

FROM THE CLASSROOM TO THE LIVING ROOM: THE ACTIVE ROLE OF PARENTS IN SUPPORTING STUDENT ACHIEVEMENT

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Abstract

Education is a process that does not only take place in the classroom, but also continues to the family room. The active role of parents has a significant influence on student achievement, both in academic and non-academic aspects. This research was conducted at Budi Mulia Mangga Besar Junior High School, Jakarta. The purpose of the study was to identify the form of parental involvement and role in supporting student achievement, and the impact of parental involvement on the development of students' academic and non-academic achievement. Participants in this study were parents, homeroom teachers, and students. The research was conducted with a non-participatory observation approach and semi-structured interviews to obtain data validity. This research was conducted in March-April 2025. The results of the study emphasized that students with good academic achievements, tend to have parents who are active in supporting their children's education both through academic assistance and emotional motivation. Students with low achievement often experience a lack of parental involvement in the learning process, which can have an impact on low motivation and learning discipline. From the results of this study, recommendations can be obtained, schools need to improve communication and education programs for parents to encourage their awareness of the importance of involvement in children's education. Collaboration between teachers and parents can be improved through more effective communication media, such as school apps or discussion groups.

Keywords: *Family education; The role of parents; Student achievements.*

A. INTRODUCTION

From conception to birth, the growth and development of a child is greatly influenced by the role and existence of parents. The family plays an important role in supporting children's education. The guarantee of life and the emotional, spiritual and cognitive development of children is obtained first and foremost from the family. A child will feel safe and confident when his or her existence is accepted and feels loved. In supporting children's achievements, families should create a positive learning environment and culture at home, both in terms of learning facilities, learning media as a source of reference and a calm atmosphere. Parental support for children is not only limited to meeting biological and material needs. More than that, parental involvement in monitoring children's development and providing solutions to obstacles in learning is an important aspect in supporting their learning achievement.

Parental involvement has a crucial role in supporting children's overall development, both in academic and non-academic aspects. The presence and active participation of parents can form a positive learning environment at home and increase children's motivation and confidence. As a significant external factor, parental involvement not only provides emotional support, but also influences student achievement through good communication with schools, monitoring of learning activities, and consistent provision of moral support.

According to (Henderson & Mapp, 2002) In his book *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement* stated that the active involvement of parents in children's education has a positive and significant relationship with academic achievement, learning motivation, and children's attitude towards school. Children who experience parental involvement tend to feel valued, supported, and have a clear learning path. This encourages increased academic achievement as well as a positive outlook on school in general.

Parenting that is too permissive or authoritarian can hinder a child's academic and emotional growth. Overly rigid parents often exert pressure that makes the child depressed, loses confidence, and is afraid of making mistakes. On the other hand, parenting that is too loose results in children being less disciplined, careless, and less eager to learn because they feel that there are no limits. Research conducted by (Ilham, 2022) indicates that children are not comfortable with authoritarian parenting, so they will seek entertainment elsewhere, such as at school, places of worship, or in playgrounds. In addition to looking for entertainment, children also tend to wander around and show various negative behaviors when they are not at home, even when they are outside the house, they are often reluctant to go home immediately and choose to spend more time outside.

Children who grow up in an emotionally unstable environment, such as due to parental quarrels or unbalanced family conditions, can experience negative impacts. Research conducted by (Amato & Keith, 1991) in its meta analysis *Parental Divorce and the Well-Being of Children: A Meta-Analysis. Psychological Bulletin* found that children from divorced or conflicting households typically have more emotional problems and poorer academic performance than children from happy families.

It is understandable that children who experience continuous stress at home become restless, nervous, and unsettled, which ultimately affects how well they learn. Children struggle to focus, lose motivation, and experience decreased academic achievement. Children can sometimes act aggressively or withdraw from their social environment as a way to vent their emotions. Therefore, family harmony is essential to improve children's emotional stability and academic achievement.

Excessive pressure that parents put on children without considering the child's abilities, interests, and psychological condition can also decrease children's motivation to learn. Children who feel that their efforts are never enough to meet their parents' expectations tend to feel unworthy and lose confidence. On the other hand, providing support that suits children's needs and abilities, as well as avoiding excessive pressure, will be more effective in increasing children's motivation to learn.

