

UNVEILING THE ROLE OF PARENTAL INVOLVEMENT IN ENHANCING ELEMENTARY SCHOOL STUDENTS' LEARNING OUTCOMES

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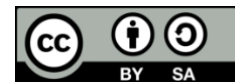
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ABSTRACT

This study aims to examine the impact of parental involvement on students' learning outcomes, the key factors supporting parental involvement, and the challenges faced by parents. This article employs a Systematic Literature Review (SLR) approach. A total of 25 relevant articles were selected after undergoing a screening process based on inclusion and exclusion criteria. The research process includes gathering information, filtering relevant data, and analyzing the findings. The results indicate that parental involvement plays a crucial role. Supporting factors include the availability of quality time between parents and students, motivation and support provided to students, collaboration between parents and teachers, parents' educational background, family economic status, and the utilization of technology. The implications of these findings highlight the importance of fostering stronger parent-teacher partnerships to enhance student outcomes. Schools should consider implementing programs that educate parents on effective ways to support their children's learning at home. Additionally, policymakers could prioritize providing resources and support systems for families from diverse socioeconomic backgrounds, enabling equitable access to tools and opportunities that facilitate parental involvement.

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1. INTRODUCTION

Education is widely recognized as one of the most significant drivers of social and economic development, with elementary education serving as the foundation for lifelong learning (Howard & Ferrari, 2022; Sahrakhiz, 2017). Elementary school students are at a critical stage in their cognitive, emotional, and social development, where they form essential skills that influence their future academic and personal success (Poole & Evertson, 2019; Santos et al., 2020). Parental involvement in education has long been regarded as a pivotal factor in fostering positive student outcomes. Parents, as primary caregivers, have the potential to create a nurturing environment that promotes learning both at home and in collaboration with schools (Matejevic et al., 2014). However, the degree and effectiveness of parental involvement often vary due to multiple factors, including socioeconomic conditions, educational background, and cultural context.

Despite the universal acknowledgment of parental involvement's importance, there remains considerable variation in its practice and impact on students' learning outcomes (Deb & McGirr, 2015; Lukose & Azeez, 2015). Research consistently shows that students whose parents are actively involved in their education tend to perform better academically, exhibit higher motivation, and develop positive attitudes toward learning (Mauliyda, Fauziah, et al., 2024). For instance, studies have highlighted how parental involvement, such as assisting with homework, attending parent-teacher meetings, and fostering a home

environment conducive to learning, can improve academic performance (Paksi & Harmianto, 2022). However, these practices are not uniformly implemented or effective across different demographics. Factors such as parents' educational attainment, work commitments, and limited access to resources often impede consistent involvement, leading to disparities in student outcomes (Kadar Manik et al., 2022).

The issue becomes more complex when considering the challenges faced by parents in aligning their involvement with the school's expectations and the child's needs (Lohmann et al., 2019). For example, parents from lower socioeconomic backgrounds may struggle to provide adequate support due to financial constraints, lack of time, or unfamiliarity with the school curriculum (Adams & Christenson, 2000; Hadházi et al., 2021). On the other hand, some parents may over-involve themselves in ways that unintentionally create undue pressure on their children (O'Connor & Scott, 2007). Furthermore, schools often face difficulties in engaging parents effectively, especially in diverse and multicultural settings where communication gaps or cultural differences may arise. These challenges underscore the need for a nuanced understanding of parental involvement that accounts for its multifaceted nature.

While existing literature provides valuable insights into the relationship between parental involvement and student achievement, several gaps remain (Zolkoski et al., 2018). Many studies focus on general correlations between parental involvement and academic outcomes without exploring the underlying mechanisms or contextual factors that shape these relationships (Adams & Christenson, 2000; Moreira et al., 2019; Santos et al., 2020). Additionally, prior research often overlooks the perspectives of parents themselves, particularly in terms of the challenges they face and the strategies they employ to overcome them. Moreover, there is limited exploration of how technological advancements, such as digital learning tools, can be leveraged to enhance parental involvement in modern educational contexts.

