Parental Involvement in Home Learning and Academic Achievement among Elementary School Students

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Abstract

Parental involvement in children's education has become a normative expectation in contemporary society, with research demonstrating its significant impact on academic achievement through skill development and motivation enhancement mechanisms. However, limited research has examined the multidimensional nature of parental involvement in Indonesian elementary school contexts, particularly regarding the factors that influence engagement patterns and their relationship with student outcomes. This qualitative study was conducted at SD Negeri 1 Terusan, Indramayu Regency, from April 7-30, 2025, involving 40 participants comprising parents and fourth-grade students. Data were collected through structured questionnaires measuring five dimensions of parental involvement: learning assistance, facility provision, motivation and emotional support, school communication, and learning supervision. Additional documentation supported data triangulation. Analysis followed a systematic three-stage process of data reduction, presentation, and conclusion drawing. Findings revealed that parents excel in providing emotional support and motivation (87-91% participation rates) and direct learning assistance (78-82%), representing the strongest dimensions of involvement. However, significant gaps emerged in school communication (54-76% range) and systematic learning supervision, particularly regarding technology monitoring (63%). Economic factors influenced facility provision, with 32% of families experiencing resource limitations, while 86% of students reported feeling encouraged rather than pressured by parental approaches. The results validate theoretical frameworks emphasizing motivation enhancement while revealing context-specific patterns that challenge simplified interpretations of cultural capital theory. The universal presence of emotional support across socioeconomic strata, contrasted with differentiated material resource access, suggests that Indonesian parents possess educational commitment that transcends immediate economic circumstances. Critical communication gaps between parents and schools represent institutional collaboration challenges requiring systematic intervention strategies.

INTRODUCTION

Education serves as a fundamental process for developing systematic values and cultural understanding that enhance students' personality development, skill acquisition, and intellectual growth (Darmini et al., 2022). The institutionalization of mass schooling throughout the twentieth century has fundamentally transformed parental roles, evolving from primary caregivers to active educational partners who are expected to support their children's academic endeavors (Schaub, 2010). This transformation has established parental involvement as a normative expectation and hallmark of effective parenting practices (Schaub, 2010; Lareau, 1987; Ule et al., 2015). Contemporary educational discourse positions active parental engagement as one of the most effective mechanisms available to parents for enhancing their children's educational outcomes (Li et al., 2023).

The theoretical foundation for parental involvement's impact on academic achievement operates through two primary mechanisms: skill development and motivation enhancement (Pomerantz et al., 2007). Through skill development pathways, parental engagement provides children with enhanced cognitive and metacognitive resources, enabling parents to offer more targeted academic support by gaining deeper insights into their children's learning processes (Baker and Stevenson, 1986; Pomerantz et al., 2007). Simultaneously, motivation enhancement occurs when parental involvement signals educational value to children, fostering positive motivational beliefs and attitudes that subsequently promote learning engagement (Dearing et al., 2006; Hill and Taylor, 2004).

Empirical research has consistently demonstrated the multidimensional nature of parental involvement, encompassing both action-based and attitudinal components across home and school environments (Li et al., 2023; Avvisati et al., 2010). Action-based indicators include tangible activities such as homework assistance and participation in school events, while attitudinal forms encompass parental expectations and educational values that shape the home learning atmosphere (Castro et al., 2015; Li et al., 2023). Meta-analytic evidence confirms that parental involvement consistently predicts academic achievement across various measurement approaches, with particular strength observed in school-based participation compared to homework assistance (Wilder, 2014; Kim, 2022; Castro et al., 2015).

However, the relationship between parental involvement and academic achievement presents certain complexities. Some studies report minimal associations when specific dimensions are examined, particularly regarding homework help, which shows weaker correlations with achievement outcomes (Fan & Chen, 2001; Shumow & Miller, 2001). Additionally, longitudinal research suggests that parental involvement effects may vary by developmental stage, with stronger associations typically observed during elementary school years compared to later periods (Jeynes, 2007; Park and Holloway, 2017). Furthermore, socioeconomic factors significantly influence both the extent and effectiveness of parental involvement, with higher-SES parents typically demonstrating greater engagement due to enhanced cultural and social capital (Barg, 2019; Lareau, 1987; Wang et al., 2016).