After the child receives informal education from the family, the child will continue formal education to develop the child's cognitive, affective and psychomotor abilities at school. In order to create sustainable learning, intense collaboration between schools and parents is needed. The purpose of collaboration between parents and schools needs to be carried out, first of all to equalize the perception of a shared responsibility that children's education will be successful if collective efforts are made. These collective efforts are carried out by building positive communication between schools and parents, starting from reporting academic development, children's difficulties in learning, children's talents and abilities, and children's social life in their interactions with others. Through communication, the right solution can be found in dealing with obstacles and difficulties in the growth of children as individuals.

Research conducted by (Hamid, 2025) shows that a child's academic success is positively influenced by parental active involvement, as seen from increased learning motivation and confidence. The role of parents includes help in the fields of education, emotions, and technology. Assistance in the field of education can be done by assisting children in learning, assisting children in completing school assignments and providing solutions if there are difficult concepts. Emotional help will be obtained by children if parents continue to encourage them so that they do not get distracted when facing difficulties.

Parents can be a good listener if there are complaints from children about school, relationships with their friends by giving positive views or constructive advice. Giving appreciation from parents also greatly affects children's confidence. Building positive and harmonious relationships between parents and children can support children's cognitive, emotional, and social development.

A good, honest, and open relationship between parents and children will help improve the child's self-esteem and academic achievement. Research conducted by (Hanifah & Farida, 2023) Saying that having a good, honest, and open relationship between parents and children, setting realistic age limits, explaining why children should not do something will increase their self-esteem and academic success. Children are better protected from harmful factors such as drug use and depression.

Children who receive proper parental guidance will develop the ability to plan their studies, complete assignments, and overcome their own academic difficulties. In other words, a strong emotional, social, and academic foundation is built by a positive parent-child relationship, and this leads to higher student achievement. The relationship between the school environment and the family environment in shaping student achievement must continue to be established. This collaboration covers several aspects, one of which is child discipline. Collaboration is carried out to equalize perceptions related to appropriate sanctions if children commit indisciplined actions of the school.

Research conducted by (Namira & Hadi, 2025) that students' motivation and academic achievement will be much better if punishment is applied with the help of close cooperation between parents and teachers. Students show improved attitudes in matters such as responsibility for completing assignments, adherence to regulations, and punctuality. This collaboration also helps create a good learning environment. Many factors can affect the effectiveness of parental support in improving student achievement.

Parental parenting plays a very important role in shaping children's character and learning motivation. Research conducted by (Akrom & Ahmadi, 2024) It was found that students who have democratic or soft parents tend to be more motivated to learn. On the other hand, families with authoritarian parenting usually add problems where students are less motivated to learn.

On the contrary, in research conducted by (Purba et al., 2024) mentioned that there are positive and negative impacts of authoritarian parenting styles on children's development that will affect children's academic achievement. On the positive side, children raised by authoritarian parents tend to be more obedient and follow the standards their parents want, such as devotion or respect for them. On the downside, authoritarian parenting styles can hinder children's growth in a number of areas, such as social skills, confidence, and freedom of expression. Children who grow up in an authoritarian home often find it difficult to open up to their parents and express their emotions.

These tactics include a consistent approach to technology by parents and teachers, active parental relationships, behavioral modeling by both parties, control over the digital environment at home, and the use of technology as a teaching tool. Of course, communication with schools is maintained so that parents know their children's development, both academically and children's behavior and discipline at school. Parental participation can be seen by attending school activities related to improving student achievement.

Parents' economic conditions and educational background can also affect children's parenting. Economically established parents typically have more resources available to help with their children's education, such as access to educational technology, additional tutoring, or appropriate places to study. On the other hand, financial constraints can force parents to prioritize meeting their basic needs, which can leave them with less time or opportunity to actively participate in their children's education.

Parental involvement has a positive impact on children's academic and social-emotional development. His research conducted by (Rahmanda & Zulkarnaen, 2024) mentioning the role or active participation of parents in children's learning activities can increase children's understanding of subject matter. In addition, the interaction between parents, children, and teachers creates a positive and peaceful learning environment that will be very beneficial for the development of children's independence, creativity, and social skills.

