

Assisting Students Learning At Home: Parents' Role

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Abstrak

Peran orang tua memiliki peranan penting dalam kesuksesan belajar anak-anak mereka, terutama selama kegiatan belajar di rumah. Sebagai figur utama dalam kehidupan anak-anak mereka, orang tua mengambil peran sebagai sesama pembelajar, berkontribusi secara signifikan dalam perjalanan belajar. Tujuan dari penelitian ini adalah untuk mengidentifikasi keterlibatan orang tua dalam mendukung pembelajaran anak-anak mereka (siswa sekolah dasar) saat berada di rumah. Penelitian ini menggunakan metode deskriptif dalam desain penelitian kualitatif. Subjek penelitian ini terdiri dari 5 orang tua (baik ayah maupun ibu) dari siswa sekolah dasar. Pengumpulan data dilakukan melalui wawancara semi-struktur. Analisis data menggunakan pendekatan analisis data kualitatif interaktif, mengikuti metodologi yang disarankan oleh Miles, Huberman, & Saldana (2014), yang mencakup reduksi data, tampilan data, dan penarikan/verifikasi kesimpulan. Temuan penelitian mengungkapkan bahwa orang tua terlibat aktif dalam membimbing, memotivasi, memfasilitasi dan menilai kegiatan belajar anaknya. Kesimpulannya, tutor, motivator, fasilitator, dan penilai adalah peran yang mencerminkan beragam cara orang tua berkontribusi terhadap keberhasilan anak-anak mereka dalam pembelajaran di rumah.

Kata Kunci: *Peran Orang Tua, Kegiatan Pembelajaran, Anak-Anak*

Abstract

Parents play a pivotal role in their children's learning success, especially during home-based learning activities. As the primary figures in their children's lives, parents take on the role of co-learners, contributing significantly to the learning journey. The aim of this study is to identify the involvement of parents in supporting the learning of their children (elementary school student) while at home. The research utilizes a descriptive method within a qualitative research design. The subjects of this study consist of 5 parents (either fathers or mothers) of elementary school students. Data collection is conducted through semi-structured interviews. The data analysis employs an interactive qualitative data analysis approach, following the methodology suggested by Miles, Huberman, & Saldana, (2014), which includes data reduction, data display, and conclusion drawing/verification. The research findings reveal that parents actively engage in tutoring, motivating, facilitating and assessing their children's learning activities. In conclusion, tutor, motivator, facilitator and assessor are the roles that reflects the diverse ways parents contribute to their children's success in learning settings at home.

Keyword: *Parents' Role, Learning's Activities, Children*

INTRODUCTION

The early years of school are crucial for laying the groundwork for a child's knowledge and abilities. This stage not only influences their future academic achievements but also molds their cognitive, social, and emotional development throughout their educational journey. Recognizing the value of family-based learning underscores the pivotal role parents play. They are not just observers but the primary guides in steering children through this vital phase. Through activities like reading, writing, and arithmetic, parents contribute to building a solid base for the development of more advanced academic skills later on.

The involvement of parents in supporting their children's learning beyond regular school hours carries significant expectations. Besides fulfilling formal educational responsibilities, parents contribute significantly to creating a nurturing learning environment at home. Effective parental assistance encompasses emotional support, academic direction, and fostering the child's inquisitiveness. Their role extends beyond assisting with homework; it involves creating an atmosphere where children feel encouraged and motivated to explore the realms of knowledge.

Research indicates that parental involvement in providing academic guidance has a direct positive impact on students' academic performance (Irma et al., 2019; Jeynes, 2012; Mufadhal & Istaryatiningtias, 2022; Ningsih & Dafit, 2021; Ulfasari & Fauziah, 2021). Parents can support their children's learning activities at home by helping them understand course materials, explaining challenging concepts, and providing additional support in completing homework assignments.

Guillena et al (2023) found that parental interaction in assisting their children with homework can create a productive learning environment at home. These activities create opportunities for children to deepen their understanding of course materials and stimulate interest in learning. Additionally, Panaoura (2020) and Patall et al (2008) highlights that parents' involvement in their children's learning activities at home can provide a personalized approach to guiding their learning. Parents can identify the individual needs of their children, tailor teaching methods, and provide support based on each child's ability level.

