
The Influence of the Probing Prompting Model and Parental Attention on Improving Learning Outcomes of Madrasah Ibtidaiyah Students

Fina Atifatul Husna^{*1}, Firdah Nailil Karimah²,

^{1,2}Universitas Islam Negeri Sunan Ampel Surabaya;

Jalan A. Yani No. 117 Surabaya, (031) 8420118

e-mail: ^{*1}fina.atifa@gmail.com, ²firdahnk7@gmail.com

Abstract. The probing prompting model is still little used by teachers during the learning process, and parental attention is an activity that can support the student learning process and has a considerable impact, especially in terms of motivating student learning. The purpose of this study is to explain the effect of applying the probing prompting model and parental attention to improving learning outcomes. The sample in this study were students in grades IV A and IV B at the MINU Unggulan Wali Songo Sumuragung Sumberrejo Bojonegoro who were selected using a purposive sampling technique. The method used in this study is a quantitative research method with data collection techniques, namely, observation, questionnaires, tests, and documentation. The instrument used is a questionnaire and a test then analyzed using multiple regression analysis. Hypothesis testing shows that H_0 is rejected and H_a is accepted, because the effect of the probing prompting model on improving learning outcomes is $t_{count} (2.289) > t_{table} (2.085)$ and the effect of parental attention on improving learning outcomes is $t_{count} (3.980) > t_{table} (2.085)$. Based on the results of the hypothesis, it can be concluded that there is an effect of applying the probing prompting model and parental attention to improving student learning outcomes at Madrasah Ibtidaiyah.

Keywords. Learning Outcomes; Probing Prompting Model; Parental Attention

INTRODUCTION

Thematic learning is learning that combines several lessons into one theme and several sub-themes, with thematic learning students can understand a concept by themselves, because students learn from their own experiences so that learning is more meaningful (Andi, 2019, p. 3). Figures (Trianto, cited in Andi, 2019) assume that thematic learning has been assembled according to several themes which include several subjects. The thematic learning process is considered to be able to create a learning model that can activate the learning process so that the results obtained by students also appear real and more meaningful. In thematic learning, the role of the teacher is very important, especially in terms of delivering subject matter to students (Yestiani & Zahwa, 2020, p. 42). Teachers must skillfully guide their students towards the desired results, because if the learning objectives are achieved then the learning is considered successful (Buchari, 2018, p. 110). The very high increase in student interest in learning is used as a measure of learning success, so to attract student interest teachers need to have a variety of learning models (Nasution, 2017, p. 10). Less creative learning models can affect student

learning outcomes, so as a teacher it is necessary to apply a new model that can be a solution to learning again more actively.

The application of the probing prompting model in the learning process can be one of the teacher's solutions so that the learning process does not seem monotonous, and students are more enthusiastic so that student learning outcomes will improve (Karwati, 2018, p. 231). The probing prompting learning model became an aspect of the research because the model was little applied to students in the scope of the study. Basically, the probing prompting model is learning that is able to improve and develop students' thinking process, because in this process students are required to be directly involved in the learning process (Ahda, 2021, p. 17). The probing prompting model is applied by the teacher providing a series of HOTS-based questions that are demanding and digging, so that students can think at a higher level and link it to the knowledge of attitudes, experiences, and knowledge being learned (Susanti, 2017, p. 97).

Parental attention is the second aspect in this study, because parental attention is an activity that can support the student learning process and has a considerable impact, especially in terms of motivating student learning. Support from parents is needed in the student learning process, especially to encourage students' willingness and ability to be more enthusiastic in carrying out the learning process, so that later it can affect learning outcomes (Hero & Sni, 2018, p. 130). Basically, the learning process of children begins with the upbringing of parents within the family, so that the family becomes the first and main organization in education both formally and non-formally for children (Wiyani et al., 2022). One of the roles of parents at home is to provide a calmness to children, so as to create a psychological calmness that a child has (Rochmawati, 2018, pp. 2-3). Parents and children between the two must build a chemistry, so that children will feel comfortable in listening to input or advice given by parents, especially in encouraging their desire to learn (Rumbewas et al., 2018, p. 201).

