

Teacher Quality and the Role of Parents on Student Achievement through the Quality of the Learning Process

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Abstract

This research aims to find out and analyze the influence of teacher quality and the role of people through the quality of learning on the achievements of the State Madrasah Tsanawiyah Bantaeng. This research was conducted at the State Madrasah Tsanawiyah Bantaeng using a causality research design and a quantitative descriptive approach. Using purposive sampling techniques, the research population is all students of the State Madrasah Tsanawiyah Bantaeng. Using purposive sampling techniques, as many as 270 students obtained a final sample of 160 students. Data collection methods are carried out using observations, interviews, questionnaires, and documentation—data analysis using path analysis with SPSS Software Version 25. The results showed that the direct influence of the role of parents on improving the quality of learning provides the highest influence value compared to other direct influences. However, the lowest correlation is shown in the indirect influence of teacher quality on student achievement through the quality of the learning process at the State Madrasah Tsanawiyah Bantaeng. The quality of learning achieved by the State Madrasah Tsanawiyah Bantaeng looks better with students' higher level of compliance in the following education. The high relationship can be seen from cultivating the students' moral values and the formation of behavior through an emotional approach more teachers do.

Keywords

Teachers' Quality, Learning Process, and Student Achievement.

1. Introduction

Education is the process of educating and guiding students to achieve certain goals in the form of positive changes in children. Education starts with the family, namely parents. Parents are the first madrassas for children. Without parents, children cannot get a proper education. It needs regular guidance and supervision because the child's life is the responsibility of the parents.

In the globalization era, every country competes in achieving progress for its nation. Education is one of the main keys to the progress of the nation and state. Developed and modern nations are nations that pay attention to and prioritize aspects of education. Education is the process of educating and guiding students to achieve certain goals in the form of positive changes in children. Education starts with the family. Namely, both parents then continue with the community environment and formal education. The change in question is part of the maturity process that continuously takes the form of maturity in children. Education has a strategic position in facilitating and succeeding national development programs because education increases knowledge and skills and helps shape the nation's personality.

To realize national education, the role of teachers of parents, communities, government agencies, and teachers is very important. Teachers as educators and teachers are the determining factors for the success of every educational effort. That is why the discussion about curriculum renewal, procurement of learning tools to the criteria of human resources produced by education always boils down to teachers. This shows how significant the role of teachers is in the world of education.

The number of Teachers in the State Madrasah Tsanawiyah Bantaeng is 46 people with 270 students. The research gap in the study is that according to the observations and initial analysis of the author that student achievement is still categorized as low. This is due to the lack of parental roles. The quality has not been a national standard. The learning

process is also still not optimal. It follows the general standards required by the Ministry of National Education and the Ministry of Religious Affairs of the Republic of Indonesia. It also revealed that there are still problems, such as some teachers who do not understand and understand the pattern of approaches that can be applied in providing appropriate teaching to students. This is because monotonous learning methods in the classroom (material) allow interaction with teachers to be very lacking. Data in 2019 shows that of the 270 active students, almost 30% of students show unethical behavior according to school rules when learning is done in the classroom.

The quality of the learning process applied as it is because learners prioritize learning outside the classroom rather than in the school. Students still do not respect and comply with the learning rules applied inside and outside the classroom. The failure of education to create underachieving students, characters, and personalities cannot be separated from the weaknesses of the main actors in the educational process in the classroom, namely teacher weaknesses, learning facilities, parental support in packing, and designing and bringing these subjects to students. Plus, due to the absence of mastery of modern management for education teachers in carrying out the learning process at school, it has been difficult to control and evaluate its successes and failures until now.

2. Literature Review

Parents are the first educators for their children because it is from them that children begin to receive an education. Thus, the first form of education for children is found in family life. In another opinion, parents are central figures in a child's life 'because parents are the early social environment known to the child, the figure that determines the quality of a child's life, and the figure closest to him, both physically and psychically.

The above explanation can be concluded that parents are the first source of learning for children. Without parents, the child cannot get a decent educator. Therefore, children need regular guidance and supervision so that they do not lose the ability to develop normally. Parents must also understand their children from all aspects of growth, physical, spiritual, and social. Then, parents should be able to treat and educate their children in a way that will bring happiness and healthy growth (Cahaya, Yusriadi, and Gheisari 2022; H Tamsah, Ilyas, and Yusriadi 2021; Hasmin Tamsah et al. 2020).

