Homework. *BCP Social Sciences & Humanities*, 17, 26–30. <https://doi.org/10.54691/bcpssh.v17i.612>
- Wang, M.-T., Henry, D. A., & Degol, J. L. (2020). A development-in-sociocultural- context perspective on the multiple pathways to youth's engagement in learning. In *Advances in Motivation Science* (1st ed., Vol. 7, pp. 113–160). Elsevier Inc. <https://doi.org/10.1016/bs.adms.2019.11.001>
- Wang, M., & Fredricks, J. A. (2014). The Reciprocal Links Between School Engagement , Youth Problem Behaviors , and School Dropout During Adolescence. *Child Development*, 85(2), 722–737. <https://doi.org/10.1111/cdev.12138>
- Wang, M. Te, & Sheikh-Khalil, S. (2014). Does Parental Involvement Matter for Student Achievement and Mental Health in High School? *Child Development*, 85(2), 610–625. <https://doi.org/10.1111/cdev.12153>
- Wang, Y., Deng, C., & Yang, X. (2016). Family economic status and parental involvement : Influences of parental expectation and perceived barriers. *School Psychology International*, 37(5), 536–553. <https://doi.org/10.1177/0143034316667646>
- Wei, J., Pomerantz, E. M., Ng, F. F. Y., Yu, Y., Wang, M., & Wang, Q. (2018). Why does parents' involvement in youth's learning vary across elementary, middle, and high school? *Contemporary Educational Psychology*, 56, 262–274. <https://doi.org/10.1016/j.cedpsych.2018.12.007>

- Wei, Q., Dilworth-Bart, J. E., Miller, K. E., & Liesen, C. A. (2018). Who they are, what they think, and what they do: mothers' school-related identities, academic socialization, and child academic readiness. *Early Child Development and Care*, *188*(3), 310–326. <https://doi.org/10.1080/03004430.2016.1217848>
- Xia, M., Fosco, G. M., & Feinberg, M. E. (2016). Examining reciprocal influences among family climate, school attachment, and academic self-regulation: Implications for school success. *Journal of Family Psychology*, *30*(4), 442–452. <https://doi.org/10.1037/fam0000141>
- Yamamoto, Y., Li, J., & Liu, J. L. (2016). Does Socioeconomic Status Matter for Chinese Immigrants' Academic Socialization? Family Environment, Parental Engagement, and Preschoolers' Outcomes. *Research in Human Development*, *13*(3), 191–206. <https://doi.org/10.1080/15427609.2016.1194706>
- Yamamoto, Y., & Sonnenschein, S. (2016). Family Contexts of Academic Socialization: The Role of Culture, Ethnicity, and Socioeconomic Status. *Research in Human Development*, *13*(3), 183–190. <https://doi.org/10.1080/15427609.2016.1194711>
- Yang, D., Chen, P., Wang, K., Li, Z., Zhang, C., & Huang, R. (2023). Parental Involvement and Student Engagement: A Review of the Literature. *Sustainability (Switzerland)*, *15*(7), 1–17. <https://doi.org/10.3390/su15075859>
- Zhou, Z., Li, M., Wu, J., & Li, X. (2021). Differential Associations Between Parents' Versus Children's Perceptions of Parental Socialization Goals and Chinese Adolescent Depressive Symptoms. *Frontiers in Psychology*, *12*(June). <https://doi.org/10.3389/fpsyg.2021.681940>
- Zhu, Q., Cheong, Y., Wang, C., & Tong, J. (2021). The impact of maternal and paternal parenting styles and parental involvement on Chinese adolescents' academic engagement and burnout. *Current Psychology*, 1–14. <https://doi.org/10.1007/s12144-021-01611-z>
- Zimmerman, B. J., & Kitsantas, A. (2005). Homework practices and academic achievement: The mediating role of self-efficacy and perceived responsibility beliefs. *Contemporary Educational Psychology*, *30*(4), 397–417. <https://doi.org/10.1016/j.cedpsych.2005.05.003>