The role of parents is very important in student development, especially in terms of nurturing, motivating, and educating, so that these roles can be an influence on student learning outcomes (Dh et al., 2022). The influence of parents on student learning outcomes has been proven by one study conducted by Yudha (2020) where the results of his research explained that parental attention is very beneficial for the growth and development of a child both in building his learning process and the process outside of it, it can be said that a child who has a high learning spirit will produce a satisfactory learning outcome for himself and also the surrounding environment. Indirectly students will realize that by learning they will easily understand what they previously did not understand.

Good learning results will add back the spirit of learning to students who will later make better achievements (Alhafid & Nora, 2020, p. 285). Learning outcomes can be a milestone for students in the future, because there are significant changes obtained by students after receiving subject matter. The existence of an influence in learning outcomes can certainly make students more enthusiastic about improving their abilities in psychomotor and cognitive terms (Suyono, 2013, p. 49).

There have been many studies on probing prompting. Emelia Ema, Nury Yuniasih

(2021) in their research leads to the effect of the probing prompting learning model assisted by audio visual media on thematic learning outcomes. Novena & Kriswandani (2018) in their research leads to the effect of the probing prompting learning model on learning outcomes in terms of self-efficacy. The difference between this research and previous research is that the focus of this research is the effect of the probing prompting model and parental attention on improving student learning outcomes.

The results of observations at Madrasah Ibtidaiyah Wali Songo Sumberrejo Bojonegoro showed that the model used by the teacher during the learning process seemed monotonous, the teacher only used conventional learning models such as lecture and question and answer models. During the question and answer process, students are not focused on the questions asked by the teacher, because the teacher has not provided direct experience such as real problems to students. From such a learning process, student interest in learning becomes lower and can affect learning outcomes. In addition to the problem of the learning model used by the teacher, it appears that parents are also still actively involved in the child's learning process, this can be seen when students are given assignments at home, parents still take part in paying attention to their children's learning.

The results of interviews with parents of students, researchers obtained information that parents could not be separated from student learning, because they were still carried away by the atmosphere of student learning during the pandemic. Parents' involvement in the child's learning process is something natural, because it is an effort by parents to pay attention to student learning outcomes (Padmadewi et al., 2018, p. 65). From the problems that have been described previously, the purpose of this study is to find out how the application of the probing prompting model affects the improvement of student learning outcomes, as well as how parental attention affects the improvement of student learning outcomes at the Madrasah Ibtidaiyah level.

METHOD

This research is quantitative research. Quantitative research is research that uses data in the form of numbers which are then analyzed using statistical tests (Sugiyono, 2016, p. 26). This type of research uses a correlational approach, where researchers test the probing prompting model (X_1) and parental attention (X_2) as independent variables, which are then correlated with improved learning outcomes (Y) as the dependent variable. The research design used by researchers is multiple regression analysis, because there are two independent variables and one dependent variable, and can be described as follows:

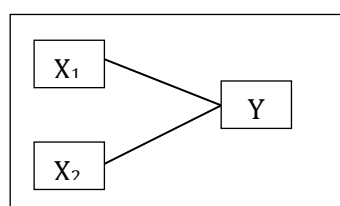


Figure 1. Research Design

Remarks:

X₁ : *Probing Prompting Models*

X₂ : Parental attention

Y₁ : Improved learning outcomes

The research subjects were IVA class students totaling 23 and IVB class students totaling 24 at MINU Unggulan Wali Songo Sumberrejo Bojonegoro, which is located on Jl. Masjid Jami' Wali Songo, Sumuragung Village, Sumberrejo District, Bojonegoro Regency. The selection of the subject is based on the results of observations which show that in that class the role of parents is very high, but the application of the probing prompting model in learning has never been done by the teacher. Class IVA was used as an experimental class and class IVB was used as a control class, it was chosen by researchers based on student learning outcomes, where student learning outcomes in class IV A were lower than students in class IV B, so that the application of the probing prompting model was carried out in class IVA, for class IVB only the conventional model was applied. As for data collection techniques, the researchers used in this study were observation, test instruments, non-test instruments in the form of questionnaires, and also documentation. In this study, observations were made to find out the problems that exist in schools, as well as observations during the process of applying the probing prompting model in the classroom. The test instrument was used to determine the effect of the probing prompting model on improving student learning outcomes, as well as comparing the class that was given the probing prompting model with the class that was not given the probing prompting model. The test instrument was in the form of HOTS category evaluation questions with a total of 20 questions consisting of 20 multiple choice questions. The test questions relate to grade 4 material on diversity in thematic learning.