The duties and roles of teachers are not limited to social. Even teachers are essentially strategic components that choose an essential role in determining the movement of the nation's life. Even the existence of teachers is a condition sine qua non-factor that has been impossible to replace by any component in the nation's life since long ago, especially in this contemporary era (Rahawarin et al. 2020; Zacharias et al. 2021).

In essence, the quality of the teacher in teaching is the result of the interaction of various factors that affect him, namely factors that come from inside and outside him. Factors that come from within him (internal factors) include health factors, potential, talent, attitude, and personality. At the same time, factors that come from outside him (external factors) include the leading elements of the principal, students, and infrastructure. According to Tamsan & Yusriadi (2022), two factors that can affect the quality of teachers are factors from within oneself which include intelligence, skills and skills, talents, abilities and interests, personality motives and ideals. Factors from outside oneself are the environment and facilities.

Educators have a role in monitoring the process, progress, and improvement of learner learning outcomes on an ongoing basis. The description mentions that evaluation is also a factor that affects the quality of education. The following system depends on the quality of the components that make up the system and the learning process until it produces results. To realize the quality of quality learning, the government issued Government Regulation No. 19 of 2005 on the National Standard of Education (SNP) to further elaborate the National Education System Act, which contains the standard of the process. In Chapter 1 of the SNP General Provisions, what is meant by process standards is a national standard of education related to the implementation of learning in educational units to achieve graduate competency standards. Chapter IV Article 19 Paragraph 1 of the SNP clearly explains that the learning process in the educational unit is held interactive, inspiring, fun, challenging, and provides sufficient space for initiative, creativity, and ability. Those are according to students' talents, interests, and physical and psychological development. Therefore, the quality of learning is considered quality when successfully changing learners' attitudes, behaviors, and skills are associated with their education.

The quality of learning is a staple that must be addressed to improve the quality of education. In this case, the teacher becomes the focal point. Related to quality learning, (Ilyas et al. 2022) mentioned that the concept of learning quality

contains five references, namely: 1. Suitability, 2. Learning, 3. Effectiveness, 4. Efficiency, 5. Productivity. Quality learning will come down to teachers' ability in the learning process. In simple terms, teachers must possess the ability to plan education, learning processes, and evaluation of learning.

Experts give different interpretations of learning achievements, according to which point of view they highlight them. The achievement is impossible to achieve or produce by a person if he does not do activities in earnest or persistent struggles. Obtaining achievements is not as easy as turning the palm. But it must be full of struggles and various obstacles and obstacles that must be faced to achieve it. Only with tenacity, persistence, and optimism can the achievement be achieved. Learning achievement is a series of sentences consisting of two words, namely achievement and learning, where the two words are related to each other and have different meanings. According to Yusriadi et al. (2019), learning achievement results from learning activities, namely the extent to which students master the subject matter taught, followed by the emergence of a feeling of satisfaction that he has done something well. This means that learning achievement is only biased if an assessment of student learning outcomes has been carried out.

Learning achievement is the level of student success in learning materials in school in scores obtained from tests on a certain amount of material. In addition, Bloom also interprets learning achievement as the result of changes that include three aspects, namely cognitive, affective, and psychomotor. Student learning activities need to be evaluated. As explained by (Rahawarin et al. 2020), evaluation is an assessment of the success rate of students achieving the goals set in a program. This is important because, with evaluation, it can be known whether the learning goals that have been set can be achieved or not. So, evaluation is essential to determine student learning achievement because that way can be said to be the high-low achievement of student learning or the good-bad learning achievements. The conceptual framework contains the concepts or indicators included in the research and connects ideas or indicators based on research questions asked earlier. The family is the first madrasa in education, so it is demanded that parents continue to educate their children.

