



## Confirmatory Factor Analysis on the Measurement of Parental Guidance Scale in Reading

Helena Magdalena<sup>1</sup>, Desvi Yanti Mukhtar<sup>2</sup>, Ika Sari Dewi<sup>3</sup>

<sup>1,2,3</sup> Universitas Sumatera Utara, Indonesia

Corresponding Author: ✉ [hai.helenamagdalen@gmail.com](mailto:hai.helenamagdalen@gmail.com)

### ABSTRACT

This study aimed to develop and validate the Parent Tutoring in Reading scale as an instrument to measure parental involvement in supporting children's reading at home. This study used a quantitative instrument development design. The scale was constructed based on four dimensions of parent tutoring: parental involvement; motivation and time provided; perception of competencies and resources; and quality of support and communication. Content validity was evaluated by a panel of six experts, followed by a readability test and field testing. The participants were 262 parents of lower-grade elementary school students, consisting of 213 females and 49 males, selected through purposive nonprobability sampling. Construct validity was examined using Confirmatory Factor Analysis (CFA) in JASP, while reliability was assessed using Cronbach's alpha. The results showed that all items met the content validity criteria and demonstrated acceptable expert agreement. After empirical testing, 2 items were removed, leaving 33 items retained as valid. The CFA results indicated an acceptable overall model fit, with SRMR = 0.042, GFI = 0.998, CFI = 0.987, TLI = 0.986, and RMSEA = 0.086. In addition, the scale demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of 0.985. These findings indicate that the Parent Tutoring in Reading scale is a valid and reliable instrument for assessing parent tutoring practices in reading contexts in Indonesia.

*Parent Tutoring, Reading, Parental Involvement, Instrument Development, CFA.*

### ARTICLE INFO

*Article history:*

Received  
08 March 2026

Revised  
08 April 2026

Accepted  
05 May 2026

### Key Word

### How to cite

<https://pusdikra-publishing.com/index.php/josr>



This work is licensed under a

[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

## INTRODUCTION

Muammar (2020) States that reading is a functional thing in daily human life. By reading, individuals will gain new knowledge and insights that will make them better able to address future life challenges. The ability to read and understand texts in primary school children is a fundamental means of future Development, enabling them to seek, absorb, and use information.

The research conducted by Rahma and Dafit 2021, from 21 students, 10 of them had low reading skills, namely not knowing letters, not being able to read

syllables, not being able to read word for word, not being able to read diphthongs, clusters, and digraphs, not being able to read vowels and consonants, and repeating reading. Pridasari and Anafiah 2020, who found that the difficulties in reading at the beginning of students include (1) not being able to read diphthongs, double vowels, and double consonants, (2) not being able to read sentences, (3) reading stuttering, (4) not being able to mention some consonant letters, (5) not being able to spell, (6) reading carelessly, (7) adding or removing letters, (8) spelling for a long time, and (9) not being able to read thoroughly (Fiala & Sheridan, 2003).

The ability to read is not acquired naturally but rather through learning. (Muammar, 2020). In this case, the role of parents is vital. The role of parents in children's education, (Hasibuan & Prastowo, 2019; Hasibuan & Rahmawati, 2019) Especially in elementary and secondary schools, one of the goals is to help children learn to read at home (Hornby, 2000). Parents, as the first teacher for children, have more time and interaction with children than teachers and other people, to guide children to master their literacy skills (Fatonah, 2022; Hasibuan et al., 2023).

One approach that has proven effective is parent tutoring. Parent tutoring in learning to read can significantly improve children's literacy skills (Fiala & Sheridan, 2003). Parent tutoring is academic assistance provided by parents to children (Otto & Karbach, 2019). Powell-Smith, Shinn & Roland (2000) Mentioning that although teachers, peers, or parents can mentor students, some studies show that parental guidance is superior to guidance provided by peers and teachers.