Non-test instruments in the form of questionnaires are addressed to parents and students, questionnaires addressed to parents in the form of questions with a total of 11 questions, which are used to determine the magnitude of the influence of parental attention on improving student learning outcomes. While the questionnaire addressed to students is in the form of questions with 8 questions, which are used to determine students' responses to the probing prompting learning process. Each question in the questionnaire uses a Likert scale with 4 answer options; strongly agree (ss), agree (s), disagree (ts) and strongly disagree (sts). While documentation in the form of photographs during learning activities takes place where the teacher conducts the learning process by applying the probing prompting model which is used as evidence that this research has been carried out. In addition, photos are also needed to document the results of grade 4 report cards for one year in the 2021/2022 school year with the aim of knowing the development of student learning outcomes for one year in 2021/2022. The instruments that will be used for research first go through an instrument analysis process, namely by carrying out the validity and reliability stages.

Validity is done to find out each question item contained in the questionnaire instrument, has been declared valid or not. If the instrument has been declared valid, it can be used to conduct research. The validity testing process is declared valid with the

criteria $r_{\text{statistic}} < r_{\text{table}}$ (Sugiyono, 2016). As for the statistical test, the researcher used SPSS with version 24, and the reliability of the researcher's instrument measured with Cronbach's Alpha. The instrument can be declared reliable if the questions contained in the questionnaire are greater than 0.6 (Lailatuz Zuhro, 2021). Meanwhile, the hypothesis test uses the F test two way anova model. Where the F test researchers use to determine the effect of variable X on variable Y simultaneously, using the level of significance, namely 0.440 = H_0 rejected and 0.00 = H_0 accepted and 0.440 = H_0 rejected.

RESULTS AND DISCUSSION

Results

The research was conducted at MINU Unggulan Wali Songo Sumberrejo Bojonegoro by taking a class IV sample of 47 students, consisting of IVA class of 23 students as the experimental class, and IVB class of 24 students as the control class. The instruments used are questionnaires and tests. Before the instrument is used to collect data, the instrument is first validated to experts. The feasibility test of an instrument uses the opinions of experts regarding the aspects to be measured based on certain theories (Sugiyono, 2016). The validation of the questionnaire instrument is used to test the questions in the questionnaire, whether the questions contained in the questionnaire are valid or not. And for the validation of the test instrument to test the items on the test instrument, whether they are valid or not. The validity test is carried out with the criteria if $r_{\text{statistic}} \geq r_{\text{table}}$, then the questions contained in the questionnaire are declared valid. Meanwhile, if $r_{\text{statistic}} < r_{\text{table}}$ the question is declared invalid (Sugiyono, 2016). The following is the data on the results of instrument validation:

Table 1. Validity Test Results

Variable	Item	$R_{\text{statistic}}$	r_{table}	Description
Probing Prompting Models	X _{1.1}	0,526	0,413	Valid
	X _{1.2}	0,607	0,413	Valid
	X _{1.3}	0,624	0,413	Valid
	X _{1.4}	0,612	0,413	Valid
	X _{1.5}	0,628	0,413	Valid
	X _{1.6}	0,584	0,413	Valid
	X _{1.7}	0,557	0,413	Valid
	X _{1.8}	0,525	0,413	Valid
Parental Attention	X _{2.1}	0,454	0,413	Valid
	X _{2.2}	0,617	0,413	Valid
	X _{2.3}	0,556	0,413	Valid
	X _{2.4}	0,579	0,413	Valid
	X _{2.5}	0,570	0,413	Valid
	X _{2.6}	0,449	0,413	Valid
	X _{2.7}	0,469	0,413	Valid
	X _{2.8}	0,612	0,413	Valid
	X _{2.9}	0,485	0,413	Valid