The novelty of this study lies in its comprehensive approach to examining parental involvement through a Systematic Literature Review (SLR) methodology. By synthesizing findings from 25 relevant studies, this research identifies not only the direct impact of parental involvement on elementary school students' learning outcomes but also the key supporting factors and barriers that influence its effectiveness. Unlike previous studies that often adopt a narrow focus, this study provides a holistic analysis that integrates various dimensions of parental involvement, including time availability, motivational support, collaboration with teachers, and the role of socioeconomic and technological factors. Additionally, the study addresses the underexplored area of parental involvement challenges, offering practical insights into how these barriers can be mitigated.

The primary aim of this research is to deepen the understanding of parental involvement and its multifaceted impact on students' learning outcomes. Specifically, the study seeks to achieve the following objectives: (1) to analyze the influence of parental involvement on academic performance and overall learning outcomes; (2) to identify the key factors that support effective parental involvement, such as motivation, socioeconomic status, and collaboration with teachers; (3) to explore the challenges parents face in supporting their children's education, including time constraints, financial limitations, and technological barriers; and (4) to provide actionable recommendations for schools, policymakers, and parents to foster stronger partnerships and optimize parental involvement. By addressing these objectives, this study contributes to the growing body of literature on parental involvement while offering practical implications for improving elementary education. The findings have the potential to inform the development of targeted interventions that empower parents to actively engage in their children's learning journey, regardless of their socioeconomic background or educational level. Additionally, the study underscores the importance of adopting a collaborative approach that involves schools, families, and communities in creating supportive learning environments.

2. METHOD

2.1 Research Design

This study employed a Systematic Literature Review (SLR) methodology to synthesize existing knowledge on the role of parental involvement in enhancing elementary school students' learning outcomes. The SLR approach was designed to provide a systematic and comprehensive review of relevant literature, enabling the identification of key themes, gaps, and patterns in the existing body of research. The process followed the guidelines outlined by (Larson et al., 2020), which emphasize the systematic collection, selection, and analysis of data from credible sources.

2.2 Literature Database

The literature review was conducted using various credible databases and sources, including Google Scholar, accredited SINTA journals, conference proceedings, and Heurzing Publish or Perish software (Gray & Birch, 2001). These sources were chosen for their relevance and reliability in providing scholarly articles and research papers. The search was conducted using specific keywords such as "parental involvement,"

“elementary education,” “learning outcomes,” and “education collaboration.” Additional sources, including books and other peer-reviewed materials, were also incorporated to ensure a comprehensive analysis.

2.3 Inclusion and Exclusion Criteria

To ensure the quality and relevance of the selected studies, inclusion and exclusion criteria were applied (Dilvina et al., 2021). Articles were included if they (1) focused on parental involvement in elementary education, (2) were published in peer-reviewed journals or credible proceedings, (3) were written in English or Indonesian, and (4) were published between 2000 and 2023. Conversely, articles were excluded if they (1) did not address elementary education, (2) lacked empirical data, or (3) were non-scholarly sources, such as opinion pieces or editorials. After applying these criteria, 25 articles were selected for detailed analysis.

2.4 Data Analysis

The selected articles were analyzed using a systematic coding process to identify recurring themes, factors, and challenges related to parental involvement. Data were categorized into key dimensions, such as time availability, motivational support, collaboration with teachers, socioeconomic status, and technological utilization. Challenges faced by parents, including time constraints and financial limitations, were also documented. The findings were synthesized to provide a holistic understanding of the impact of parental involvement and to identify practical recommendations for addressing the challenges. The systematic approach ensured that the analysis was both rigorous and replicable, contributing to the study's reliability and validity.

3. RESULT AND DISCUSSION

Wicaksono (2020) highlights that elementary school children still require significant involvement from their parents. Parental involvement in education plays a crucial role in fostering cognitive and academic development in children. Such involvement is often cited as one of the key factors influencing students' academic success. The family environment, as the primary sphere of a child's growth, significantly impacts their academic journey, especially during elementary school years when children begin to cultivate their interests and talents.