Parent tutoring is an effective means of improving students' academic achievement. However, the effectiveness of tutoring is greatly influenced by the knowledge, skills, and methods parents use when accompanying their children in learning. Many parents have the will to help but do not understand the appropriate strategy, resulting in suboptimal assistance. Graue, Weinstein, and Walberg exhibit varying levels of competence in providing learning assistance; consequently, their effectiveness in helping children also varies (Fiala & Sheridan, 2003)

To assess these abilities, researchers have developed and used several measures, including behavioral data on post-training changes, a brief survey of the intensity of parental involvement in school activities, and an inventory assessing homework difficulties and forms of parental attention and support. One widely referenced instrument is the inventory developed by Dolan 1978, as reported in Johnson & Jason (1994), which comprises 54 items and is designed to identify characteristics of the home environment that support the cognitive

Development of elementary school-aged children. This instrument comprises four components: parents' knowledge and interest in school activities; the quality of parent-child interaction during school activities; home environmental support for learning activities; and parents' beliefs about the value of education for children. Measure parent tutoring by Johnson & Jason (Johnson & Jason, 1994) Based on four aspects, namely: (1) parental involvement in certain academic activities with children; (2) parental motivation and time given to school-related activities, including tutoring; (3) parents' perceptions of their competencies and the resources used to teach their children; (4) quality of parent-child support and communication for practical guidance.

Parent tutoring is an important aspect of parental involvement that contributes to children's reading skills. However, the instruments available to measure the quality and effectiveness of parent tutoring remain limited and have not been developed in depth, particularly in Indonesia. These limitations highlight the need to develop more comprehensive measurement tools aligned with current research needs.

Based on these considerations, this study was conducted to develop and validate the Parent Tutoring in Reading scale for parents of lower-grade elementary school children in Indonesia. Specifically, this study aimed to examine the content validity, construct validity, and reliability of the scale, using it as a more comprehensive instrument to assess parent tutoring practices in children's home reading activities.

The hypothesis proposed in this study was that the Parent Tutoring in Reading scale would demonstrate an acceptable four-factor measurement model consisting of parental involvement, motivation and time provided, perception of competencies and resources, and quality of support and communication. In addition, it was hypothesized that the items would load significantly on their intended factors and that the scale would demonstrate good internal consistency.

The researchers' interest in this topic arises from the importance of parental support for early reading development and the limited availability of validated instruments that specifically measure parent tutoring in reading within the Indonesian context. Therefore, the development of this instrument is expected to contribute both theoretically and practically by providing a valid and reliable measurement tool for future research and educational interventions.

## RESEARCH METHODE

This study employed a quantitative approach with an instrument development and validation design. The research was conducted to develop and validate the Parent Tutoring in Reading scale as a measurement instrument for assessing parental involvement in children's home reading activities. The study involved 262 respondents, which met the minimum sample size requirement for factor analysis, namely more than five times the number of items analyzed (Hair et al., 2018). The participants were parents of lower-grade elementary school students, consisting of 213 females and 49 males. The sampling technique used in this study was purposive nonprobability sampling (Johnson & Jason, 1994).

The research instrument was the Parent Tutoring in Reading scale, developed by the researchers through adaptation of the Parent-Tutor Assessment proposed by Johnson and Jason. The scale was designed to measure four dimensions, namely parental involvement, motivation and time provided, perception of competencies and resources, and quality of support and communication between parents and children. In total, the scale consisted of 35 items rated on a five-point Likert scale, ranging from 1 (highly inappropriate) to 5 (highly appropriate). The development process included blueprint preparation, expert judgment for content validity, readability testing, field testing, construct validity testing using Confirmatory Factor Analysis (CFA), and reliability testing using Cronbach's alpha.

**Table 1.**  
**Blueprint Skala Parent Tutoring in Reading**

Aspects	Aitem Favourable	Aitem Unfavourable	Quantity
Parental involvement	1, 9, 20, 24, 29, 34	5, 13, 17, 30	10
Motivation and time	6, 10, 14, 21, 28	2, 18, 25, 31	9
Perception of competencies and resources	7, 11, 19, 22, 27	3, 15, 19, 32	8
Quality of support and communication	4, 8, 16, 23, 26, 35	12, 33	8
<b>Total</b>	<b>21</b>	<b>14</b>	<b>35</b>

### Research Procedure

The first step the researcher takes in developing a measuring instrument is to compile a blueprint and scale specifications for each aspect. The researcher arranged the items across each aspect, yielding a total of 35 items.