	X _{2.10}	0,534	0,413	Valid
	X _{2.11}	0,606	0,413	Valid
	Y _{1.1}	0,447	0,413	Valid
	Y _{1.2}	0,475	0,413	Valid
	Y _{1.3}	0,526	0,413	Valid
	Y _{1.4}	0,491	0,413	Valid
	Y _{1.5}	0,481	0,413	Valid
	Y _{1.6}	0,556	0,413	Valid
	Y _{1.7}	0,527	0,413	Valid
	Y _{1.8}	0,567	0,413	Valid
	Y _{1.9}	0,491	0,413	Valid
Learning	Y _{1.10}	0,475	0,413	Valid
Outcomes	Y _{1.11}	0,548	0,413	Valid
	Y _{1.12}	0,466	0,413	Valid
	Y _{1.13}	0,425	0,413	Valid
	Y _{1.14}	0,462	0,413	Valid
	Y _{1.15}	0,424	0,413	Valid
	Y _{1.16}	0,477	0,413	Valid
	Y _{1.17}	0,491	0,413	Valid
	Y _{1.18}	0,415	0,413	Valid
	Y _{1.19}	0,486	0,413	Valid
	Y _{1.20}	0,493	0,413	Valid

Based on the data in Table 1, it shows that all the questions contained in the instrument, both questionnaires and tests, the questionnaire instrument consists of 8 questions about the influence of the model. probing prompting learning and 11 questions about the influence of parental attention. The test instrument consists of 20 questions, so the total number of validated instruments is 39 items. In the validity test, the calculated r value is greater than the r table, so it can be concluded that all question items have a positive correlation and can be declared valid.

Instruments that have been declared valid are then tested for reliability using reliability analysis through the Cronbach's Alpha statistical test And it can be said to be reliable if r is calculated ≥ 0.6 .

Table 2. Reliability Test

Variabel	Cronbach's Alpha	Reliable Criteria	Result
Probing Prompting Model (X ₁)	0,721	$\geq 0,6$	Reliable
Parental Attention (X ₂)	0,744	$\geq 0,6$	Reliable
Learning	0,815	$\geq 0,6$	Reliable

Outcomes (Y₁)

Based on table 2, shows that the model probing prompting has a value of Cronbach's Alpha 0.721 while parental attention has a Cronbach's Alpha of 0.744 and learning outcomes have a Cronbach's Alpha of 0.815, so it can be concluded that overall the questions contained in the instrument have a value greater than 0.6 and can be declared reliable and can be used in research.

Before determining the influence of the probing prompting model and parental attention on improving student learning outcomes, it is necessary to determine the normality test. The normality test in this study used the Kolmogorov Smirnov test sample with the results in Table 3 below:

Table 3. Normality Test

<i>One-Sample Kolmogorov-Smirnov Test</i>					
		X1	X2	Y1	
N		23	23	23	
<i>Normal Parameters^{a,b}</i>		<i>Mean</i>	21.70	35.30	83.43
		<i>Std. Deviation</i>	4.384	3.363	5.256
<i>Most Differences</i>	<i>Extreme Absolute</i>	.095	.117	.142	
	<i>Positive</i>	.095	.117	.142	
	<i>Negative</i>	-.095	-.093	-.073	
<i>Test Statistic</i>		.095	.117	.142	
<i>Asymp. Sig. (2-tailed)</i>		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}	

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

In Table 3, a normality test has been carried out using the Kolmogorov Smirnov method with a result of 0.2, it was concluded that $0.2 > 0.05$ so that the variables used in this research were normally distributed. After carrying out the normality test, the next step is the linearity test. The linearity test aims to find out whether there is a linear relationship between the independent variable and the dependent variable so that the results of the linearity test are as follows:

Table 4. Linearity Test

<i>ANOVA^a</i>						
Model		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	32.386	2	16.193	.563	.578 ^b
	Residual	575.267	20	28.763		
	Total	607.652	22			

a. Dependent Variable: Improved Learning Outcomes

b. Predictors: (*Constant*), Parental Attention, Probing Prompting

Based on Table 4, the linearity significance value was 0.578, it was concluded that $0.578 > 0.05$ so that the model variable probing prompting and parental attention have a linear relationship to the variable of improving learning outcomes.

