


Parental involvement in children's education: Case studi in SDN 1 Wates, Slahung, Ponorogo

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ABSTRACT

This study focuses on describing the forms of parental involvement in children's education at SDN 1 Wates, Slahung District, Ponorogo Regency. This study focuses on describing the forms of parental involvement in student learning activities, involvement in extracurricular activities, and various obstacles that accompany parental involvement. This study was conducted using a case study design. The selected research subjects were one principal, six class teachers, and four parents, consisting of two parents of lower grade students and two guardians of upper grade students. Data collection techniques were carried out through observations, in-depth interviews, and document analysis. The instruments used were observation, interview, and document analysis guidelines. The data analysis techniques used were data reduction models, data displays, and conclusive drawing/verification. Data validation was carried out by triangulation, namely, source triangulation. In general, parental involvement at SDN 1 Wates consists of two forms: involvement in children's education at home and involvement in children's education at school. In supporting children's education at home, parents do the following: (1) accompany and motivate children while studying; (2) communicate regarding the development of children's learning and fluency; (3) provide learning facilities; (4) communicate with teachers; (5) become volunteers; and (6) attend meetings at school. In addition to participating in children's education, parents are involved in extracurricular activities, such as scouts, TPA, gamelan, and traditional dance. Various factors that inhibit the implementation of partnerships and the involvement of students' parents based on the statements of the principal, teachers, and parents of students at SDN 1 Wates are: (1) economic factors and parents' busyness; (2) communication obstacles; (3) parents' educational background; and (4) parents' self-efficacy regarding their capacity to be involved in their children's education.

Keywords: parental involvement, elementary school, learning, intercurricular, extracurricular.

1. INTRODUCTION

Education has many supporting aspects, one of which is parental involvement. Parental involvement refers to situations in which parents are directly involved in their children's education. Parents involve themselves and are involved by the school and teachers in their children's learning process, and they fulfill their obligations as parents to ensure that students are supported in the learning process as much as possible (Lara & Saracosti, 2019). This refers not only to parents asking about their children's learning progress at school, but also to them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of facilitating, guiding, leading, and providing inspiration becomes more meaningful and occurs naturally (Mönkediek & Diewald, 2026).

There are several forms of parental involvement in their children's learning and educational activities, namely: (1) parenting patterns; (2) communication patterns; (3) volunteering; (4) mentoring students while learning at home; (5) decision-making skills for children; and (6) collaboration with other parents or the school (Epstein & Salinas, 2004; Sahin, 2019).

Parental involvement is a crucial component of education implementation in Indonesia. One of the learning principles in the independent curriculum emphasizes that learning implemented in elementary schools must be relevant, namely, learning designed according to the context, environment, and culture of the students, and involving parents and the community as partners (Kepmendikbudristek Republik Indonesia Nomor 262/M/2022, 2022). The emphasis on relevant learning is expected to embrace the roles of parents and the community, which is key for teachers and schools in implementing an independent curriculum. Parents can be involved as resource persons, supporting material delivery, as facilitators, or in other roles that can support students' achievement of the learning objectives set by the teacher (Hatimah, 2016).

Parent-school partnerships allow for a broader conceptualization of roles and relationships, as well as their impact on child development (Weiss & Stephen, 2010). From this approach, families and schools are central actors in the construction of roles and forms of engagement, resulting in new and varied interconnected actions tailored to specific educational contexts. Key findings in the family school field demonstrate the positive influence of these partnerships, contributing to academic achievement and performance, among other positive consequences (Hotz and Pantano, 2015; Sebastian et al., 2017).

To increase parental partnership and involvement in school activities, parents must be made aware that their involvement offers numerous benefits to students, schools, and themselves. Parental involvement in elementary school education positively impacts both schools and students. Mungai (2015) and Jeon et al. (2020) showed that parental involvement positively influences students' readiness to complete elementary school. The more intensive the parental involvement with the school, the greater the child's readiness and ability to learn in elementary school. Students with parents or guardians involved in their education tend to achieve higher grades and test scores, have better social skills, and exhibit better behavior (Yulianti et al., 2018).

Despite its many advantages, parental involvement in schools faces challenges in some countries. For example, while schools in Spain and Germany are open, welcoming, and communicative, parents have identified several obstacles to partnering with them. These obstacles include: (1) objections to parents having to leave work; (2) meeting schedules that do not fit with their free time; (3) a belief that their participation will have no impact; and (4) parents' lack of knowledge of how to participate in school activities (Reparaz & Sotés-Elizalde, 2019).

These obstacles align with the findings of Appiah-Kubi and Amoako (2020). Their research indicates that economic circumstances and the difficulty of adjusting parental participation schedules are the main obstacles to implementing parent-school partnerships. The high cost of living in Ghana forces parents to work hard to make ends meet. They spend most of their time working, thus minimizing their opportunities to participate in sports.