The behavioral indicators are completed, analyzed, and then tested. This test is a content validity testing procedure (content validity), as suggested by

Lewis R Aiken. (1985) That will produce a content validity coefficient V (Azwar, 2014). In this second step, the researcher asked the expert to provide an expert judgment on the scale developed. The number of experts is six, comprising lecturers and practitioners in psychology and research Development. Experts are asked to review and provide a review of the construction of measuring instruments, based on the theoretical foundation provided.

The third step is to conduct an item readability test. The readability test aims to ensure that the respondents can understand the sentences used according to the researcher's intention (Azwar, 2014). The readability test was conducted on five subjects in Pekanbaru who had characteristics as similar as possible to those of the actual survey participants. In this case, the characteristics of the survey subject are parents who have children who are in the lower-class elementary school level, namely grades 1-3.

Furthermore, in the fourth step, the researcher conducts empirical quality testing, which is also known as a test field test (Azwar, 2014). A subject sample is a sample whose characteristics are the same as those of a measurement sample. Data collection was carried out from October 28, 2025, to November 24, 2025. In the final step, after all data are obtained, the researcher analyzes the item's discriminative power and reliability against the compiled scale.

#### **Data Analysis**

The data analysis used to conduct the content validity test involved calculating the Aiken V coefficient. According to the Aiken V Table, the lowest acceptable coefficient limit is 79 (Aiken, 1985). The following data analysis is a test of the validity of the construct at the scale Parent Tutoring in Reading with Confirmatory Factor Analysis (CFA), and to see the model match (fit model). Data were analyzed using JASP 0.19.3.0 with maximum likelihood (ML) estimation. Next, a reliability test will be carried out to see the consistency of the measuring instrument so that a measurement can be trusted (Azwar, 2014). Reliability is assessed using Cronbach's Alpha.

#### **RESULT AND DISCUSSION**

The Parent Tutoring in Reading Scale was assessed for content validity by a six-person panel of experts with backgrounds as lecturers and practitioners in psychology and research Development. The following presents the results of the experts' assessment of the content's validity.

**Table 2.**  
**Results of the Validity of Expert Judgment Content**

<b>Aitem</b>	<b>Aspects</b>	<b>Validity value</b>
I help children pronounce complex vocabulary.	1	1.00
I do not have any special time to read with my children because of my busy schedule	2	.92
I doubt I can find the right way to help my child when they have difficulty reading	3	.96
I give my full attention when the child reads	4	1.00
Aitem 5	1	.96
Aitem 6	2	.92
Aitem 7	3	.92
Aitem 8	4	1.00
Aitem 9	1	.83
Aitem 10	2	.92
Aitem 11	3	1,00
Aitem 12	4	.92
Aitem 13	1	.96
Aitem 14	2	.96
Aitem 15	3	1,00
Aitem 16	4	.88
Aitem 17	1	.96
Aitem 18	1	.96
Aitem 19	3	,88
Aitem 20	1	1,00
Aitem 21	2	.96
Aitem 22	3	.88
Aitem 23	4	1.00
Aitem 24	1	1.00
Aitem 25	2	.92
Aitem 26	4	1.00
Aitem 27	3	.96
Aitem 28	2	1.00
Aitem 29	1	.92
Aitem 30	1	.83
Aitem 31	2	1.00
Aitem 32	3	.96
Aitem 33	4	1.00
Aitem 34	1	.92
Aitem 35	4	.92

Table 2 shows that all items were declared valid and passed expert testing; therefore, they may proceed to the next step. Furthermore, the researcher conducted a field test to assess the validity and reliability of the measurement. The item differentiation test is conducted to ensure that each item in the scale can clearly distinguish among items measuring the same construct, with a value  $>.30$  indicating that the item is valid (Azwar, 2014). The results of the different tests can be seen in the following Table:

**Table 3.**

<b>Test results differ in the Parent Tutoring in Reading Scale Item</b>			
<b>Aitem</b>	<b>factor loading</b>	<b>p</b>	<b>Remarks</b>
<i>Parental involvement</i>			
Aitem 1	1.000	<,001	Valid
Aitem 5	0.236	<,001	
Aitem 9	0.997	<,001	Valid
Aitem 13	0.970	<,001	Valid
Aitem 17	0.959	<,001	Valid
Aitem 20	0.932	<,001	Valid
Aitem 24	1.036	<,001	Valid
Aitem 29	0.896	<,001	Valid
Aitem 30	0.250	<,001	
Aitem 34	0.937	<,001	Valid
<i>Motivation -time</i>			
Aitem 2	1.000	<,001	Valid
Aitem 6	0.918	<,001	Valid
Aitem 10	1.082	<,001	Valid
Aitem 14	1.188	<,001	Valid
Aitem 18	0.503	<,001	Valid
Aitem 21	0.730	<,001	Valid
Aitem 25	1.247	<,001	Valid
Aitem 28	1.270	<,001	Valid
Aitem 31	1.109	<,001	Valid
<i>Perception of competencies and resources</i>			
Aitem 3	1.000	<,001	Valid
Aitem 7	1.130	<,001	Valid
Aitem 11	1.154	<,001	Valid
Aitem 15	1.078	<,001	Valid
Aitem 19	1.061	<,001	Valid
Aitem 22	0.984	<,001	Valid
Aitem 27	1.071	<,001	Valid
Aitem 32	1.079	<,001	Valid
<i>Quality of support and communication</i>			
Aitem 4	1.000	<,001	Valid
Aitem 8	1.012	<,001	Valid

Aitem 12	0.945	<,001	Valid
Aitem 16	1.012	<,001	Valid
Aitem 23	0.861	<,001	Valid
Aitem 26	0.981	<,001	Valid
Aitem 33	0.663	<,001	Valid
Aitem 35	0.764	<,001	Valid

Based on Table 3, two items have coefficients < 0.30: item 5 and item 30. The researchers decided to abort the two items and conduct a retest. The test results are written in the Table as follows:

**Table 4.**  
**Test results differ in the Parent Tutoring in Reading Scale Item**

Aitem	Factor loading	p	Remarks
<i>Parental involvement</i>			
Aitem 1	1,000	<,001	Valid
Aitem 9	0,997	<,001	Valid
Aitem 13	0,970	<,001	Valid
Aitem 17	0,959	<,001	Valid
Aitem 20	0,932	<,001	Valid
Aitem 24	1,036	<,001	Valid
Aitem 29	0,897	<,001	Valid
Aitem 34	0,937	<,001	Valid
<i>Motivation -time</i>			
Aitem 2	1,000	<,001	Valid
Aitem 6	0,917	<,001	Valid
Aitem 10	1,083	<,001	Valid
Aitem 14	1,189	<,001	Valid
Aitem 18	0,501	<,001	Valid
Aitem 21	0,730	<,001	Valid
Aitem 25	1,247	<,001	Valid
Aitem 28	1,270	<,001	Valid
Aitem 31	1,109	<,001	Valid
<i>Perception of competencies and resources</i>			
Aitem 3	1,000	<,001	Valid
Aitem 7	1,131	<,001	Valid
Aitem 11	1,155	<,001	Valid
Aitem 15	1,079	<,001	Valid
Aitem 19	1,061	<,001	Valid
Aitem 22	0,984	<,001	Valid
Aitem 27	1,072	<,001	Valid
Aitem 32	1,079	<,001	Valid
<i>Quality of support and communication</i>			
Aitem 4	1,000	<,001	Valid
Aitem 8	1,012	<,001	Valid

Aitem 12	0,945	<,001	Valid
Aitem 16	1,012	<,001	Valid
Aitem 23	0,861	<,001	Valid
Aitem 26	0,981	<,001	Valid
Aitem 33	0,662	<,001	Valid
Aitem 35	0,764	<,001	Valid

Based on Table 4, it can be concluded that 33 items have good differentiation, namely, the value of each item is greater than the reference value of the similarity model (>.30). This test aims to ensure that each item on the scale can distinguish well between individuals who have parental tutoring in reading and those who do not.