Despite extensive research demonstrating positive associations between parental involvement and academic success, significant gaps persist in understanding how these relationships manifest in diverse educational contexts, particularly in elementary settings where foundational learning habits are established. The challenges faced by parents in maintaining consistent involvement vary considerably, including time constraints due to work obligations, insufficient knowledge about effective home support strategies, and economic limitations that affect the provision of adequate learning resources (Rahmadona et al., 2023). Moreover, while parental involvement has been extensively studied in Western contexts, limited research has examined how cultural and socioeconomic factors specifically influence involvement patterns in Indonesian elementary schools.

Contemporary research has highlighted the importance of examining parental involvement as a comprehensive construct that includes not only academic assistance but also emotional support, facility provision, and school communication (Castro et al., 2015; Epstein, 1995). For Chinese students, where academic achievement directly impacts university admission and career prospects, parental investment encompasses emotional support, academic guidance, and collaborative school engagement that collectively enhance learning motivation and academic outcomes (Liu et al., 2024; Ponnusamy et al., 2021). This multifaceted approach to parental involvement provides a framework for understanding how different forms of support contribute to student success.

The significance of this research extends beyond individual student outcomes to encompass broader educational equity concerns. Understanding the factors that facilitate or hinder parental involvement can inform educational policies and interventions designed to support all families, regardless of socioeconomic background. Given that parental involvement has been promoted as a

strategy to reduce achievement gaps (Berger, 1991; Hill and Tyson, 2009), identifying effective involvement practices becomes crucial for educational equity initiatives.

Therefore, this study aims to investigate the multidimensional nature of parental involvement in home learning and its relationship with academic achievement among elementary school students at SD Negeri 1 Terusan. Specifically, this research seeks to examine how different forms of parental involvement—including learning assistance, facility provision, motivation and emotional support, school communication, and learning supervision—contribute to student academic success. Additionally, this study explores the factors that influence parental involvement patterns, including time and attention availability, economic resources, parenting styles, and communication practices. By providing a comprehensive analysis of parental involvement in the Indonesian elementary school context, this research contributes to the growing body of literature on family-school partnerships and offers practical insights for enhancing educational outcomes through strengthened parental engagement.

METHODS

This research employed a qualitative approach to gain in-depth understanding of parental perspectives regarding their involvement in home learning and its relationship with student academic achievement. The qualitative methodology was selected to explore the complex, multifaceted nature of parental involvement behaviors and to capture the contextual factors that influence these practices within the Indonesian elementary school setting. This approach enabled the researchers to examine participants' lived experiences and perceptions through their own voices while maintaining the flexibility to adapt data collection procedures as insights emerged during the research process.

The study was conducted at SD Negeri 1 Terusan, located in Sindang District, Indramayu Regency, over a four-week period from April 7-30, 2025. The research site was purposively selected due to its representative characteristics of Indonesian public elementary schools and its accessibility for sustained data collection activities. The research participants comprised 40 individuals, including both parents and fourth-grade students, selected through purposive sampling to ensure adequate representation of diverse family backgrounds and varied levels of parental involvement. Fourth-grade students were specifically chosen as they represent a developmental stage where parental involvement remains crucial while students begin developing greater academic independence.

Data collection utilized a mixed-method approach within the qualitative framework, employing structured questionnaires as the primary instrument supplemented by documentation techniques. The questionnaires were designed to capture multiple dimensions of parental involvement, including learning assistance, facility provision, motivational support, school communication, and learning supervision. Prior to implementation, the questionnaire instruments underwent content validation by educational experts to ensure alignment with research objectives and cultural appropriateness for the Indonesian context. Reliability testing was conducted through pilot administration with a separate sample to establish internal consistency of measurement scales. The questionnaires were administered separately to parents and students to triangulate perspectives and enhance data credibility.