Research conducted by (Hasbi et al., 2021) The role of parents in accompanying children includes several important aspects. As motivators, parents provide encouragement and inspiration according to their children's interests and talents through effective communication. As facilitators, they meet physical needs and provide a positive learning environment. The role as a role model is shown through an example that is easy for children to imitate. Parents also play the role of mediators, helping children understand the meaning of learning, as well as partners who work with schools and meet children's psychological needs. Finally, as supervisors, parents supervise children's behavior so that they are in harmony with norms and values adaptively. All of these roles complement each other and are essential for the development of children's achievements, as they provide a solid foundation for their independence, creativity, and social skills. With the right support from parents, children can grow up to be well-balanced individuals and ready to face future challenges.

In general, student achievement refers to the level of success achieved by students in academic and non-academic fields at school. This includes the abilities, attitudes, and behaviors shown in school activities as well as learning outcomes assessed through grades or tests. Refer to books written by (Budiyo, 2023) An achievement is a desired outcome that has been achieved through individual or collective efforts and creations in the form of knowledge or skills. Thus, student achievement reflects a combination of effort and achievement in the educational process. From the presentation, it can be understood that achievement includes academic achievement, namely the level of student achievement obtained from formal educational institutions which is usually measured through assessments with indicators of how deeply students understand the learning material, and implement the knowledge they gain in daily life.

Refer to books written by (Mariyati et al., 2020) Academic achievement is a person's success in the scientific field in this case, their performance in a discipline obtained in the classroom. So academic achievement includes the degree of success of students in formal education as determined by assessments; The main measure of academic achievement is the level of achievement students understand the subject matter and be able to use that

understanding in daily life. Thus, academic achievement is not only measured by the results of grades, but also by the understanding and application of the knowledge obtained.

To encourage the improvement of children's achievements, family education is the main foundation as a provision for entering formal education. In the family, children acquire a wide range of moral knowledge and life values. In addition, the family is also a place to learn practical skills, such as managing time and communicating effectively. The family plays an important role in character building and emotional education, where children learn to recognize and manage their emotions. In the family environment, children are also taught how to socialize well.

Referring to research conducted by (Amaliyah, 2021). Basic education for children in the future is family education. The function of parents cannot be separated from this education. In addition to meeting basic needs such as food, drinks, clothing, and shelter, parents also have the duty to guide, nurture, and set a good example for their children. The future of children is greatly influenced by family education, where their character is shaped by the attitudes and values instilled in the home. As the first role model, parents have an important role in guiding their children. In addition to meeting basic needs such as food and shelter, the active participation of parents in formal education, such as helping with homework and communicating with teachers, is vital to improving the learning process. Family education includes not only the academic aspect, but also the emotional and social development of children, which are greatly influenced by interaction with parents.

This study aims to identify different forms of parental involvement in supporting student achievement and explore the impact of such involvement on the development of students' academic and non-academic achievement. In addition, this study will also examine the impact of parental involvement on the development of students' character, social skills, and creativity. With a deeper understanding of how positive interactions between parents and children can improve student motivation and performance, it is hoped that this study can provide helpful recommendations for parents, educators, and educational institutions in creating an environment that supports overall student achievement.

Through this research, it is hoped that recommendations can be produced for parents, educators, and educational institutions to create an environment that supports and facilitates parental involvement, so that it can contribute positively to overall student achievement.

B. METHOD

This study uses a qualitative method with a semi-structured interview approach and non-participatory observation. Semi-structured interviews are conducted using question guides as a guideline, but technically provide flexibility where researchers follow respondents' answers. Meanwhile, non-participatory observation means that the researcher only observes without participating in the activity. Refer to books written by (Creswell & Creswell, 2018) The participants in this study were selected purposively and were not oriented towards the large number, but rather on the depth of information obtained. The participants in this study consisted of parents of students who had good and bad achievements. Other participants were homeroom teachers who had a role in building communication between the school and parents, as well as students who had experience with active parental involvement in their learning process, and students who lacked parental support to see the impact on motivation and achievement. The focus of the research refers to the role of parents in children's education, the influence of parental involvement on student achievement, and the influence of parental support on learning motivation. Researchers grouped data based on key themes, such as the form of parental involvement, factors influencing involvement, and their impact on student achievement. Researchers compile research results systematically with components such as introduction, research methods, research results, discussion, and conclusions.

C. RESULTS AND DISCUSSION

1. RESULT

After going through the process of data collection and analysis, the findings of this study provide a more comprehensive understanding of the role of parents in children's education and its impact on academic achievement. Based on the results of observations and interviews, various patterns of parental involvement were found, including active communication with the school, support for children's emotional needs and motivation, and assistance in the learning process at home.