Furthermore, the researcher conducts a model fit test to assess the extent to which the developed model accurately reflects the empirical data. The model is said to be fit if it has a Chi-Square value of  $p > .05$ , Root Mean Square Error of Approximation (RMSEA)  $p < .06$ , Comparative Fit Index (CFI)  $p > .90$ , Tucker-Lewis Index (TLI)  $p > .90$ , Goodness of Fit Index (GFI)  $p > .90$  and Standardized Root Mean Square Residual (SRMR)  $< 0.08$  (Brown, 2006; Wang & Wang, 2019). The results of the model fit test can be seen in Table 5 and Figure 1 below:

**Table 5.**  
**Results of the match test of the Parent Tutoring in Reading Scale Model**

Model fit test	Value	Reference value	Remarks
X2	<0.001	> ,05	Not fit
SRMR	0,042	≤ 0,08	Fit
RMSEA	0,086	≤ 0.08	Fit enough
GFI	0,998	≥ 0,9	Fit
CFI	0,987	≥ 0,9	Fit
TLI	0,986	≥ 0,9	Fit

The results of the Chi-square test showed  $\chi^2 = 1433.637$  (df = 489),  $p < 0.001$ . Statistically, these results indicate a significant difference between the empirical and model-estimated covariance matrices; based on the Chi-square test alone, the model is deemed unfit.

However, *the chi-square test in CFA/SEM analysis is susceptible to sample size, model complexity, and the presence of categorical variables or non-normally distributed data.* In this study, estimation was carried out using the DWLS method, which is generally used for categorical data, so that the resulting Chi-square value tends to be significant even when the model is substantively appropriate.

Therefore, the model fit evaluation is based not only on the Chi-square test but also on other goodness-of-fit indices. The analysis results indicate that most incremental and residual indices, including CFI, TLI, NFI, IFI, SRMR, and GFI, exceed the recommended cutoff values. Overall, the model exhibits a good level of conformity and is suitable for further analysis.

After conducting CFA on the data, the researcher conducted a reliability test of the *Parent Tutoring in Reading Scale*. The test results were computed using Cronbach's alpha. The reliability coefficient ranges from 0 to 1.00 (Azwar, 2014). The results of the reliability test can be seen in the Table below:

**Table 6.**

**Reliability Test Results on the Parent Tutoring in Reading Scale**

<b>Coeficin</b>	<b>Value</b>	<b>Std. Error</b>	<b>Lower (95% CI)</b>	<b>Upper (95% CI)</b>
Coefficient $\alpha$	0.985			
<i>Mean</i>	109.663	2.485	104.792	114.534

Based on Table 6, the reliability analysis of the scale indicated that Cronbach's alpha ( $\alpha$ ) was 0.985. This value exceeds the minimum recommended criterion ( $\alpha \geq 0.70$ ), indicating that the instrument has very high reliability. This shows that the items in the scale have excellent internal consistency in measuring the same construct.

In addition, the average score of respondents was 109.663 (standard error = 2.485), and the 95% confidence interval was 104.792-114.534. The relatively narrow confidence interval indicates that the average score estimate is stable and precise.

The findings of this study indicate that the Parent Tutoring in Reading scale has adequate psychometric properties and may be used to assess parent tutoring practices in children's home reading activities. First, the content validity results showed that all initial items were considered relevant by the panel of experts, suggesting that the indicators developed in this study were conceptually appropriate for representing the construct of parent tutoring in reading. After empirical testing, two items were removed because their loadings were below the acceptable threshold, while the remaining 33 items showed satisfactory discrimination and represented the four proposed dimensions: parental involvement, motivation and time provided, perception of competencies and resources, and quality of support and communication. These results support the basic conceptual structure adapted from the Parent-Tutor Assessment developed by Johnson and Jason and indicate that the construct can be meaningfully operationalized in the Indonesian reading context.