Teachers occupy an honorable position in society. People believe that it is the teacher who can educate their child to become a person who has a noble person. The success of teachers in carrying out their activities in the field of education lies in their ability to carry out various roles of a special nature in teaching and learning situations. Teachers are considered the most dominant individuals in creating outstanding learners. This is supported by (Mislia et al. 2021) that the role of teachers is regarded as the most prevalent because they are demonstrators, class managers, mediators and facilities, and evaluators. The learning quality is an output of qualified coaches/teachers in teaching. There is a set of tasks that teachers must carry out related to their profession. According to Bahri et al. (2021), the teacher's task as the manager of the learning process is one of them is to assess the progress of the learning program. This teacher's job is significantly related to his professional competence, which can give birth to quality learning. The findings of previous research support this relationship, which suggests that the quality of teachers affects the improvement of learning. In addition, other studies Yusriadi et al. (2020) concluded that there is a positive influence between the quality of educators on the quality of learning.

Educational success can be realized through the competence of educators/teachers in carrying out their duties in school, and the success of students can be realized through the ability and quality of teachers as educators. The quality of the teacher is indicated by his ability to master the materials or subject matter. He will teach and always develop it to improve his ability in terms of knowledge because this will greatly determine the learning outcomes achieved by students. In addition, teachers should be able to manage the classroom as a learning environment, and it is an aspect of the school environment that needs to be organized. This environment is regulated and supervised so that learning activities are directed towards educational goals. Supervision of environmental learning also determines how the environment becomes a good learning environment. Student achievement becomes an important part of the success of the teacher/coach. Those achievements can be seen from the teacher's evaluation regularly at each start of presenting new material whose purpose is to identify the level of student knowledge about the material. According to, the evaluation to find out students' learning achievements is to provide feedback to teachers to improve the teaching and learning process and hold remedial (improvement) programs for students.

The quality of learning focuses on the quality of teachers and learners, as stated by (Dana et al. 2021) explaining two learning models, namely expository models whose implementation is dominated by teachers. The main emphasis lies on teachers and the inquiry model. The primary purpose is to develop students' ability to manipulate and process information from various academic, social, and experimental sources. The role of teachers is as a guide. Designing learning is essential to achieve the quality of knowledge and on target. This is important because education knows

various factors that encourage quality learning activities. This is supported by Haris et al. (2021) opinion on managing and designing learning programs and processes. A teacher should know the determining factors of learning activities (Nath et al. 2021; Suharyanto et al. 2021). The elements can be the characteristics of the goal, the subject or field of study, the student, the environment or learning setting, and the teacher. Concerning student achievement, of course, it is closely related to the quality of lessons and teaching methods provided. Quality learning encourages and motivates students to achieve better, and vice versa. Other related research includes Heranto et al. (2021); which concludes that the quality and strategy of learning have a positive and significant effect on student achievement.

3. Method

This research was carried out in the State Madrasah Tsanawiyah Bantaeng, South Sulawesi Province. The study was conducted for approximately 4 (Four) months, from October to December 2020 to January 2021. The selection of locations is since in this place, some important problems and issues show the lack of maximum quality of learning, and student achievement is still categorized as low. The population in this study is teachers and students of the State Madrasah Tsanawiyah Bantaeng South Sulawesi Province, as many as 316 people consisting of 46 teachers and students 270 people. Sampling using purposive sampling methods, the respondents were selected deliberately with specific characteristics that are believed to represent the research population. The respondents have been known to sample all teachers and appoint students as class representatives. So, the sample is about 160 people. Techniques for data collection through observation, interviews, questionnaires, and documentation, while analyzing data with path analysis.

4. Results

4.1 Validity Test

Table 1. The validity test results of the quality of teacher variable (X1)

Statement Items	R-Count Value	R-Table Value	Sig. (2-tailed)	Conclusion
X1. 1	0. 540	0,30	0,000	Valid
X1. 2	0. 745	0,30	0,000	Valid
X1. 3	0. 673	0,30	0,000	Valid
X1. 4	0. 634	0,30	0,000	Valid

Source. Processed data results, 2021

Based on Table 1 indicates that the validity of the 4 statement items used in the research instrument or questionnaire for the Teacher Quality variable (X1) shows the corrected value of the item-total correlation above 0.30 (r table), meaning that each statement item used in the data analysis is valid. Valid means that the instrument can be used to measure the quality variables of the teacher.