The parenting style adopted by parents is pivotal, as it directly affects the child's learning process and academic outcomes. Academic achievement is a reflection of the effectiveness of the overall learning process. Achieving optimal learning outcomes necessitates a high-quality learning process. If learning outcomes are subpar, it indicates that the learning objectives have not been fully realized (Hilliyani, 2023). Therefore, it is essential to identify the factors contributing to unmet learning goals. The family environment emerges as a critical aspect influencing students' learning outcomes. It serves as the first context in which children shape their character. In this regard, parents play a central role in supporting their children's development and helping them navigate academic challenges. Based on a comprehensive literature review encompassing articles, research journals, and expert analyses, this study identifies three main themes: the roles of parents in student learning, the supportive factors facilitating parental involvement, and the challenges or barriers hindering such involvement.

3.1 The Roles of Parents in Student Learning

Parents assume various roles in influencing their children's academic achievements, including:

3.1.1 Parents as Facilitators

Parents serve as primary facilitators in their children's educational journey, creating a home environment that supports academic success. They provide essential resources and tools that meet their children's learning needs, such as textbooks, stationery, and access to technology (Khuzaini & Nasrulloh, 2023). These resources not only enable students to complete assignments effectively but also inspire them to engage actively in the learning process. Parents' involvement as facilitators extends to creating structured routines and designated study areas, ensuring that distractions are minimized. Additionally, the facilitative role emphasizes proactive communication with teachers to monitor academic progress and address potential challenges, forming a strong foundation for student achievement.

3.1.2 Parents as Motivators

The role of parents as motivators significantly impacts their children's attitude toward education. Parents encourage their children by recognizing their achievements, whether big or small, which fosters a sense of accomplishment and builds confidence (Rohmani, 2022). Motivational strategies such as verbal affirmations, tangible rewards, or goal-setting discussions help students develop a positive learning mindset. Furthermore, a supportive family atmosphere where children feel valued and understood enhances their intrinsic motivation to excel academically. Parents' ability to create a balance between academic expectations and emotional support ensures that children are encouraged to overcome challenges, thus driving them to strive for continuous improvement in their studies (Note, 2022).

3.1.3 Parents as Companions and Educators

Parents fulfill an essential dual role as both companions and educators, directly engaging in their children's learning process. As companions, they actively participate in school-related activities, helping with homework, projects, and exam preparation. This engagement makes students feel supported and valued, fostering a closer parent-child bond (Ningsih & Nurrahmah, 2016). As educators, parents guide their children in understanding concepts and instill values such as discipline and perseverance. This role is especially important when addressing topics that are unfamiliar or difficult for students, as parents' involvement helps bridge gaps in understanding. By adopting this dual role, parents provide not only academic guidance but also moral and emotional support.

3.2 Supportive Factors in Parental Involvement

Parental involvement in education is influenced by several supportive factors:

3.2.1 Appropriate Parenting Styles

Harmonious interactions between parents and children serve as a cornerstone for academic success. The role of parents extends beyond the confines of providing basic needs, as they act as facilitators in cultivating a learning-friendly environment at home. Parents who consistently engage in their children's academic activities, such as helping with homework or attending school events, instill a sense of discipline and responsibility in their children (Hartini & Sukadari, 2021). This involvement fosters a positive attitude toward education, making children more motivated to succeed. Moreover, such parenting styles encourage open communication, allowing children to freely express their academic challenges and aspirations, which parents can address collaboratively. Research has shown that children with supportive parents are more likely to excel academically, as they develop a sense of self-efficacy and confidence. Active participation also positively influences school attendance, as children feel more connected to their academic environment. Conversely, lack of parental involvement can lead to disinterest in academics, higher dropout rates, and poorer academic performance (Kadar Manik et al., 2022). Additionally, appropriate parenting styles are characterized by a balance between warmth and discipline, which fosters resilience and independence in children. By modeling good study habits and prioritizing education, parents can lay a strong foundation for their children's lifelong learning journey, emphasizing that academic success is achievable through consistent effort and support.