The retention of these four dimensions is theoretically meaningful. Parent involvement is not merely about parents being physically present in children's learning activities; it also concerns parents' beliefs about their role, their confidence in helping children, and the quality of their interactions with children during learning. Hoover-Dempsey and Sandler explained that parental involvement in education is shaped by parents' role construction, sense of efficacy, and perceived opportunities for involvement. In this regard, the dimensions of motivation and time provided, as well as perceptions of competencies and resources, are highly relevant, as they reflect the extent to which parents feel capable, available, and responsible for assisting children's reading development. Similarly, the dimension of support and communication quality reflects the interpersonal processes through which parent tutoring becomes effective in practice (Walker et al., 2010).

The CFA results also provide support for the scale's factorial structure. Although the Chi-square test was significant, the other fit indices showed that the model had an acceptable level of fit, as indicated by SRMR = 0.042, CFI = 0.987, TLI = 0.986, and GFI = 0.998, while RMSEA = 0.086 suggests that the model fit should be interpreted as acceptable rather than perfect. In CFA studies, model evaluation should not rely on a single index, especially given the Chi-square statistic's sensitivity to sample size and model complexity. Therefore, using multiple fit indices is more appropriate for assessing model adequacy. From this perspective, the present findings suggest that the four-factor model is empirically defensible and sufficiently consistent with established recommendations for structural model evaluation (Hu & Bentler, 1999).

The results of this study are also in line with previous research emphasizing the importance of parent tutoring and family literacy support for children's reading achievement. Fiala and Sheridan showed that parent involvement through paired reading can positively support children's literacy development, while Powell-Smith et al. reported that parent tutoring in reading can contribute to student reading achievement when parents provide structured reading assistance. In addition, the meta-analysis by Sénéchal and Young found that family literacy interventions have a positive effect on children's reading acquisition from kindergarten to Grade 3. These studies reinforce the argument that parent tutoring in reading is a meaningful educational practice and that the availability of a valid measurement instrument is important for both research and intervention purposes. Thus, the present scale fills an important gap by providing a contextually relevant

instrument to assess parents' support for children's reading at home (Sénéchal & Young, 2008).

Another important finding is the very high internal consistency of the scale, with Cronbach's alpha reaching 0.985. This result indicates that the retained items function cohesively in measuring the same overarching construct. In practical terms, this means the instrument can provide stable, consistent scores when used to assess parent tutoring in reading. This finding aligns with prior literature suggesting that tutoring effectiveness is influenced not only by parents' willingness to help but also by the quality of interactions, guidance, and emotional support provided during learning. Otto and Karbach, for example, showed that tutoring-related parental involvement is linked to the quality of the parent-child academic relationship. Likewise, Hornby emphasized that effective parental involvement requires not only participation but also constructive communication and support. Therefore, the strong reliability observed in this study supports the scale's utility for capturing these interconnected aspects of parent tutoring.

Another important finding is the very high internal consistency of the scale, with Cronbach's alpha reaching 0.985. This result indicates that the retained items function cohesively in measuring the same overarching construct. In practical terms, this means that the instrument can provide stable and consistent scores when used to assess parent tutoring in reading. This finding is consistent with previous studies showing that the effectiveness of parent-supported reading is influenced not only by the frequency of reading activities but also by the quality of parent-child interaction during reading. Research has shown that supportive and affectionate interactions during shared reading are associated with children's reading engagement and fluency, while a strong home literacy environment contributes to children's language and reading development. In addition, parent-focused dialogic reading interventions have been found to improve interactive reading behaviors and support children's early language and literacy skills. Therefore, the strong reliability found in this study strengthens the utility of the scale for capturing the behavioral and relational dimensions of parent tutoring in reading (Bergin, 2001).