In Indonesia, parental involvement is largely confined to home learning support. Yulianti et al., (2018) found in their research that parents rarely participate in their children's education at school. Parents primarily support their children at home, particularly in mathematics and Indonesian. Parental involvement

in children's education is still predominantly focused on the following dimensions: active participation in learning, support for children's autonomy, parental sensitivity and affection, and the addition of an important dimension: effective parent-child communication (Pangestuti, 2011).

Based on the background outlined above, this study explores the forms of parental involvement in children's education in elementary schools. This study focuses on describing the forms of parental involvement in children's education at SDN 1 Wates, Slahung District, Ponorogo Regency. This study focuses on describing the forms of parental involvement in student learning activities and extracurricular activities, and the various obstacles that accompany this parental involvement.

2. METHOD

This study was conducted using a case study approach. A case study approach allows researchers to observe a phenomenon in depth and understand various aspects that are often overlooked by other research methods. The purpose of a case study approach is to comprehensively understand the various phenomena experienced by research subjects, such as perceptions, actions, motivations, and behaviors, described in words and language within a specific natural context and utilizing various other natural methods (Yasin, 2025). With this approach, it is hoped that various data and facts regarding parental involvement in education and learning in elementary schools can be recorded in detail and depth. This research was conducted at SDN 1 Wates, Slahung District, Ponorogo Regency. The selected research subjects were one principal, six classroom teachers, and four parents (two parents of lower-grade students and two parents of upper-grade students).

The selection of the research subjects was based on predetermined criteria. The selected teachers had taught in both lower-grade and upper-grade classes and had served at SDN 1 Wates for at least 5-10 years. Meanwhile, parents, namely guardians of students in grades 2, 3, 4, 5, or 6, were involved in their children's education, such as by frequently communicating with teachers regarding their children's progress at school, accompanying their children in learning activities at home, and participating in school-organized activities. Furthermore, parents were selected based on their ability to communicate verbally and effectively.

Data collection techniques included observations, in-depth interviews, and document analyses. The instruments used were observation, interview, and document analysis guidelines. The data analysis techniques used were the Miles et al. (2019) model, data reduction, data display, and concluding drawing or verification. Data validation was carried out through triangulation, namely, source triangulation.

3. RESULT AND DISCUSSION

3.1 School Profile

The research was conducted at SDN 1 Wates, Slahung District, Ponorogo Regency, East Java Province, Wates Village. SDN 1 Wates has a principal, eight teachers, and 84 students. SDN 1 Wates consists of six learning groups, with a single class for each grade level.



Figure 1. Overview of Wates Village

Figure 1 shows that SDN 1 Wates is located in Wates Village, an area on the border between the Ponorogo Regency and the Pacitan Regency. The area consists of 65% residential areas and agricultural land, while 35% consists of pine and teak forests. Most residents work as rice farmers and field workers, including 55% of the parents at SDN 1 Wates (46 parents). The area is located in the Pringgitan hills (640 m above sea level) and is 40 km from the Ponorogo Regency government center (Figure 2).



Figure 2. Overview of Wates Village

Because the majority of the population relies on seasonal agriculture (only during the rainy season), most of the population is in the lower-middle income bracket. The occupations of the 84 parents are as follows: 55% farmers and freelancers, 25% private sector workers, 10% self-employed and entrepreneurs, 10% traders, and others. The education level of the 84 parents is also predominantly elementary school graduates (50% of elementary and junior high school students). The remaining 30% have a high school diploma or equivalent, 12% have a bachelor's or master's degree, and 3% have not completed elementary school or have pursued Package A and B programs.

3.2 Parental Involvement in student learning activities

Parental involvement in supporting their children's education takes various forms and implementations. [Epstein and Salinas \(2004\)](#) and [Sahin \(2019\)](#) state that there are six dimensions of parental involvement in their children's school activities: (1) parenting, (2) communication, (3) volunteering and supporting school programs, (4) learning at home, (5) decision-making, and (6) community collaborations. Several forms of this support were also found in parental involvement at SDN 1 Wates, Slahung District, and Ponorogo Regency.

Based on interviews with the principal, teachers, and parents, several forms of parental involvement in students' learning activities were identified. First, mentoring children while they study at home. Parents strive to accompany their children while studying, although not every day. Generally, according to parents, they accompany their children's learning on an unscheduled basis. This can be performed every two or three days. Tutoring takes place after Maghrib prayers, with parents reminding their children about learning activities and ensuring that they have completed their schoolwork. The presence of parents to accompany and supervise their children in their learning activities at home, in addition to helping them, fosters intense communication between the two ([Berkowitz et al., 2021](#)). This interaction and communication foster children's creativity through various high-quality and beneficial activities. The strong collaboration between the two fosters children's activities and their ability to understand the material they are learning ([Susanti and Ain 2022](#)).