3.2.2 Collaboration Between Parents and Teachers

The collaboration between parents and teachers plays a pivotal role in ensuring academic success and holistic development in students. Effective communication between these two key stakeholders creates a synergy that enables students to thrive. Parent-teacher meetings serve as a platform to discuss a child's academic progress, behavioral tendencies, and areas that require improvement (Mousoulides, 2013). Through these interactions, parents gain insights into their children's performance at school, while teachers acquire valuable information about the students' home environment, which often influences their learning attitudes. This collaboration fosters a shared responsibility for addressing challenges and identifying strategies to overcome them (Davis-Kean, 2015). For instance, a student struggling with time management might benefit from coordinated efforts between parents setting a structured home schedule and teachers providing targeted guidance. Furthermore, consistent engagement between parents and teachers helps build trust, reducing the risk of miscommunication. In cases where children face personal or emotional challenges, the joint efforts of parents and teachers can provide the necessary support, ensuring students feel cared for and understood. Technology has further enhanced this collaboration, enabling parents and teachers to stay connected through online platforms, making it easier to track students' progress in real-time. Ultimately, fostering strong parent-teacher partnerships ensures a more supportive and enriching academic environment for students.

3.2.3 Economic Stability

Economic stability within a family profoundly impacts students' academic performance and overall development. Families with sufficient financial resources are better positioned to invest in their children's education by providing access to quality schools, extracurricular activities, and essential learning materials. For instance, purchasing books, stationery, and digital devices enhances a child's ability to engage with educational content effectively (Herz, 1998). Economic stability also creates an environment where children can focus on their studies without the distractions of financial stress. Parents in economically stable households are more likely to participate in their children's academic activities since they are less burdened by financial pressures, allowing them to dedicate time and resources to their children's education. Conversely, financial hardships often lead to stress within the household, affecting parents' ability to actively support their children's academic pursuits (Lu & White, 2014; McLean & Richards, 2010). Families experiencing economic instability may struggle to meet basic needs, let alone afford additional resources for education, resulting in reduced academic performance. Scholarships, government support, and community assistance programs can alleviate some of these challenges, ensuring equitable access to education regardless

of financial status (Sivinskiy et al., 2021). Moreover, parents with stable incomes are more likely to model the importance of financial planning and education to their children, inspiring them to value academic achievement as a pathway to economic security in the future.

3.2.4 Utilization of Technology

The integration of technology in education has revolutionized the way parents support their children's learning (Maulyda, Sugiman, et al., 2024; Osorio-Saez et al., 2021). Digital tools such as educational apps, online platforms, and virtual classrooms have made it easier for parents to monitor and engage in their children's academic progress. For example, parents can track assignments, view grades, and communicate with teachers through school portals, creating a more transparent and interactive academic experience (Pangestu & Fahrudin, 2024). Technology also enables personalized learning, allowing children to explore subjects at their own pace and revisit challenging topics through online resources (Smaldino et al., 2013). Parents can use these tools to supplement their children's learning at home, ensuring continuous academic development. However, the benefits of technology are not uniformly accessible due to the digital divide. Families from low-income backgrounds often lack access to devices or reliable internet connections, limiting their ability to leverage digital tools. This disparity underscores the importance of community programs and government initiatives to bridge the gap, ensuring all students have equal opportunities to benefit from technological advancements (Duangnamol et al., 2018). Furthermore, parents need to guide their children in using technology responsibly, balancing screen time with offline activities and fostering critical thinking skills. By actively engaging with technology, parents can play a vital role in equipping their children for a tech-driven future while mitigating its potential drawbacks.

3.3 Barriers to Parental Involvement

Despite its importance, parental involvement is often hindered by various challenges:

3.3.1 Inappropriate Parenting Styles

Time constraints caused by work commitments often hinder parents from fully engaging in their children's education. Many parents must work long hours, either in offices or in informal sectors, leaving them with insufficient time to accompany their children during the learning process at home (Yavich & Davidovitch, 2020). This negatively impacts children's academic outcomes, especially when they face learning difficulties that require special attention from their parents. Additionally, in some cases, parents tend to adopt parenting styles that do not support their children's educational development (Sun et al., 2018). For instance, a permissive parenting style often leads to children lacking discipline and responsibility in their studies. Conversely, an authoritarian parenting style can create excessive pressure on children, reducing their motivation and self-confidence. In this context, parents need awareness and training on the importance of a balanced parenting approach to support their children's academic success. Thus, active involvement and an appropriate approach from parents can help children achieve their full potential.