Documentation served as a secondary data collection method, involving the systematic gathering of photographic evidence and academic performance records to support and contextualize questionnaire responses. This documentation provided tangible evidence of parental involvement practices and student achievement outcomes, enabling researchers to verify self-reported behaviors and perceptions with observable indicators.

Data analysis followed a systematic three-stage process consistent with qualitative research principles: data reduction, data presentation, and conclusion drawing. During data reduction, responses were systematically organized and categorized according to the predetermined dimensions of parental involvement and influencing factors. The data presentation phase involved creating visual

representations and descriptive summaries to identify patterns and relationships within and across participant groups. Finally, conclusion drawing synthesized findings to address research objectives while maintaining theoretical grounding and empirical support. Throughout the analytical process, researchers employed member checking and peer debriefing to enhance trustworthiness and minimize researcher bias in interpretation.

RESULTS AND DISCUSSION
Results

The findings of this study reveal comprehensive insights into parental involvement practices in home learning and the factors that influence academic achievement among fourth-grade students at SD Negeri 1 Terusan. The results are organized according to the five key dimensions of parental involvement and the influencing factors that emerged from the data analysis.

Parental Involvement in Home Learning

The questionnaire responses from both parents and students demonstrated varying levels of parental engagement across different dimensions of home learning support. Table 1 presents the learning assistance patterns reported by participants, showing that the majority of parents (78%) provide direct assistance while their children are studying, with 82% of students confirming they receive help with their assignments. However, only 65% of parents reported establishing specific study schedules for their children, suggesting that while immediate support is prevalent, structured learning time management requires improvement. These findings indicate that parents are actively present during learning activities but may lack systematic approaches to organizing study routines.

Table 1. Learning Assistance Patterns

Indicator	Parents (%)	Students (%)
Direct assistance during study time	78	82
Help with homework completion	80	85
Establishing study schedules	65	58
Monitoring daily learning progress	72	75

The provision of learning facilities shows relatively positive outcomes, as presented in Table 2, with 85% of parents reporting they provide necessary learning tools and 79% indicating they arrange appropriate study spaces. Student responses corroborated these findings, with 83% acknowledging adequate learning materials at home. Nevertheless, 23% of students reported limited access to printed textbooks, which aligns with economic constraints identified in subsequent analyses. The disparity between general facility provision and specific resource availability highlights the impact of socioeconomic factors on educational support capabilities.

Table 2. Provision of Learning Facilities

Indicator	Parents (%)	Students (%)
Providing learning tools and materials	85	83
Arranging appropriate study space	79	76
Access to printed textbooks	77	77
Managing learning environment distractions	71	68

Motivation and emotional support emerged as the strongest dimension of parental involvement, as demonstrated in Table 3. An overwhelming 91% of parents reported providing encouragement when children face learning difficulties, while 88% of students confirmed feeling emotionally supported by their parents. Additionally, 87% of parents indicated they regularly acknowledge their children's learning efforts through praise and appreciation. These results suggest that parents excel in providing psychological support that fosters positive learning attitudes and resilience.

Table 3. Motivation and Emotional Support

Indicator	Parents (%)	Students (%)
Providing encouragement during difficulties	91	88
Regular praise and appreciation	87	89
Emotional support and understanding	89	92
Building confidence in learning	85	81

Communication with schools presented the most variable results among all dimensions examined. Table 4 reveals that while 76% of parents attend formal school meetings, only 58% engage in regular communication with teachers regarding their children's progress. Student perspectives reflect this inconsistency, with 72% reporting parental attendance at school events but only 54% indicating their parents maintain ongoing dialogue with educators. This communication gap represents a significant area for improvement in parent-school collaboration.