Tutoring takes various forms, one of which is assisting children with their homework. According to teachers, parents at SDN 1 Wates generally assist their children with their assignments despite various limitations. Most parents check every afternoon to ensure that their children have homework. Parents also verbally ask their children if they have homework. Assistance in completing homework is important to support student development and ensure that children can optimally complete the tasks they receive ([Jabar et al., 2023](#); [Moon & Ivins, 2004](#)).

Another form of learning support frequently provided by parents is asking about the difficulties that students experience at school. Parents stated that they often engaged with their students every weekend to discuss their learning progress. The main goal is to ensure student understanding and follow up if students experience difficulties. Teachers and principals also reported that parents frequently communicated with teachers via text messages or directly asked questions about their children's progress. Parents also share which parts of the material their students still do not understand, so they ask teachers to provide reinforcement. Communication between parents and schools is crucial for supporting children's success in school (García & de Guzman, 2020; Sahin, 2019). See Figure 3



Figure 3. Parental involvement in home learning support

The role of parental support in learning activities increased significantly during the COVID-19 pandemic (Ariesca et al., 2021; Eristiawan et al., 2022 [in press]). Face-to-face learning activities were suspended and replaced with learning from home (LFM). In this activity, collaboration with parents plays a crucial role in ensuring that children master the material being taught. Although some parents believe they have limited knowledge, this is no excuse for simply assisting their children with the material or assignments assigned by teachers. Their primary role is to guide, assist, and motivate students to maintain their enthusiasm for learning from home (BDR).

Several studies have also shown that parental involvement and support help students achieve. Echaune et al. (2015) and Simweleba and Serpell (2020) showed that parental involvement in supporting students' learning is positively correlated with their academic achievement. Learning support, such as reading assistance, problem solving, and writing, positively impacts children's learning outcomes. These benefits are important to explain to parents so that they can understand.

Third, learning facilities should be provided for children. Supportive facilities are essential for equipping children for learning (Silinskis & Kikas, 2019; Tekege & Setiawan, 2020). Learning facilities include books, stationery, and other resources. According to teachers and several parents, parents strive to provide the best facilities for their children. Despite their limited economic circumstances and educational backgrounds, parents at SDN 1 Wates strive to provide adequate learning materials for their children.

However, not all parents can afford to purchase supplementary textbooks for their children to use at home. In fact, in some classes, students at SDN 1 Wates use textbooks from a different curriculum obtained from older students or their siblings. This is not because parents are unwilling to purchase the books, but because they perceive the cost of supplementary textbooks to be relatively high. Common alternatives for parents include finding used books from relatives or photocopying books that their children need.

Another form of support is parental involvement in learning at school. First, the principal and teachers discussed several ways in which parents could volunteer. Not all parents at SDN 1 Wates have a higher education background; most students have junior high or elementary school-level education. This often leads parents to feel less confident in supporting their children's academic endeavors. Furthermore, the students' parents' economic status is lower-middle class, with many working as freelancers and as farmers. These two factors hinder their participation (Mungai, 2015; Reparaz & Sotés-Elizalde, 2019).

These economic and educational backgrounds ultimately give rise to other forms of parental support. Parents stated that they often volunteer when the school needs labor or nonmaterial assistance.

Parents help with cleaning or renovations. Many parents volunteer their time and energy in shifts to complete cleaning or renovation. Their attendance and involvement are scheduled so that everyone can participate and the work can be completed promptly and effectively. This non-material support certainly has a positive impact on the continuity of learning activities at school (Garcia & de Guzman, 2020; Yulianti et al., 2018).

Other support provided by parents includes attending committee meetings and meetings with the principal regarding upcoming policies and events. Despite various limitations and a lack of parental understanding of various policies, the principal strives to foster engagement and understanding through meetings. Although not all parents can attend these meetings, efforts are made to socialize and explain policies and transparency regarding school funding and programs. Principals and teachers communicate in a manner that is most understandable to parents, fostering interaction and understanding. This indirectly involves parents in determining school policies, as they play a key role as supervisors and evaluators of various school policies (Menheere & Hooze, 2010).

Based on the explanation above, it can be concluded that parental involvement at SDN 1 Wates generally takes two forms: involvement in children's education at home and involvement in children's education at school. In supporting children's education at home, parents perform the following: (1) accompany and motivate their children during learning, (2) communicate about their children's learning progress and difficulties, and (3) provide learning facilities for children. Parental involvement in children's education at school includes (1) communicating with teachers about children's difficulties, (2) volunteering in school activities, and (3) attending and providing suggestions at school meetings.