Study by Zulparis et al (2021) indicates that when children feel the support and warmth of their parents, their motivation to learn increases. Parents, acting as motivators, enhance their children's motivation by rewarding their academic achievements with gifts or words of praise (Ningsih & Dafit, 2021). Parents who provide constructive praise and recognition not only stimulate their children's interest but also reinforce their perception of success in learning. This literature emphasizes that the role of parents as motivators not only influences the academic performance of their children but also forms a strong mental and emotional foundation for sustained learning development.

The research conducted by Anggraeni et al (2021), along with contributions from Handayani & Al-Farhatan Noor Asri (2021) & Susanti (2021) emphasizes the pivotal role of parents as facilitators in the education of their children. In the context of this study, acting as facilitators means that parents play a crucial role in connecting the interests of teachers and children. They serve as a bridge, facilitating communication and collaboration between educators and their kids. This involvement is essential for creating a harmonious relationship between the educational environment at school and the child's personal interests and needs.

According to the findings of Ningsih & Dafit (2021), parents, acting as facilitators, actively contribute to their children's educational journey by supplying essential learning tools and resources. This encompasses the creation of designated study spaces at home, fostering an environment conducive to focused learning. Parents ensure access to required textbooks and educational materials, supporting their children's engagement with the prescribed curriculum. Additionally, they provide necessary writing materials, such as pens and notebooks, enabling their children to complete assignments.

This research endeavors to delve into and comprehend the vital role of parental engagement in enhancing the learning journey of elementary school students beyond the traditional classroom setting. The contemporary educational context places a heightened emphasis on the collaborative partnership between parents and schools to enrich the overall educational experience. The significance of this research lies in uncovering the varied ways in which parents contribute to the academic advancement of their children, particularly within the home environment. By clarifying the purpose of the study, the research seeks to bring to light the specific roles parents play in fostering a supportive learning environment essential for the holistic development of elementary school students. Through this exploration, the study aims to scrutinize the roles parents support their children, ultimately fostering more effective interactions between parents and their children during learning activities at home after school hours.

RESEARCH METHOD

This study employs a descriptive method with a qualitative research design, aiming to uncover facts through accurate interpretation. Descriptive research focuses on societal issues, specific situations, relationships, activities, attitudes, perspectives, and processes within a phenomenon in the field, as stated by Tarjo (2019). The data collection technique involves conducting semi-structured interviews, where the interviewer acts as a guide in the conversation, developing questions based on existing topics or interview protocols without creating a comprehensive list of questions, as outlined by Suwartono (2014).

The participants in this study consisted of parents with children in elementary schools across four schools in the city of Pontianak, West Kalimantan Province. A total of five individuals were involved, and their profile information is outlined below:

Table 1. Participant Profile

No	Sex	Education	Social Status
1	Female	Senior High School	Household
2	Female	Senior High School	Household
3	Female	Senior High School	Household
4	Female	Senior High School	Household
5	Female	Post Graduate	Civil Servant/Educator

The study's data undergo interactive qualitative data analysis, following the suggested approach by Miles et al (2014), which includes data reduction, data display, and conclusion drawing/verification. Interviews are conducted through direct meetings with parents or via telephone to gather necessary data to address the research questions. The data collection tool utilized is a voice recording application installed on a mobile phone. In the data analysis stage, the researcher transcribes the audio data into written form, inventories and sorts the written data to answer the research questions regarding the involvement or role of parents in their children's learning at home based on observed conditions in the field. The sorted data is then presented, and conclusions are drawn as the research findings.

RESULTS AND DISCUSSION

Results

The findings from the research indicate that parents engage in supporting their children's learning activities at home in various roles, including that of tutors, motivators, facilitators and assessors. To provide a summary of this involvement, the following overview is presented.