Table 2. Learning Process Quality variable validity test results (Y1)

Statement Items	R-Count Value	R-Table Value	Sig. (2-tailed)	Conclusion
Y1. 1	0. 328	0,30	0,000	Valid
Y1. 2	0. 702	0,30	0,000	Valid
Y1. 3	0. 656	0,30	0,000	Valid
Y1. 4	0. 712	0,30	0,000	Valid
Y1. 5	0. 631	0,30	0,000	Valid

Source. Processed data results, 2021

Table 2 shows that the 5 statement items used in research instruments or questionnaires to measure learning process quality variables (Y1) are all declared valid, which means that the measuring instrument used to obtain the data is valid. Because the item is valid, the instrument can be used as a data collection tool in a study.

Table 3. The validity test results of the student achievement variable (Y2)

Statement Items	R-Count Value	R-Table Value	Sig. (2-tailed)	Conclusion
Y2. 1	0. 612	0,30	0,000	Valid

Y2. 2	0. 658	0,30	0,000	Valid
Y2. 3	0. 763	0,30	0,000	Valid
Y2. 4	0. 739	0,30	0,000	Valid

Source. Processed data results, 2021

The measuring instrument used to obtain the data is valid. Valid means that the instrument can measure student achievement variables according to respondents' responses. Table 3 shows that the 4 statement items used in research instruments or questionnaires to measure student achievement variables (Y2) are all declared valid. The Effect of Discipline (Y1) on Teacher Performance (Z). The coefficient of the path β_2 is 0.248 with a significance level of 0.023 which means significant (Sig < 0. 05). Thus, the high low performance of teachers (Z) can be affected by Discipline (Y1) by 0. 248 points. Effect of Professionalism (Y2) on Teacher Performance (Z). The coefficient of path β_3 is 0.256 with a significance level of 0.017 which means significant (Sig < 0. 05). Thus, the high low performance of teachers (Z) can be affected by a professionalism (Y2) of 0. 256 points.

4.2 Reliability Test

Reliability testing of all question items of each research variable will use Cronbach Alpha (alpha coefficient), which is generally considered reliable if the Cronbach Alpha value > 0.6.

Table 4. Reliability test results

Variable	Number of Items	Cronbach Alpha	Status
Teacher/Teacher Quality (X1)	4 Item	0,753	Reliable
Role of School Parents (X2)	5 Item	0,741	Reliable
Quality of Learning Process (Y1)	5 Item	0,745	Reliable
Student Achievement (Y2)	4 Item	0,775	Reliable

Source. Processed data results, 2020

Based on Table 4, it can be known that the Cronbach's Alpha value of all variables tested has a value above 0.60. This indicates that the research variables include Teacher/Teacher Quality (X1), Role of School Parents (X2), Quality of Learning Process (Y1), and Student Achievement (Y2) at State Madrasah Tsanawiyah Bantaeng. Thus, it can be concluded that all variables of this study passed the reliability test and were declared reliable for the next test.

4.3 Data Analysis Results

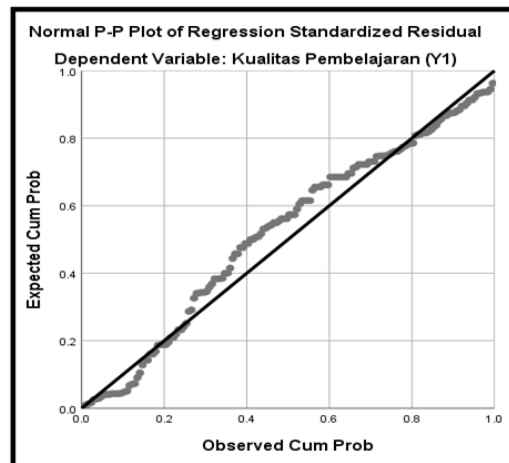


Figure 1. Probability plot normality test

Figure 1 P-Plot shows that the distribution of standardized regression residual with dependent variables Process quality /Learning Process Quality (Y1) is evenly distributed along the diagonal line. This is indicated at points following the diagonal line of point 0 and does not widen too far. So, the data is distributed normally. Still, if the points widen too far from the diagonal line, then it is certain that the data is distributed normally. Still, if the points widen too far from

the diagonal line, then it is certain that the information is distributed, not a normal distribution. It proves that the data used to meet the assumption of normality to be used as an indicator of measurement of research variables.