1.1. Involvement of High-Achieving and Under-Achieving Parents.

This research began with a study of the role of parents in children's education. Participants in this study consisted of parents whose children had high and low academic achievements. To explore the role of parents in

children's education, researchers conducted in-depth interviews and observations of parents of students who showed high academic achievement.

The results showed a similarity in behavior, namely parents actively monitor their children's academic progress and establish regular communication with teachers. They always attend meetings with the school, check and sign children's assignments, and analyze learning outcome reports to provide improvement solutions. At home, parents accompany children in their studies, create a regular study routine, and provide special time to discuss their child's learning difficulties. In terms of emotional support, parents make a positive contribution by creating a family environment that supports children's development. They praise their success, be an active listener to children's problems, and support children's interests and hobbies in academic and non-academic fields. In addition, parents accustom children to thinking positively and viewing failure as part of the learning process. Parents are also active in instilling values and character education in children. They teach honesty through example, get children used to carrying out small responsibilities at home, and foster empathy by inviting children to understand the feelings of others. The habit of sharing stories about things to be grateful for every day is also applied to form an attitude of appreciation and gratitude.

After interviewing and observing the parents of children who have good achievements. The researcher continued interviews and observations for participants from underachieving students. Researchers found a variety of views. Many parents feel that they do not have enough time to accompany their children to study, and leave the full responsibility of education to the school. They consider their obligations to have been fulfilled by paying education fees. Some parents feel unable to help their children due to their limited educational background, and are reluctant to attend school meetings due to their child's low achievement. In character building, parents apply rules with strict sanctions, such as confiscating cellphones if grades are bad or limiting playing time if children come home late. Some think that if children do not want to learn and have a bad character, then it will be detrimental to their own future.

1.2. Homeroom Perspectives: Parental Involvement.

The researcher expanded the data collection by involving the perspective of homeroom teachers to gain a more comprehensive understanding of the influence of parental involvement on student achievement. Through in-depth interviews, respondents stated that parents who actively communicate with schools to exchange information about their children's academic development and ask for appropriate solutions to children's problems seem more enthusiastic about participating in lessons, active in class discussions, and having the enthusiasm to complete school assignments well. Be punctual, comply with regulations, and show responsibility for your work and other school-related activities. In addition, in general, these children are polite, helpful, and easy to guide. They are able to build strong bonds with peers and teachers.

On the other hand, parents who consistently motivate and instill discipline in children at home can be seen from the child's habit of coming to school on time, submitting assignments on time, and showing self-control by obeying the rules. Because they are used to the responsibilities taught at home, children usually complete schoolwork without being repeatedly reminded by the teacher. Children learn because they understand the value of education and want to achieve the best results, not just because they are afraid of being reprimanded. Children who are used to receiving discipline at home usually behave well, obey teachers, and get along with their peers. Because they have received time management training in the family, children are able to balance time between studying, playing, and sleeping.

Furthermore, children who are used to being trained at home to prevent negative behavior and reduce the risk of academic failure can be seen from their behavior that puts an attitude of respect for anyone, tries not to get involved in problems at school, their spirit of learning is always stable, mature and can manage emotions and resolve conflicts without showing aggressive behavior. Even when facing difficulties, students' achievement does not easily decline because they are used to learning consistently and responsibly. Children are more selective in choosing friends and are not easily influenced by a bad social environment.

Students whose psychological and social well-being is guaranteed in the family seem not afraid to speak in front of the class. Children are easy to relate to anyone. Have a positive attitude towards lessons because they are not burdened by the emotional pressure of home. Not easily angry, frustrated, or showing emotional outbursts. Children have an innate desire to succeed and thrive because they feel valued and encouraged at home, regardless of outside influences.

When compared to students who receive full support from their parents, students whose parents are less involved in assisting in improving children's achievement tend to be less enthusiastic about what they learn. They rarely make meaningful contributions to collaborative learning in the classroom, appearing unenthusiastic in the

classroom. Furthermore, they do not have specific learning objectives, which means that learning activities are only completed out of obligation and not out of intrinsic interest. When faced with difficult challenges, these children often give up easily and do not try to figure out the answers on their own or by asking the teacher.