Performing Tutorial Activities

Based on interviews conducted with five students' parents, predominantly mothers, it can be inferred that these parents actively participate in assisting their children with understanding school materials. Typically, tutorial sessions occur both before and after the regular school learning activities. Pre-learning tutorials involve reading material aloud from printed books, watching learning videos on platforms like YouTube, completing questions from Student Worksheets, and summarizing the content of learning materials. Subsequently, the parents (mothers) usually clarify and explain the material that was read aloud, viewed on YouTube, or addressed in the Student Worksheet questions. These tutorial sessions last between 30 to 60 minutes. On the other hand, post-learning tutorials involve reviewing the teacher-assigned homework, ensuring correctness, and confirming that students comprehend their completed assignments. Additionally, tutorial activities are also conducted if students encounter difficulties with the practice questions provided by the teacher.

Motivating Learners to Learn

In addition to their role as tutors, majority of the student-parent participants also serve as motivators in their children's learning endeavors. Motivational efforts encompass both verbal and practical approaches. Verbal motivation involves recounting stories of influential figures like scientists and entrepreneurs, Elon Musk, or successful artists who pursued education abroad on scholarships. Additionally, parents share anecdotes about relatives (such as uncles, aunts, and cousins) who secured scholarships for overseas studies. Praise is also extended when children achieve satisfactory learning grades and demonstrate disciplined study habits at home, adhering to agreed-upon study times. Practical motivation includes taking students to city parks, malls, or other affordable entertainment venues as a reward for positive learning development, as reflected in the teacher's assessments during learning activities. Furthermore, motivational reinforcement may involve consequences. These consequences are implemented when students fail to complete homework despite reminders, or when they seek explanations or assistance with schoolwork late at night or in the morning. It's important to note that these consequences are educational in nature, involving measures like reduced playtime, household chores (such as sweeping and mopping), and limited time spent on smartphones playing.

Facilitating Learners in Learning

In the role of a facilitator, the primary activities of students-parents often involve offering alternative learning materials beyond the printed books borrowed or purchased from the school. This can include educational videos sourced from YouTube or practice questions obtained online. Additionally, the provided facilities extend to supplying data quotas and smartphones, enabling children to access educational materials on the internet or watch instructional videos on platforms like YouTube. Other amenities encompass providing food (snacks or light meals) to accompany children during their learning activities at home. Another aspect of facilitation involves arranging for "incidental tutors" in instances where students struggle with practice assignment questions from school, and parental assistance is limited. In this context, incidental tutors refer to individuals in the students' surroundings, such as neighbors or

relatives, who can assist students in comprehending lesson materials or addressing questions assigned by the teacher for home-based works.

Assessing Learners' Works

The last finding indicates that one out of five student-parent respondents assumes the role of an assessor in supporting their children's learning at home. Due to the entire workday being spent at the office, particularly for the mother in this student-parent scenario, she assists her child's learning by reviewing and assessing homework and assignments in the evening to ensure accuracy. The learning process or tutoring is handled by the eldest daughter, a high school student, during the day. Furthermore, parent (mother) exclusively communicate with and remind her daughter to help her younger brother with school lessons and homeworks. When difficulties arise, one of the strategies employed by the children during learning activities involves consulting YouTube channels or seeking assistance from Google via laptop or smartphone. Any unresolved homeworks or assignments is assisted by the mother during the early morning hours.

Based on the findings above, it can be summarized that in supporting children's learning at home in particular before and after schooling activities, parents act as tutors, motivators, facilitators and assessors. In fact, the roles performed by parents in assisting their children's learning are adapted to students' needs and parents' activities, not all parents can play roles as tutors, motivators, facilitators and assessors.

Discussion

The roles and active participation of parents have a notable impact on students' learning, especially during after-school hours and home-based learning activities. To support their children's learning at home, parents can take on various roles tailored to their children's specific needs.

Parents can play a crucial role in supporting their children's learning at home by taking on the role of a tutor. This finding is in line with the work of Jeynes (2012), Ningsih & Dafit (2021) and Ulfasari & Fauziah (2021), highlighting that parents actively engage in helping their children understand lessons during home-based learning activities. Mothers, in particular, are heavily involved in facilitating their children's knowledge acquisition outside of school hours. They participate proactively in activities such as explaining learning materials and engaging in discussions. Additionally, tutorial sessions are conducted to address any challenges students may face with practice tests or questions provided by teachers.