3.3.2 Lack of Collaboration Between Parents and Teachers

Ineffective communication between parents and teachers is often the primary cause of various issues in students' academic development. In many cases, the absence of open dialogue between the two parties leads to misunderstandings that eventually result in conflict. For example, parents may have certain expectations about their children's academic performance but fail to understand the limitations faced by teachers in providing guidance in the classroom (Darmiany et al., 2022). On the other hand, teachers may find it difficult to communicate specific needs of the students to parents, especially when such communication is not facilitated effectively. It is important to note that constructive collaboration between parents and teachers can have a significantly positive impact on a child's development. With regular communication, whether through parent-teacher meetings or digital platforms, both parties can work together to identify issues early and design appropriate solutions. Examples of effective collaboration include supervising homework, supporting extracurricular activities, and monitoring children's socio-emotional development. By building a strong partnership, parents and teachers can create a conducive learning environment for students.

3.3.3 Parents' Educational Background

Parents' educational background plays a crucial role in supporting their children's learning process. Parents with higher levels of education generally possess a broader knowledge of effective learning methods and a greater awareness of the importance of education (Khawaja & Howard, 2020). For instance, parents who are entrepreneurs or professionals are often able to provide additional guidance to their children in completing school assignments or planning long-term educational goals. Conversely, parents with lower educational levels often face challenges in understanding curricula or assisting their children with complex subjects like mathematics or science (Hiriscau & Pintea, 2024). In some cases, this results in children feeling less supported, which affects their academic performance. Additionally, parents working in physically demanding or low-income jobs may have limited time and energy to engage in their children's educational

activities. Therefore, educational interventions such as parent training programs or collaborative workshops between parents and teachers can serve as solutions to address these challenges and enhance parents' roles in supporting their children's academic success.

3.3.4 Low Economic Status

Low economic status often becomes a major factor influencing parenting styles and children's well-being. In families with limited financial resources, parents frequently experience excessive stress due to economic demands. This not only affects interpersonal relationships within the family but also influences the parenting styles they adopt. For example, parents under financial pressure may adopt an authoritarian parenting style, where they tend to demand obedience without providing adequate emotional support. On the other hand, some parents become less involved in their children's lives because they must work longer hours to meet basic family needs (Devi et al., 2022; Gabarró-López, 2020). The impact of these conditions is often evident in children's academic performance. Children from low-income families tend to have limited access to books, learning tools, or additional tutoring that could help them excel in school. Furthermore, psychological issues such as low self-esteem or insecurity are also common among children from economically disadvantaged backgrounds. Therefore, intervention programs such as scholarship assistance or psychosocial support in schools are essential to help students from low-income families achieve their potential.

3.3.5 Limited Use of Technology

Limited access to technology presents a significant challenge for students from low-income families, particularly in rural areas (Prendes-Espinosa et al., 2021). Underdeveloped technological infrastructure in these regions often hinders students from accessing digital learning resources that are increasingly vital in modern education systems. For instance, students without access to computers or the internet at home tend to struggle with completing technology-based assignments or participating in distance learning. This condition not only exacerbates the digital divide between students from different economic backgrounds but also widens academic achievement gaps (Adachi, 2012). For example, during the COVID-19 pandemic, students from poor families were more likely to fall behind compared to their peers who had adequate access to technology. Additionally, a lack of digital literacy among parents can further act as a barrier, as they are unable to guide their children in using technology for learning purposes. Therefore, government programs that provide free internet access, digital literacy training, and affordable learning devices are crucial to supporting students' success in this digital era.

4. CONCLUSION

The findings underscore the critical role of parental involvement in elementary school students' academic success. Both supportive and inhibiting factors within the family environment significantly influence learning outcomes. Families that foster harmonious relationships and actively engage in their children's education contribute positively to their academic achievements. Conversely, challenges such as economic hardships, limited time, and inadequate collaboration with schools can impede students' learning processes. Moving forward, it is imperative to enhance parental involvement through targeted interventions, such as parenting workshops, improved parent-teacher communication, and initiatives to bridge the digital divide, ensuring that all students have equal opportunities to thrive academically.

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