They are often apathetic or uninterested in lessons, have poor academic achievement, and lack ambition to learn. Being late to class, often not completing assignments, and not bringing study aids. Deviant behavior also often occurs, such as not complying with school rules, looking less neat and clean, easily getting involved in conflicts and arguing with peers. From an emotional standpoint, these children struggle to cope with pressure or difficulties at school, feel insecure, and get angry easily. They also have no clear goals or expectations for the future, and they seem to struggle to build positive social interactions.

1.3. Students' perspectives on parental involvement.

In the final stage, researchers interviewed two groups of students: high-achieving and low-achievers. Outstanding students cite internal motivation, parental support, and a positive learning environment as the main factors for success. They feel valued through parental attention, such as praise or small celebrations of achievements. Their parents are also actively communicating with teachers and involved in school activities. The parenting approach applied is balanced, not permissive or authoritarian. Children feel listened to and appreciated, but there are still clear boundaries. They have comfortable study spaces and access to a wide range of learning resources. In fact, some parents routinely invite their children to the library to support learning outside the home.

Meanwhile, low-achieving students admitted that they lacked support and motivation from their families. They have difficulty managing their study time, understanding the material, and are rarely listened to by parents who are often absent due to personal busyness. An uncondusive learning environment is an obstacle for low-achieving students. They often study in noisy living rooms, lack textbooks, and have limited access to digital devices. In addition, parental involvement in schools is very minimal, rarely discusses with teachers and is not present at school activities.

Many students reveal that parents do not set a good example, often get angry, blame the situation, and punish excessively. Some spoil too much for children without clear rules, making children confused and losing their way. This lack of emotional and communication support causes students to feel isolated, inferior, and reluctant to engage in school, which has an impact on their low achievement and participation.

2. Discussion

The results of this study confirm that parental involvement has a significant relationship with academic achievement and students' psychological well-being. Both from the perspective of parents, homeroom teachers, and students themselves, it was found that the active role of parents in accompanying children in learning, building good communication with schools, and creating a supportive home environment contributes positively to children's learning outcomes.

2.1. The role of parents in children's education.

There is a consistent pattern of parental involvement in high-achieving students, a combination of strong academic and emotional support. Parents actively attend school meetings, monitor children's assignments, and create a comfortable and enjoyable learning environment at home. The parenting style applied also tends to be balanced by setting clear boundaries without being authoritarian. The role of parents in education greatly determines the quality of children's learning, both at home and at school. In addition to meeting material needs, parents also play the role of first educators who shape children's attitudes, values, and learning motivations. Active involvement in homeschooling activities, positive communication, and warm emotional support are important foundations for a child's academic development and intact character.

Research conducted by (Rahmawati & Mufidah, 2025) affirm that parental participation significantly affects students' academic achievement. Regular contact between parents and teachers, active involvement in school activities, as well as emotional support and encouragement to study at home are some of the actions that have been found. In line with the findings (Sari & Ain, 2023) In the family, parents teach their children by providing further explanations of the subject matter and helping them understand school work. They also act as motivators, encouraging children to stay enthusiastic about learning and face academic challenges with confidence. When it comes to monitoring, parents keep an eye on their children's academic progress and set reasonable time and technology management guidelines. In their capacity as teachers, they inculcate moral principles and optimistic outlook in daily life. Last but not least, parents also play the role of facilitators by offering a supportive learning environment and resources, such as information resources, learning aids, and a suitable learning environment at

home. These responsibilities highlight the importance of family participation in education, particularly in primary schools. Collaboration between schools and parents is essential for the smooth and optimization of the continuity of children's education at home and at school. Through this partnership, parents can better assist their children's learning at home by understanding the curriculum and teaching strategies used in schools. In addition, a more effective learning environment can be created by teachers and parents who communicate openly to recognize children's special needs and overcome barriers to learning.

Research conducted by (Amelia & Yuliani, 2024) shows that there are a number of ways that parents and schools can work together, including through the formation of class associations, conversations about lesson planning, and the active involvement of parents in various school-related activities. It has been shown that this collaborative approach is beneficial for children's character development and intellectual growth. Through this involvement, the school receives real help in building a good learning environment, and parents have a better understanding of their child's educational journey.