Table 4. Communication with Schools

Indicator	Parents (%)	Students (%)
Attendance at school meetings	76	72
Regular teacher communication	58	54
Participation in school activities	64	61
Collaborative problem-solving with teachers	52	48

Learning supervision patterns, shown in Table 5, demonstrate moderate to high levels of parental monitoring. Approximately 74% of parents reported checking their children's homework completion, while 69% indicated they assist with technology use during online learning activities. However, supervision of internet usage during study time was reported by only 63% of parents, suggesting the need for enhanced digital literacy support and monitoring strategies.

Table 5. Learning Supervision

Indicator	Parents (%)	Students (%)
Homework completion monitoring	74	78
Technology assistance for learning	69	71
Internet usage supervision	63	59
Academic progress discussions	81	83

Factors Influencing Parental Involvement

The analysis of factors affecting parental involvement revealed four primary categories that significantly impact engagement levels. Time and attention availability, as shown in Table 6, demonstrates that 71% of parents believe they allocate sufficient time for their children's learning support despite work commitments. However, 29% of students reported that their parents' work schedules sometimes interfere with learning assistance, indicating that time constraints remain a concern for a substantial minority of families.

Table 6. Time and Attention Availability

Indicator	Parents (%)	Students (%)
Adequate time allocation for learning support	71	71
Work schedule interference with assistance	29	29
Consistent daily involvement	68	65
Availability during homework time	75	73

Economic factors and learning facility provision revealed notable disparities among participating families. Table 7 illustrates that while 68% of parents reported being able to provide adequate learning facilities, 32% acknowledged economic limitations in supporting their children's educational

needs. Student responses mirror this pattern, with 67% expressing satisfaction with available learning resources while 33% identified facility limitations. These findings underscore the persistent role of socioeconomic status in determining educational support quality.

Table 7. Economic Factors and Learning Facilities

Indicator	Parents (%)	Students (%)
Adequate facility provision capability	68	67
Economic limitations in education support	32	33
Satisfaction with available resources	70	69
Financial constraints affecting learning	28	31

Parenting styles demonstrated predominantly positive patterns, as evidenced in Table 8. The majority of parents (84%) reported using praise and positive reinforcement to motivate their children's learning efforts. Additionally, 77% indicated they maintain structured approaches to organizing study time and activities. Students' responses confirm these supportive parenting practices, with 86% reporting feeling encouraged rather than pressured in their learning endeavors.

Table 8. Parenting Styles

Indicator	Parents (%)	Students (%)
Use of praise and positive reinforcement	84	86
Structured approach to learning organization	77	74
Supportive rather than pressuring approach	88	86
Democratic involvement in learning decisions	73	71

Communication and parental awareness patterns, presented in Table 9, reveal that while 79% of parents acknowledge the importance of their role in supporting children's education, only 61% maintain regular communication with teachers. This disconnect between awareness and action suggests that parents recognize their educational responsibilities but may lack the confidence, knowledge, or opportunity to engage effectively with schools.

Table 9. Communication and Parental Awareness

Indicator	Parents (%)	Students (%)
Awareness of educational role importance	79	76
Regular teacher communication maintenance	61	58
Understanding of child's learning needs	82	79
Confidence in school engagement	65	62

Discussion

The findings of this study provide valuable insights into the multidimensional nature of parental involvement in elementary education and its relationship with academic achievement. The results align with theoretical frameworks proposed by Pomerantz et al. (2007), which identify skill development and motivation enhancement as primary mechanisms through which parental involvement influences educational outcomes. The exceptional performance in motivation and emotional support (91% of parents providing encouragement) observed in this study directly validates the motivation enhancement pathway, demonstrating how parental encouragement and emotional availability foster positive learning attitudes and persistence that ultimately contribute to academic success.