The next stage is multiple regression analysis. Researchers have tested multiple regression analysis and obtained the following results:

Tabel 5. Regression Analysis

<i>Coefficients^a</i>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.446	16.343		1.373	.185
	Probing Prompting	1.027	.449	.365	2.289	.033
	Parental Attention	1.108	.278	.634	3.980	.001

a. *Dependent Variable:* Improved Learning Outcomes

Before interpreting the results of the regression analysis, first determine the results from t_{table} .

$$t_{table} = t \left(\frac{\alpha}{2} ; n-k-1 \right) = t (0,025 ; 20) = 2,085$$

In table 5, it can be seen that the significance value for the effect of the probing prompting model (as variable X1) on improving learning outcomes (as variable Y) is $0.033 < 0.05$ and the t value is $2.289 > 2.085$, so it can be concluded that the probing prompting model can significantly affect the improvement of learning outcomes. Furthermore, it is known that the significance value for parental attention (as variable X2) on improving learning outcomes (as variable Y) is $0.01 < 0.05$ and the t value is $3.980 > 2.085$, so it can be concluded that parental attention can significantly affect the improvement of learning outcomes.

Table 6. Percentage of Influence of the Probing Prompting Model and Parental Attention

<i>Model Summary^b</i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704 ^a	.495	.445	3.304

a. *Predictors:* (Constant), Parental Attention, Probing Prompting

b. *Dependent Variable:* Improved Learning Outcomes

In table 6 it can be seen that the R square value is 0.495. It can be interpreted that the probing prompting model and parental attention can simultaneously influence student learning outcomes.

Discussion

Based on the descriptive analysis carried out by researchers, several factors can influence the increase in student learning outcomes. According to (Marlina & Solehun, 2021) learning outcomes can be influenced by internal and external factors. Internal factors can come from interests, talents, motivation, and ways of learning. Meanwhile, external factors can come from the family environment and school environment, where the influence of parents in providing good direction and attention will certainly influence the achievement of good student learning outcomes as well (Masrohah et al., 2019). Learning outcomes have a very important role in teaching and learning activities because, with learning outcomes, teachers can obtain information about student progress (Nabillah & Abadi, 2020).

In this research, some factors influence the students' learning outcomes of MINU Unggulan Wali Songo Sumberrejo Bojonegoro. The first factor, increasing learning outcomes, can be influenced by the learning model used by the teacher during the learning process. According to Dakhi (2020) increasing student learning outcomes can be achieved due to effective learning, with the learning model used by the teacher being interesting and fun. Students can be actively involved and have a high interest in participating in the learning process, if the model used by the teacher can arouse students' enthusiasm for learning. One model that can influence improving learning outcomes is the probing prompting model.

The probing prompting model is a learning model that provides several demanding questions and explores students' thinking processes, by involving new knowledge and experiences that students have (Susanti, 2017, p. 97). The probing prompting model refers to students' ability to think more actively and their ability to show their thoughts (Perrianty et al., 2019). This model is closely related to the question model, which can improve problem-solving abilities, conceptual understanding, and critical mathematical thinking abilities (Zahra et al., 2021). The probing prompting model has several advantages according to Nurjanah as quoted in Novena & Kriswandani (2018) which include encouraging students to be active in thinking, allowing students to ask the teacher if they don't understand, students' different opinions can be used as material for discussion, the questions given can attract students' attention if they feel sleepy or make some noise. This model can also be used to review lessons that have been taught which can develop students' courage and skills in asking questions or giving opinions. Meanwhile, the weaknesses of the probing prompting model include that students will feel afraid if the teacher cannot encourage them, it is not easy for students to make questions that suit their level of thinking, if students are not able to answer two or three students' questions then it will waste the time. If the number of students is large then there is not enough time to ask questions to all students, this can hinder students' thinking processes if students are less able to express their opinions.