Table 5. Structural I multicollinearity test results

Model	Collinearity Statistics	
	Tolerance	VIF
1(Constant)		
Teacher Quality (X1)	.957	1.045
Parental Roles (X2)	.957	1.045

Source. Processed data results, 2021

Based on the analysis of the calculation of the tolerance value and the VIF value, it can be concluded that in the model. In Table 5 the tolerance value for the regression model and the 2 independent variables shows that there is no independent variable that has a tolerance value of less than 10% (0.10) which means that there is no correlation between the independent variables more than 95%. The results of the VIF calculation also indicate the same thing, namely in the regression model, there is not one independent variable that has a value of more than 10, indicating the absence of multicollinearity symptoms.

The regression built does not have multicollinearity between independent variables. In other words, the assumption of no multicollinearity (multiple correlations) can be fulfilled (Figure 2).

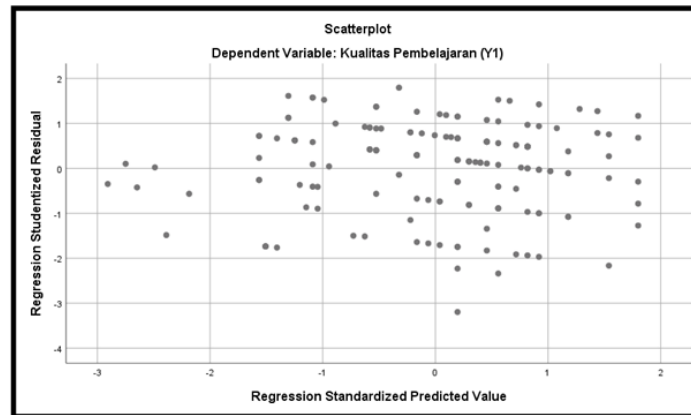


Figure 2. Uji Heteroskedasticity

Based on the testing violations of the assumptions of the ordinary smallest square method (method of ordinary least square, OLS), namely normality, multicollinearity, and heteroskedasticity, there was no problem in the regression model used multicollinearity and heteroskedasticity. In this case, no testing is done on whether autocorrelation occurs or not because it uses cross-section data.

4.4 Path Analysis

Influence of Teacher Quality (X1) and Role of parents (X2) on the Quality of the Learning Process (Y1)

Table 6. T-Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	13.814	2.109		6.551	.000

Teacher Quality (X1)	.161	.096	.131	1.677	.096
Role of School Parents (X2)	.223	.076	.229	2.936	.004

Source. Processed data results, 2021

The constant value in the SPSS output is not always interpreted because the constant/intercept value is only a tool for showing the result of significance on an independent variable.

The Effect of Teacher Quality (X1) on the Quality /Quality of Learning Process (Y1); Testing is performed to determine the significance of the insignificant value of the regression coefficient (b1). Based on Table 4. 12 it is found that the regression coefficient value (b1) = 0.131 with a significance level of 0.096 which means a positive but insignificant effect (Sig < 0. 05) or t-count > t-table (1. 677 > 1. 975). Thus, it is said that the Teacher Quality variable (X1) has a positive and insignificant effect on the Quality of the Learning Process (Y1). The magnitude of variable X1's influence on Y1 can be seen in the beta standardized coefficients value of 0.131 or 13.1%, which means that every time there is an improvement in teacher quality (X1), it will improve the quality of the learning process (Y1) by 13—1%. Thus, the high quality of the Learning Process (Y1) is influenced by the Quality of Teachers (X1) by 13. 1%, while the remaining 86. Other factors outside the model influence 1%.

The Effect of Parental Role (X2) on the Quality of Learning Process (Y1); Based on Table 4. 12 it is found that the regression coefficient value (b2) = 0.229 with a significance level of 0.004 which means significant (Sig < 0. 05) or t-count > t-table (2. 936 > 1. 975). Thus, it is said that the Parent Role variable (X2) has a positive and significant effect on the Quality of the Learning Process (Y1). The magnitude of the influence of Variable X2 on Y1 can be seen in the beta standardized coefficients value of 0.229 or 22.9%, which means that every time there is an increase in parental role (X2), it will increase the quality of the learning process. (Y1) 22. 9%. Thus, the high quality of the Learning Process (Y1) is influenced by the role of parents (X2) by 22. 9%, while the remaining 77. Other factors outside the model influence 1%.