The variation in involvement effectiveness across different dimensions reflects findings from previous meta-analyses while providing new insights into the Indonesian elementary context. Consistent with Wilder (2014) and Kim (2022), this study confirms that certain forms of parental involvement demonstrate differential associations with positive outcomes. Specifically, the finding that emotional support and direct learning assistance show the highest participation rates (87-91%) while homework help effectiveness varies aligns with Fan & Chen (2001) observations that homework

assistance tends to be the weakest predictor of academic achievement among parental involvement dimensions. This pattern suggests that Indonesian parents have intuitively gravitated toward involvement strategies that research has consistently demonstrated to be most effective for educational outcomes.

The critical gap identified in school communication represents one of the most significant findings of this study, with important theoretical implications. The disparity between high parental awareness (79%) and limited school communication (61%) extends beyond simple logistical barriers to reflect deeper structural issues in parent-school partnerships. This finding resonates powerfully with Lareau (1987) and Schaub (2010) historical analysis of how educational institutionalization has created expectations for parental involvement without necessarily providing the corresponding institutional support structures. The communication gap also aligns with Hill and Tyson (2009) emphasis on school-based involvement as particularly crucial for reducing socioeconomic achievement gaps, suggesting that the identified weakness may perpetuate rather than address educational inequities.

Furthermore, this communication pattern reflects the complex dynamics described by Cano (2022) regarding how socioeconomically advantaged families tend to invest more extensively in their children's education, potentially through more confident and sustained school engagement. The Indonesian context appears to manifest similar patterns where parents recognize their educational responsibilities but encounter barriers in translating this awareness into effective institutional collaboration. This observation supports Dearing et al. (2006) assertion that strengthening home-school partnerships enables better communication about children's challenges and needs, suggesting that the communication gap identified in this study may limit educators' ability to provide targeted support for struggling students.

The socioeconomic disparities evident in facility provision and resource access confirm and extend patterns identified in international research while revealing context-specific manifestations. The finding that 32% of families experience economic limitations in supporting their children's education aligns with studies by Wang et al. (2016) and Barg (2019), which demonstrate that parental involvement is significantly influenced by class-related resources and barriers. However, the Indonesian context reveals a nuanced pattern where economic constraints primarily affect material resources rather than emotional engagement, as evidenced by consistently high levels of emotional support across all socioeconomic groups.

This pattern provides empirical support for Bourdieu & Passeron (1977) cultural reproduction framework while suggesting important limitations to its application. While economic capital clearly influences facility provision capabilities, the universal presence of emotional support suggests that Indonesian parents possess and deploy forms of cultural capital that transcend immediate economic circumstances. This finding challenges simplified interpretations of Lareau (1987) work on class-based parenting differences by demonstrating that educational commitment and emotional investment can remain consistent across economic strata, even when material manifestations vary significantly.

The predominance of supportive parenting styles observed in this study provides important insights into cultural contexts and their influence on educational practices. The finding that 86% of students feel encouraged rather than pressured directly contradicts authoritarian parenting concerns that might undermine children's intrinsic motivation. Instead, these results suggest that Indonesian parents have adopted democratic parenting approaches that Supriatna and Karjiyati (2021) identify as most conducive to developing student responsibility and engagement. This pattern may reflect cultural values that prioritize children's emotional well-being alongside academic achievement, aligning with Liu et al. (2024) observations about the importance of emotional regulation and social skills in supporting academic success.

The emotional support patterns observed also validate Lee et al. (2022) and Ponnusamy et al. (2021) findings that parental emotional support and encouragement enhance students' self-

confidence and self-esteem while alleviating academic stress. The high levels of parental praise and appreciation (87% of parents) directly support these mechanisms, suggesting that Indonesian elementary families have developed practices that promote both academic achievement and psychological well-being.

The challenges in time management and scheduling observed in this study reflect broader societal transformations while revealing important developmental considerations. While 71% of parents report adequate time allocation, the remaining 29% experiencing constraints represents a substantial proportion requiring attention. This finding extends Park and Holloway (2017) research on developmental variations in parental involvement by demonstrating that even during elementary years—when involvement typically peaks—significant portions of families face time-related barriers. The Indonesian context appears to manifest similar patterns to those observed in Western contexts, suggesting that work-family balance challenges transcend cultural boundaries.