Parental dedication plays an important role in the success of children's education. However, not all parents are in a supportive condition, especially those who feel disappointed that their children have not met expectations. Many parents feel overwhelmed, confused, or even frustrated in providing the best support. Therefore, the role of the community and educational institutions, especially schools, is very crucial in providing assistance and assistance. Forms of support such as counseling services, parenting classes, psychological consultations, or access to information about children's education are needed. With close cooperation between parents, schools, and the community, parents can be more confident and actively involved in children's education. It also creates a consistent and supportive learning environment both at home and at school.

2.2. The Influence of Parental Involvement on Student Achievement.

The homeroom teacher in this study emphasized the importance of synergy between school and home. Students who come from families with intensive communication with teachers show higher enthusiasm for learning, good behavior, and positive social skills. They have good time management and do not depend on the teacher's constant supervision. In contrast, students from low-engagement families are often late, do not complete assignments, and exhibit deviant behavior.

Low-achieving students often feel neglected and lack a safe space to express their learning difficulties or emotional distress, which is exacerbated by limited access to learning resources and an unsupportive home environment. In contrast, high-achieving students state that parental support is the main source of motivation that motivates them to learn and achieve the best results. These students' opinions also corroborate previous findings about the importance of the role of parents in academic success.

Research conducted by (Listyarini & Anggreani, 2025) mentioned that children who get guidance or assistance from their parents will be more enthusiastic in learning. Especially when it comes to academics, students believe that their parents are always there for them and take care of them. In line with research conducted by (Arifuddin & Masnawati, 2024) Mentioning the role of parents in the family is to create a calm and comfortable home environment and foster effective communication between parents and children, provide behavioral control, as well as guidance on children's behavior, provide learning facilities such as desks, chairs, books, stationery, and supporting digital devices.

Building a strong foundation for a child's cognitive, emotional, and social growth requires the active involvement of parents in their education. Children who receive guidance and emotional support from parents tend to be more enthusiastic about learning, confident, and able to face academic challenges well. Effective communication and a positive home environment are key to strengthening parent-child relationships. In addition, children's social skills and emotional regulation are also formed through parental participation in their social and academic activities. By creating a conducive learning culture at home, providing a supportive environment, and engaging in children's character development, parents help them grow into whole, psychologically resilient, and future-ready individuals.

Research conducted by (Putra, 2024) mentioning that children's social skills and emotional control are greatly influenced by parental involvement, support, and parenting. Key elements that affect a child's ability to interact and regulate their emotions include communication, parenting style, and emotional warmth in the parent-child bond. Children's relationships, attitudes, and social ideals are also shaped by parental involvement in their social activities. Healthy emotional development is supported by consistent emotional support from parents, but psychological problems including anxiety, depression, and aggressive behavior can result from conflict or lack of participation.

The influence of parental involvement on students' motivation and academic achievement is largely influenced by their perception of such involvement. Children do not always react positively to parental participation; Some students feel encouraged and helped when their parents actively monitor their academic success, while others feel pressure, excessive supervision, or even a loss of independence.

Research conducted by (Wilder, 2014) entitled *Effects of parental involvement on academic achievement: A meta-synthesis*, informing that parental involvement is essential, but how to do it is even more important. Engagement that empowers, supports children's autonomy, and offers internal motivation has been shown to be more helpful in improving academic achievement. Too much involvement in the form of control or academic pressure from parents can actually have a negative impact. The most influential type of engagement is support for learning at home, for example establishing a learning routine, motivating children, discussing lessons. For parental involvement to truly impact their children's intellectual and psychological development, parents must learn how to connect appropriately, offer proportionate help, and encourage open communication.

Along with technological advancements, the pattern of parental involvement in children's education has undergone a significant transformation. The use of various digital platforms, such as learning applications, parents' WhatsApp groups, and school communication portals, is an adaptive solution for parents who have limited time due to work demands. Through this technology, parents can still monitor their children's academic progress in real time, communicate directly with teachers, and access important information related to school activities without having to be physically present. This not only increases the intensity of involvement, but also enriches the quality of the relationship between family and school. Collaboration has also become more responsive and integrated in the education ecosystem. However, to optimize this potential, the use of technology needs to be accompanied by adequate digital literacy. Without it, risks such as misunderstanding of information or over-reliance on virtual communication can disrupt the effectiveness of the relationship between the school and the family. Research conducted by (Nur et al., 2025) mentioned that the active involvement of parents, through the use of digital technology, has a significant positive impact on improving children's literacy skills. This engagement includes academic support, consistent communication, and strengthening reading habits at home, which overall encourages the development of overall literacy skills.