One effort that can be made to reduce weaknesses in the probing prompting model is to involve parents, with encouragement and direction from parents, students can be more courageous in expressing their opinions and students can easily make questions that suit their level of thinking. Meanwhile, the process of implementing the probing

prompting model does not require a lot of time, and all students can express their opinions, the teacher can apply it using a group model. In this case, the probing prompting model has been applied by researchers in class IV on material about diversity. The probing prompting model is applied in groups with a discussion system, by discussing students can exchange ideas with other students. After the discussion, the teacher tries to activate the students by asking several different questions and then the students can convey the answers. This process is carried out continuously until students can provide appropriate and correct answers according to the indicators.

After implementing the probing prompting model, students are given a questionnaire to respond to the model that has been applied during the learning process. The probing prompting model shows that the probing prompting model can arouse students' enthusiasm for learning because students play a very active role when the learning process takes place. This is also supported by the results of the pretest and posttest questions, which show that there is a significant increase between the pretest results before the probing prompting model was applied and the posttest results after the probing prompting model was applied. Student learning outcomes increase when the probing prompting model is applied. It can be concluded that the probing prompting model has a significant influence on improving learning outcomes. This is confirmed by research conducted by Bomantara & Zulherman (2021) that the probing prompting model affects students' learning achievement of elementary school students. This is also in line with research conducted by Fembriani & Gewahi (2021) who believe that the probing prompting model has a significant influence on the science learning outcomes of class V students at SD Negeri Hueknutu, Takari District, Kupang Regency.

The second factor in this research is that improving student learning outcomes can be influenced by parental attention. Supported by research conducted by Fembriani & Gewahi (2021) stated that the role of parents influences the learning outcomes of class IV students at SD Negeri 094097 Simpang Pongkalan Tengah. The parents have full responsibility for their child's learning process. Even though learning activities have been handed over to the school, parents still take part of it. Because parent participation is very important to support student success in learning (Lailatz Zuhro, 2021). Parental participation in learning activities will influence students' learning motivation. Students who have high motivation to learn will get high learning outcomes (Fembriani & Gewahi, 2021, p. 86). High learning outcomes can be influenced by some factors.

In this research, the influence of parental attention on learning outcomes. Researchers gathered information from several students' parents, by providing questionnaires related to students' learning motivation. The results of the students' parents' responses show that parents play an active role in their children's learning at home. Even though there are some parents of students who choose to have a career, they still take the time to pay attention to their students' learning outcomes at home and always motivate students to continue learning. This research is also supported by that the role of parents is very important in motivating for students to learn. If students are motivated in learning, it will also influence student learning outcomes. This research is also in line with research conducted by Paramansyah et al. (2021) which shows that there

is a significant influence between parental attention on student learning outcomes. It can be concluded that this research shows that there is a significant influence between the learning model used by teachers, namely the probing prompting model and the attention of students' parents on improving student learning outcomes.

CONCLUSION

This research findings show that there is an influence of the application of the probing prompting model and parental attention on improving the learning outcomes of diversity material for students in class IV A and IV B MINU Unggulan Wali Songo Sumuragung Sumberrejo Bojonegoro Even Semester for the 2021/2022 Academic Year. It can be seen that the results of hypothesis testing show that H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. Based on the results of the data analysis, it can be seen that the significance value for the effect of the probing prompting model (variable X_1) on the improvement of learning outcomes (variable Y) is $0.033 < 0.05$ and the result of t_{value} is $2.289 > 2.085$, so it can be concluded that the probing prompting model can affect the improvement of learning outcomes significantly. Furthermore, it is known that the significance value for parental attention (variable X_2) to the improvement of learning outcomes (variable Y) is $0.01 < 0.05$ and the result of t_{value} is $3.980 > 2.085$. Thus, it can be concluded that parental attention can affect the improvement of learning outcomes significantly. For future researchers, the next research is suggested to collaborate between probing prompting models with other factors. Apart from that, the benchmarks in this research are only limited to learning outcomes. Improving learning outcomes can be influenced by several factors, namely internal factors and external factors. So, it is not only focused on probing prompting models and parental attention, future researchers can measure student learning outcomes using other factors such as interests, talents, motivation, and so on. Meanwhile, the researchers should make direct observations, not just use questionnaires so that the information obtained is more accurate.