The moderate levels of learning supervision, particularly regarding technology use (63% effective monitoring), highlight emerging challenges that extend beyond traditional parental involvement frameworks. This observation reflects the digital divide concerns raised by contemporary researchers while revealing gaps in parents' technological literacy and supervision capabilities. The finding that technology supervision lags behind other forms of involvement suggests that traditional parental involvement models may require updating to address contemporary educational realities, particularly as online learning becomes increasingly prevalent.

The multidimensional involvement patterns observed in this study provide empirical support for Castro et al. (2015) and Li et al. (2023) conceptualization of involvement as encompassing both action-based and attitudinal components. The Indonesian context demonstrates clear differentiation between these dimensions, with attitudinal involvement (emotional support, awareness) showing consistently high levels while action-based involvement varies significantly across specific activities. This pattern suggests that successful intervention strategies should build upon the strong attitudinal foundation while addressing specific action-based gaps, particularly in school communication and technology supervision.

The implications of these findings extend beyond individual family practices to encompass broader educational equity and policy considerations. The persistent impact of socioeconomic factors on resource provision capabilities, combined with universal emotional commitment, suggests that addressing educational equity requires nuanced approaches that distinguish between different forms of parental involvement. Rather than assuming uniform involvement deficits among lower-SES families, interventions should focus on removing structural barriers to effective school communication and resource access while building upon existing emotional engagement strengths.

Moreover, the school communication gap identified in this study has particular significance in light of Kim (2022) call for more research on school-based parental involvement outside the U.S. context. The Indonesian findings suggest that communication barriers may be more pervasive internationally than previously recognized, indicating that educational institutions globally may need to develop more accessible and culturally responsive communication strategies that accommodate diverse parental backgrounds and constraints. This observation aligns with Epstein (2018) emphasis on systematic approaches to fostering parent-school partnerships through multiple engagement strategies.

CONCLUSION

This study provides comprehensive insights into the multidimensional nature of parental involvement in elementary education within the Indonesian context, revealing both strengths and critical gaps that influence academic achievement. The research demonstrates that while parents excel in providing emotional support and direct learning assistance, significant weaknesses exist in school communication and systematic learning supervision. The findings confirm theoretical

frameworks proposed by Pomerantz and colleagues regarding motivation enhancement mechanisms while highlighting context-specific manifestations of involvement patterns.

The study contributes to the global literature on parental involvement by providing empirical evidence from a non-Western context, addressing the gap identified by Kim (2022) regarding the need for more international research. Specifically, this research reveals that Indonesian parents demonstrate universal emotional commitment across socioeconomic strata while experiencing differentiated access to material resources, challenging simplified interpretations of cultural capital theory. The identification of communication barriers between parents and schools represents a critical finding that extends beyond individual family dynamics to institutional collaboration challenges.

The implications for educational practice are significant. Schools must develop systematic strategies to bridge the communication gap between parents and educators, potentially through culturally responsive outreach programs and accessible communication platforms. Educational policies should address structural barriers that limit resource access while building upon the strong foundation of emotional support that characterizes Indonesian families. Teacher preparation programs should incorporate training on effective parent engagement strategies that recognize diverse family circumstances and capabilities.

Several limitations constrain the generalizability of these findings. The study's focus on a single school limits broader applicability, while the qualitative approach, though providing rich insights, restricts statistical generalization. The cross-sectional design prevents causal inferences about the relationship between parental involvement and academic achievement over time.

Future research should employ longitudinal designs to examine how parental involvement patterns evolve throughout elementary education and their long-term impacts on academic outcomes. Comparative studies across diverse Indonesian regions would enhance understanding of cultural and socioeconomic variations in involvement practices. Additionally, intervention studies testing specific strategies to improve parent-school communication would provide valuable guidance for educational practitioners seeking to strengthen family-school partnerships.

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