Influence of Teacher Quality (X1) and Role of Parents (X2) on the quality of the learning process (Y1); The first path test where this test is to determine significant or insignificant regression coefficient values (b1, b2) together against intervening variables (Y1). Regression results have been processed using the SPSS program. 25. Can be seen in Table 7

Table 7. The Test Results of path 1 (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	60.752	2	30.376	7.042	.001b
Residual	677.242	158	4.314		
Total	737.994	160			

Source. Processed data results, 2021

Based on Table 7, an F-count value of 7.042 was obtained with a significance level of 0.001, smaller than alpha 0.05 (5%). Thus, it can be concluded that simultaneously the variables of Teacher Quality (X1) and the Role of School Parents (X2) have a positive and significant effect on the quality of the Learning process (Y1) in State Madrasah Tsanawiyah Bantaeng.

Meanwhile, the determination value of R-Square (R2) indicates the number 0.082 or 8.2%. This means that 8. The 2% variation in the ups and downs of the Learning Process Quality variable (Y1) can be explained by variations in the Variables of Teacher Quality (X1) and The Role of School Parents (X2). The rest is 100-8. 2= 91.8% is explained by other variables outside the model studied. More details can be seen in Table 8.

Table 8. Summary of results of Determination Coefficient Analysis

Model	R	R Square	Adjusted R Square	Std. Error in the Estimate
1	.287a	.082	.071	2.077

Source. Processed data results, 2020

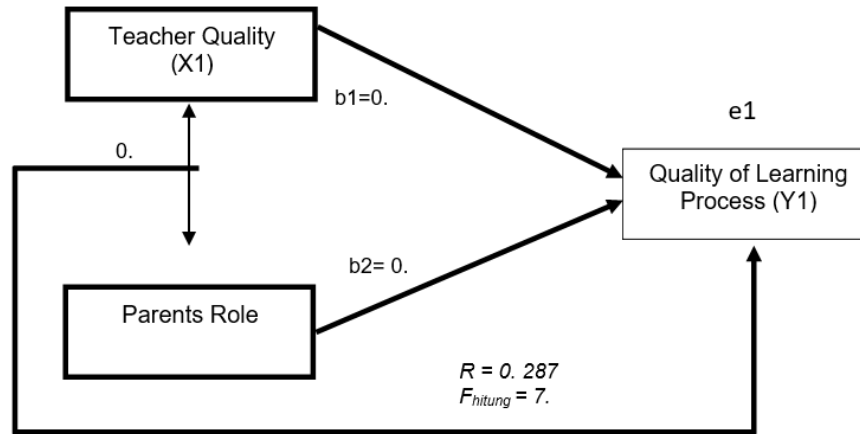


Figure 3. test results t (partial) and test F (simultaneous)

Based on Figure 3, the results of the t (partial) test and the F test (simultaneous) on independent and dependent variables, a Structure I model can be made. The results of path analysis (path analysis) Structure I Influences Teacher Quality (X1) and The Role of Parents (X2) on the Quality of the Learning Process (Y1) in the State Madrasah Tsanawiyah Bantaeng. (Table 9)

Table 9. Summary of Hypothesis Test Results

No	Hypothesis	Value	Sig	Conclusion
1	Gur Quality has a positive and significant effect on the Quality of the Learning Process at the State Madrasah Tsanawiah Bantaeng	0.131	.096	Positive and insignificant
2	The role of parents has a positive and significant effect on the quality of the learning process at the State Madrasah Tsanawiah Bantaeng	0.229	.004	Positive and significant
3	Teacher Quality has a positive and significant effect on Student Achievement at the State Madrasah Tsanawiah Bantaeng	0.157	.049	Positive and significant
4	The role of parents has a positive and significant effect on Student Achievement at the State Madrasah Tsanawiah Bantaeng	0.029	.720	Positive and insignificant
5	The Quality of the Learning Process has a positive and significant effect on Student Achievement at the State Madrasah Tsanawiah Bantaeng	0.207	.011	Positive and significant
6	The Quality of Teachers / Teachers has a positive and significant effect on Student Achievement through the Quality of the Learning Process at the State Madrasah Tsanawiah Bantaeng	0.027	.000	Positive and significant
7	The role of parents has a positive and significant effect on Student Achievement through the Quality of the Learning Process at the State Madrasah Tsanawiah Bantaeng	0.047	.000	Positive and significant