REFERENCES

- Ahda, S. A. (2021). *Pengaruh Metode Probing Prompting dan Perhatian Orang Tua Terhadap Kreativitas Belajar Siswa Kelas IV Tema VI Sub Tema V di Sekolah MINU Jatirejoyoso Kepanjen Kabupaten Malang*. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Alhafid, A. F., & Nora, D. (2020). Kontribusi Dukungan Sosial Orang Tua dan Peran Teman Sebaya Terhadap Hasil Belajar Sosiologi Siswa kelas X dan XI di SMA Negeri 2 Bengkulu Selatan. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 1(4), 284–300. <https://doi.org/10.24036/sikola.v1i4.53>
- Andi, P. (2019). *Analisis Pembelajaran Tematik Terpadu*. Lencana.
- Bomantara, G., & Zulherman, Z. (2021). Pengaruh Model Pembelajaran Probing-prompting terhadap Peningkatan Prestasi Belajar Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 3105–3112. <https://edukatif.org/index.php/edukatif/article/view/1227>

-
- Buchari, A. (2018). Peran Guru Dalam Pengelolaan Pembelajaran. *Jurnal Ilmiah Iqra'*, 12(2), 106. <https://doi.org/10.30984/jii.v12i2.897>
- Dakhi, A. S. (2020). Peningkatan Hasil Belajar Siswa. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 8(2), 468–470. <https://doi.org/10.36418/japendi.v1i3.33>
- Dh, S., Hafid, A., Adnan, K., & Djauhar, S. (2022). The Role of Parents at Home in Online Learning in Elementary Schools. *International Journal of Artificial Intelligence Research Vol 6, No 1.1, June 2022 ISSN*, 6(1).
- Emelia Ema, Nury Yuniasih, dan A. D. Y. (2021). Pengaruh Model Pembelajaran Probing Prompting Berbantuan Media Audio Visual Terhadap Hasil Belajar Tematik. *Sistem-Among: Jurnal Pendidikan Sekolah Dasar*, 1(5), 1–7.
- Fembriani, F., & Gewahi, M. (2021). Pengaruh Model Probing-Prompting Terhadap Hasil Belajar IPA Peserta Didik Kelas V. *Jurnal Ilmiah KONTEKSTUAL*, 2(02), 61–68. <https://doi.org/10.46772/kontekstual.v2i02.398>
- Hero, H., & Sni, M. E. (2018). Peran Orang Tua Dalam Meningkatkan Motivasi Belajar Siswa Kelas V Di Sekolah Dasar Inpres Iligetang. *JRPD (Jurnal Riset Pendidikan Dasar)*, 1(2), 129–139. <https://doi.org/10.26618/jrpd.v1i2.1568>
- Karwati, N. P. R. (2018). Pengaruh Model Pembelajaran Probing Prompting Berbantuan Multimedia Terhadap Hasil Belajar Ipa. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 2(2), 105. <https://doi.org/10.23887/jppp.v2i2.15386>
- Lailatuz Zuhro, D. (2021). Pengaruh Layanan Home Visit dan Partisipasi Orang Tua. *JRPM (Jurnal Review Pembelajaran Matematika)*, 6(2), 154–165.
- Marlina, L., & Solehun. (2021). Analisis Faktor-Faktor yang mempengaruhi Hasil Belajar Bahasa Indonesia pada Siswa Kelas IV SD Muhammadiyah Majaran Kabupaten Sorong. *Jurnal Keilmuan, Bahasa, Sastra, Dan Pengajarannya*, 2(1), 66–74. <https://unimuda.e-journal.id/jurnalbahasaindonesia/article/download/952/582>
- Masrohah, K., Wiarsih, C., & Irawan, D. (2019). Penerapan Metode Permainan Bingo untuk Meningkatkan Minat dan Prestasi Belajar Siswa dalam Pembelajaran Tematik. *Madrasah: Jurnal Pendidikan Dan Pembelajaran Dasar*, 11(2), 64–74. <https://doi.org/10.18860/madrasah.v11i2.7113>
- Nabillah, T., & Abadi, A. P. (2020). Faktor Penyebab Rendahnya Hasil Belajar Siswa. *Prosiding Sesiomadika*, 2(1), 659–663.
- Nasution, M. K. (2017). Penggunaan metode pembelajaran dalam peningkatan hasil belajar siswa. *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan*, 11(1), 9–16.
- Novena, V. V., & Kriswandani, K. (2018). Pengaruh Model Pembelajaran Probing Prompting Terhadap Hasil Belajar Ditinjau Dari Self-Efficacy. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 8(2), 189–196. <https://doi.org/10.24246/j.js.2018.v8.i2.p189-196>
- Padmadewi, N. N., Artini, L. P., Nitiasih, P. K., & Suandana, I. W. (2018). Memberdayakan Keterlibatan Orang Tua Dalam Pembelajaran Literasi Di Sekolah Dasar. *Jurnal Ilmu Sosial Dan Humaniora*, 7(1), 64–76. <https://ejournal.undiksha.ac.id/index.php/JISH/article/view/13049/9454>
- Paramansyah, A., Irvi, A., & Husna, N. (2021). Pengaruh Perhatian Orang Tua terhadap