Moreover, motivator, the crucial and diverse role that parents play in shaping their children's learning experiences is also accompanying the tutoring role. Employing a thoughtful and comprehensive approach, parents serve as motivators through verbal and practical methods, aligning with the findings of Ningsih & Dafit (2021). Positive reinforcement, expressed through praise for academic achievements and disciplined study habits, contributes to confidence-building and underscores the importance of dedication. Significantly, the study highlights the strategic use of motivational consequences, such as reduced playtime and involvement in household chores, instilling a sense of responsibility and discipline while emphasizing the correlation between actions and outcomes. Parents assume a dynamic and supportive role, creating a positive and engaging learning environment for their children.

Offering alternative learning materials, such as educational videos and online practice questions, underscores parents' commitment to providing a variety of resources beyond traditional textbooks. This finding is in line with research by Ningsih & Dafit (2021) and Ulfasari & Fauziah (2021) states that when parents act as facilitators of student learning activities, they provide learning facilities and tools that support student learning activities. The provision of facilities, including data quotas and smartphones, shows awareness of the growing role of technology in education. By enabling children to access educational content online and watch instructional videos, parents are actively integrating digital tools into the learning process, expecting positive impact of technology to their children learning result. This is in line Wang et al (2023) which state that facilitating students with information technology, in particular smartphone, have positive impact on learning outcomes. The inclusion of amenities such as providing foods and refreshments during learning activities reflects a holistic approach to support. Recognizing the link between nutrition and cognitive function, parents ensure that their children have the physical support necessary for focused and effective learning. These considerations are in line with findings of Burrows et al (2017) highlighting the positive influence of proper nutrition on academic performance. The "incidental tutor" concept introduces a community-based support system, which emphasizes collaboration in the learning process. This is in line with the study of Austin (2008) and Eisenkopf et al (2008) on the positive impact of collaborative learning environments involving peers. The idea that students can receive help from individuals in their immediate environment reflects a community-centered approach to education.

Likewise, the mother's role as an assessor, despite a full workday, reflects a commitment to actively engage in her child's education during the evening. This finding aligns with research of Jeynes (2012) and Irma et al (2019), indicating that parental involvement, even in the form of reviewing assignments, positively influences academic performance. The delegation of the tutoring role to the eldest

daughter during the day illustrates a collaborative family effort in supporting education. Research on peer-assisted learning suggests that such arrangements can foster a positive and supportive learning environment. The high school student's involvement not only aids in the academic progress of the younger sibling but also showcases a form of peer mentoring within the family. The exclusive communication between the mother and the eldest daughter for assistance with the younger brother's lessons underscores the importance of clear communication in facilitating effective learning support within the family. The strategy of consulting YouTube channels or seeking assistance from Google when difficulties arise reflects the digital literacy of the children and the mother's dedication to assisting with unresolved homework or assignments during the early morning hours demonstrates a proactive approach to overcoming time constraints. This commitment aligns with research findings of Guillena et al (2023), Panaoura (2020), and Patall et al (2008) emphasizing the importance of parental involvement in addressing academic challenges and supporting a child's overall educational development.

In summary, parents play a multifaceted and crucial role in their children's education, serving as tutors, motivators, facilitators, and assessors. As tutors, they actively engage in teaching and explaining academic materials. In the role of motivators, parents inspire and encourage their children through positive reinforcement, tangible rewards, and educational consequences. Acting as facilitators, parents provide diverse learning materials, integrate technology, and create a supportive environment. Additionally, in the role of assessors, parents review and evaluate homework, ensuring accuracy and addressing academic challenges. This holistic approach reflects the diverse ways parents contribute to their children's educational success.

CONCLUSION

The involvement of parents in supporting their children's learning beyond regular school hours is important to maximize children learning success. In supporting children's learning activities at home, parents engage in various roles, including that of tutors, motivators, facilitators and assessors. The roles performed by parents in assisting their children's learning are adapted to students' needs and parents' activities, not all parents can actively engage in tutoring, motivating, facilitating and assessing their children's learning activities. In conclusion, tutor, motivator, facilitator and assessor are the roles that reflects the diverse ways parents contribute to their children's success in learning settings at home. Further research in a similar context should opt for a quantitative approach or a mixed-method design, integrating a more extensive variety of data collection methods and techniques, and encompassing a more sizable and diverse group of respondents.

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