Source: Processed data results, 2021

5. Discussion

The influence of teacher quality variables on the quality of the learning process is positive but not significant. This means that an improvement follows the improvement of the quality of the teacher in the quality of the learning process, assuming other factors that affect the magnitude of the teacher's quality are considered constant. The positive influence of teacher quality on the quality of the learning process in State Madrasah Tsanawiyah Bantaeng can be seen from the analysis of direct influence paths that show a positive influence on the quality of the learning process.

The influence of the variable role of school parents on the quality of the learning process is positive and significant. This means that an increase follows the increase in the role of parents in the quality of the learning process, assuming other factors that affect the magnitude of the parent's role are considered constant. The positive and significant influence of the role of parents on the quality of the learning process in State Madrasah Tsanawiyah Banteng can be seen from the results of the direct influence path analysis that shows the positive and significant influence of the role of parents on the quality of the learning process.

The variable influence of parental roles on student achievement is positive but not significant. This means that the increase in parental roles is followed by the increase in student achievement, assuming other factors affecting the small quality of teachers are considered constant. The positive but insignificant influence of the role of parents on student achievement at the State Madrasah Tsanawiah Bantaeng can be seen from the results of the direct influence path analysis that shows the positive and insignificant influence of the role of school parents on student achievement.

The influence of the learning process on student achievement is positive and significant. This means that the improvement of the quality of the learning process is followed by the improvement of student achievement, assuming other factors that affect the magnitude of the small quality of the learning process are considered constant. The positive and significant influence of the quality of the learning process on student achievement at the State Madrasah Tsanawiah Bantaeng can be seen from the direct influence path analysis results that show the positive and significant influence of the quality of the learning process on student achievement.

The influence of variable teacher quality on student achievement through the quality of the learning process is positive and significant. It means there is an improvement in the teacher quality through the quality of the learning process towards improving student achievement. Assuming other factors affect the magnitude of the quality of the teacher through the quality of the learning process is considered constant. The positive and significant influence of teacher quality on student achievement through the quality of the learning process at State Madrasah Tsanawiyah Bantaeng can be seen from the results of indirect influence path analysis that shows the positive and significant influence of teacher quality on student achievement through the Quality of the Learning Process

The variable influence of the role of Parents on student achievement through the quality learning process is positive and significant. This means that there is an increase in the role of parents through the quality of the learning process towards the improvement of student achievement, assuming other factors that affect the magnitude of the quality of the teacher through the quality learning process are considered constant.

6. Conclusion

Based on the results of research and discussion in this study related to student achievement analysis at State Madrasah Tsanawiyah Bantaeng, it can be concluded that among the influences of the variables studied, the direct influence of the role of parents on improving the quality of the learning process provides the highest correlation value compared to other direct influences. Meanwhile, the lowest correlation is shown in the indirect influence of teacher quality on student achievement through the quality of the learning process at State Madrasah Tsanawiyah Bantaeng. The high correlation of the influence of the role of parents on the quality of the learning process can be seen in the cultivation of high moral values towards students and the formation of good behavior through an emotional approach that is more carried out by teachers or teachers in school. The quality of the learning process achieved by teachers looks better with higher student compliance to follow the classroom and field learning. The learning process felt by students is better and more interesting because teachers can engage students emotionally without showing rigid teaching behavior. This encourages them to be more active in learning activities. Thus, the better the quality of the learning process felt by students, the better the role of parents in the school environment. On the other hand, the lowest correlation was found in the indirect influence of teacher quality on student achievement through the quality of the learning process because some teachers feel indifferent to learning activities and student activities. There are teachers to fulfill teaching obligations and do not want to know further the impact of learning they provide, whether it can improve the achievements of their learners or not.

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