Children who receive emotional support and attention tend to be more psychologically stable and better prepared for the demands of school. Empathy, positive reinforcement, and non-dominant encouragement are examples of engagement that help children feel safe and accepted, all of which are important cornerstones for their mental health. On the other hand, children are more prone to psychological conditions such as sadness or learning fatigue when they feel abandoned or burdened by high parental expectations. To ensure that learning takes place in a healthy and enjoyable way, approaches to parental participation must consider the emotional needs of the child in addition to academic performance.

2.3. The Effect of Parental Support on Learning Motivation

The main factors that arise are time constraints, low parental education, and the assumption that education is solely the responsibility of the school. Parents often rely on punishment or strict control without consistent guidance, which can actually lower children's motivation and confidence. Underachieving students usually come from families that are less involved in the educational process of their children. Students feel emotionally neglected due to lack of communication, unsupportive learning environments, and parental absences from school activities. As a result, they are indifferent, have no learning goals, and easily give up when faced with challenges.

Children's motivation to learn is greatly influenced and enhanced by parental support. In addition to providing tangible help, such as learning facilities, support also comes in the form of verbal encouragement, emotional support, and active involvement in the child's education: Include two more sentences in the story. Children who receive this kind of support feel calmer and more motivated to pursue their academic goals because the support fosters a positive learning environment at home. Children tend to be more eager to learn, show tenacity, and are not quick to give up when faced with challenges when they feel supported and cared for.

Research conducted by (Nurdan et al., 2024) provides strong empirical evidence that a student's academic success is not only determined by individual factors such as motivation, but is also strongly influenced by the family environment, specifically the active role of parents in the educational process. In this context, the role of parents is not limited to the financial aspect alone, but rather to the emotional presence and real involvement in the child's academic life. In line with the findings (Cahyani et al., 2020) confirming that students who receive full support from their families tend to have higher levels of motivation to learn compared to students who receive less attention. This support can be in the form of simple things such as praise for learning efforts, special time to accompany children to study, to open communication habits between parents and children.

These findings show how important the role of parents is in educating their children: when parents are actively involved, children will not only excel academically, but also grow into individuals who are better prepared for future challenges; parental involvement fosters a positive psychological climate at home, which is an important foundation for the development of children's discipline and character; The role of parents as role models instills a strong sense of responsibility and work ethic in children from an early age; And with consistent support, children will grow up with confidence that they are capable of achieving their academic and personal goals.

Parental involvement in fostering children's motivation to learn can be broken down into two main categories: functional support and emotional support. Affection, recognition of a child's emotions, genuine attention, and psychological support that fosters a sense of security and gratitude are examples of emotional support. Functional assistance, on the other hand, is more beneficial and includes things like setting a study schedule, providing study facilities, and monitoring the completion of tasks. These two forms of support must be balanced, complementary, and adjusted to the needs and stages of the child's development. This balance encourages long-term learning motivation and allows children to reach their greatest potential in the academic and psychological realms.

Research conducted by (Nasrudin & Hidayat, 2025) shows that children's learning achievement is greatly influenced by the form of functional support from parents. Involvement such as accompanying children in learning at home, providing adequate learning facilities, and establishing intensive communication with teachers and schools are concrete strategies that directly improve children's academic achievement. An organized learning environment and practical support from parents encourage children to focus, complete tasks better, and understand the subject matter optimally. In addition to having an impact on learning outcomes, this support also helps children develop time management skills and independent study habits, which are important foundations for long-term educational success. By balancing functional and emotional support, parents can encourage the birth of independent, confident, and responsible learners.

D. CONCLUSION

Parental involvement has proven to be crucial in improving students' academic achievement and learning motivation. Support that includes emotional, academic, and character aspects forms a positive learning environment at home. When parents are actively involved, children are more confident, disciplined, and ready to face learning challenges. On the contrary, the lack of parental attention and support is often a factor that inhibits children's development. Parental involvement not only impacts the academic aspect, but also supports the social and emotional development of the child, which in turn affects their readiness to face future challenges.

Therefore, collaboration between schools, parents, and the community is essential in creating a healthy educational ecosystem. Schools need to provide a space for parents to get involved through parenting programs, counseling, and mentoring services. By building harmonious and supportive relationships between home and school, children will have a solid foundation to grow as intelligent, independent, and strong-character individuals.

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