## CONCLUSION

Based on the results of the CFA analysis that has been carried out on the Parent Tutoring in Reading scale, it can be concluded that the instrument can measure parent tutoring through four aspects, namely parental involvement, motivation and time given, perception of competencies and resources, and the

quality of support and communication between parents and children. The results of the study also indicate good validity and reliability, as the measurement model fits the criteria for SRMR, RMSEA, CFI, GFI, and TLI. This suggests that this measurement tool can be used for further research. Further studies on the phenomenon of parent tutoring can be strengthened by increasing the sample size, expanding the age range, and more evenly distributing the data, thereby making research on parent tutoring in the context of reading richer in Indonesia.

## REFERENCES

- Aiken, L. R. (1985). Three coefficients for analyzing the reliability and validity of ratings. *Educational and Psychological Measurement*, 45(1), 131–142.
- Azwar, S. (2014). *Penyusunan Skala Psikologi* (3rd ed.). Pustaka Pelajar.
- Bergin, C. (2001). The Parent-Child Relationship during Beginning Reading. *Journal of Literacy Research*, 33(4), 681–706. <https://doi.org/10.1080/10862960109548129>
- Fatonah, N. (2022). *Peran orangtua dalam literasi anak*. Cahaya Smart Nusantara.
- Fiala, C. L., & Sheridan, S. M. (2003). Parent involvement and reading: Using curriculum-based measurement to assess the effects of paired reading. *Psychology in the Schools*, 40(6), 613–626. <https://doi.org/10.1002/pits.10128>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2018). *Multivariate Data Analysis* (8th ed.). Cengage Learning.
- Hasibuan, A. T., & Prastowo, A. (2019). Konsep pendidikan abad 21: kepemimpinan dan pengembangan sumber daya manusia SD/MI. *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar Dan Keislaman*, 10(1).
- Hasibuan, A. T., & Rahmawati, R. (2019). Sekolah Ramah Anak Era Revolusi Industri 4.0 Di SD Muhammadiyah Pajangan 2 Berbah Yogyakarta. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 11(1), 49–76.
- Hasibuan, A. T., Simatupang, W. W., Rudini, R., & Ani, S. (2023). Implementasi Sistem Pendidikan Terbaik Dunia di Jenjang Anak Usia Dasar Telaah Sistem Pendidikan Finlandia. *JURNAL PEMBELAJARAN DAN MATEMATIKA SIGMA (JPMS)*, 9(1). <https://doi.org/10.36987/jpms.v9i1.4383>
- Hornby, G. (2000). *Improving Parental Involvement: A Practical Guide for Teachers*. Cassell.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives.

- Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1-55.  
<https://doi.org/10.1080/10705519909540118>
- Johnson, J. H., & Jason, L. A. (1994). The Development of a Parent-Tutor Assessment Scale. *Urban Education*, 29(1), 22-33.  
<https://doi.org/10.1177/0042085994029001003>
- Muammar. (2020). *Membaca Permulaan di Sekolah Dasar* (1st ed.). Sanabil.
- Otto, B., & Karbach, J. (2019). The effects of private tutoring on students' perception of their parents' academic involvement and the quality of their parent-child relationship. *Educational Psychology*, 39(7), 923-940.  
<https://doi.org/10.1080/01443410.2019.1610725>
- Powell-Smith, K. A., Stoner, G., Shinn, M. R., & Good, R. H. (2000). Parent Tutoring in Reading Using Literature and Curriculum Materials: Impact on Student Reading Achievement. *School Psychology Review*, 29(1), 5-27.  
<https://doi.org/10.1080/02796015.2000.12085995>
- Sénéchal, M., & Young, L. (2008). The Effect of Family Literacy Interventions on Children's Acquisition of Reading From Kindergarten to Grade 3: A Meta-Analytic Review. *Review of Educational Research*, 78(4), 880-907.  
<https://doi.org/10.3102/0034654308320319>
- Walker, J. M. T., Shenker, S. S., & Hoover-Dempsey, K. V. (2010). Why Do Parents Become Involved in Their Children's Education? Implications for School Counselors. *Professional School Counseling*, 14(1).  
<https://doi.org/10.1177/2156759X1001400104>