Hasil Belajar PAI Siswa Kelas VII : SMP Islam Nurul Falah Cibalongsari Karawang.
Reslaj : Religion Education Social Laa Roiba Journal, 3, 81–101.

<https://doi.org/10.47476/reslaj.v3i1.288>

Perrianty, F., Hardeli, Mawardi, Zainul, R., Julita, R., & Yenti, R. (2019). Improving Critical Thinking Skills through Module Solubility and Solubility Results Based on Discovery Learning with Probing Prompting Techniques at SMAN 1 Pariaman. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 16(1), 246–250.

Rochmawati, N. (2018). Peran Guru Dan Orang Tua Membentuk Karakter Jujur Pada Anak. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 1(2), 1.
<https://doi.org/10.30659/jspi.v1i2.3203>

Rumbewas, S. S., Laka, B. M., & Meokbun, N. (2018). Peran Orang Tua Dalam Meningkatkan Motivasi Belajar Peserta Didik di Sd Negeri Saribi. *Jurnal EduMatSains*, 2(2), 201–212.

<http://ejournal.uki.ac.id/index.php/edumatsains/article/view/607>

Sari, R. D., Ismaya, E. A., & Masfuah, S. (2021). Pentingnya Ikut Serta Orang Tua dalam Memotivasi Belajar Anak Sekolah Dasar. *Journal for Lesson and Learning Studies*, 4(3), 378–387.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, kualitatif, dan R&D*. Alfabeta.

Susanti, E. (2017). Penerapan Model Pembelajaran Probing-Prompting Untuk Meningkatkan Kemampuan Berpikir Kritis Matematis Siswa Kelas Xi.Ipa Man 1 Kota Bengkulu. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.

Suyono. (2013). *Belajar dan Pembelajaran (Cetakan V)*. PT Remaja Rosdakarya.

Wiyani, N. A., Makhmudah, N. R., & Sahnan, A. (2022). Resiliensi pada Keluarga Buruh dalam Pembelajaran Jarak Jauh pada Masa Pandemi Covid 19 di Madrasah Ibtidaiyah Novan. *Madrasah: Jurnal Pendidikan Dan Pembelajaran Dasar*, 14(2), 98–110.

Yestiani, D. K., & Zahwa, N. (2020). Peran Guru dalam Pembelajaran pada Siswa Sekolah Dasar. *Fondatia*, 4(1), 41–47. <https://doi.org/10.36088/fondatia.v4i1.515>

Yudha, redi indra. (2020). Pengaruh Dukungan Orang Tua, Teman Sebaya dan Motivasi Belajar terhadap Hasil Belajar Siswa Kelas XI IPS SMA PGRI 2 Kota Jambi. *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran*, 6(1), 49–58.
<https://doi.org/10.30653/003.202061.105>

Zahra, L., Anggoro, B. S., Wijaya, T. T., & Widyawati, S. (2021). The influence of probing-prompting learning model toward students' mathematical reflective thinking skills. *Journal of Advanced Sciences and Mathematics Education*, 1(2), 65–71.
<https://doi.org/10.58524/jasme.v1i2.58>