3.3 Parental Involvement in Extracurricular Activities

Extracurricular activities are student activities outside of class hours, conducted at school or outside of school, aimed at broadening knowledge, understanding the interrelationships between various subjects, channeling talents and interests, and enhancing faith and devotion to God Almighty, national awareness, and noble character (Kompri, 2019).

Several parents of students at SDN 1 Wates are involved in extracurricular activities in the school. These parents have educational backgrounds that support various extracurricular activities. According to teachers, several extracurricular activities involve parents as trainers, including: (1) scouting training, (2) Al-Quran education park, (3) gamelan art, (4) traditional Ponorogo dance, and (5) routine outbound activities at the end of the year.



Figure 4. Involvement of Parents as Scout Trainers

The first type of extracurricular activity involving parents is scout training (Figure 4). The involvement of parents as trainers began in 2008 and continues today. Although the trainers are temporary or annual, this involvement has had a positive impact on the students at SDN 1 Wates. After several years of failing to achieve championships and achievements before involving parents, the SDN 1 Wates Scouts achieved satisfactory results over the past ten years. Various individual and group achievements were made in Scout competitions at the Slahung sub-district level. These achievements have certainly boosted students' motivation and self-confidence (Nadhirah & Puspitasari, 2024).



Figure 5. Involvement of Parents as Quranic Recitation Teachers at the TPA (Teaching and Recitation Center)

All students at SDN 1 Wates are Muslims. Recitation of the holy Quran is a priority for the school as a basic skill. Furthermore, TPA activities are carried out to increase students' faith and piety in general, as well as to strengthen their character (Figure 5). In this Teaching and Recitation (TPA) activity, several parents with Islamic religious education backgrounds are involved as Quran teachers. It is held once a week on Fridays from 1:30 PM to 4:00 PM. Parental involvement is expected to make TPA activities more meaningful and impactful for students. The TPA program began in 2004 and consistently involves parents as the teachers.

In addition to the TPA, parents are also involved in student training in preparation for Quran recitation competitions, the Adzan (call to prayer in Islam), and several other competitions. Parents are specifically invited to train students for competitions. This activity is also a regular agenda item and an annual partnership held at SDN 1 Wates.



Figure 6. Involvement of parents as gamelan coaches

Ponorogo is renowned for several traditional arts, including gamelan or karawitan (Figure 6). This art form involves playing traditional gamelan instruments using specific procedures and musical patterns to produce harmonious music. With the rapid development of the times, the art of gamelan seems to be marginalized due to the influx of popular music cultures that are popular in society (Qomariyah, 2019). Therefore, the principal of SDN 1 Wates emphasized the importance of teaching gamelan skills to students from an early age. Therefore, an extracurricular gamelan activity is implemented as a manifestation of this effort.

Several parents skilled and dedicated to the art of Gamelan are involved in training students. Activities are held weekly, after school. The gamelan trainers involve several parents who have specific skills in each gamelan instrument, such as kendang, gong, and kenong. This effort is expected to foster students' interest in and love for local culture, including gamelan music.



Figure 7. Involvement of parents as traditional dance trainers

Further involvement is in student training for extracurricular regional dances (Figure 7). Ponorogo boasts several regional dances, such as Jathilan, Reog, Warok, Bujangganong, and Klanasewandana (Gunawan & Sulistyoningrum, 2013). Parents of students skilled in traditional dance are involved as trainers, both regularly and occasionally, during annual and special regional events. Wates village also has a Reog Ponorogo artist community, so on several occasions, not only parents are involved, but the community is invited to train students.

3.4 Barriers to School-Parent Partnerships at SDN 1 Wates

In addition to various forms of partnerships involving parents, various obstacles were encountered in their implementation. These obstacles arise from both the school's and parents' perspectives. According to the principal, teachers, and parents, various factors hindering the implementation of partnerships and parental involvement include: (1) economic factors and parents' busy schedules; (2) communication barriers; (3) parents' educational backgrounds; and (4) parents' self-efficacy regarding their capacity to be involved in their children's education.

Economic factors and busy schedules are barriers because most students' parents work as farmers. Their busy work schedules prevent them from being fully involved in school activities or attending school events. Furthermore, some parents believe that meeting their children's needs financially is better because they fully trust the school to educate them. Consequently, they sometimes rarely take the time to accompany their children in their learning. This is consistent with the findings of Jabar et al., (2023) in the Philippines. School partnerships with parents tend to be hampered by economic status and work commitments. This hinders them from actively participating in home learning support or directly participating in school activities.

The second factor is communication barriers. Most parents work, and the distance between them sometimes makes it difficult to communicate effectively with parents about various school programs. Schools have attempted to minimize this through various communication channels, such as physical letters, messages sent to students, parent groups, and other means of communication. However, many parents remain unaware of information or news regarding school activities. This undoubtedly acts as a barrier to reducing the level of school involvement and partnership with parents (Hornby & Blackwell, 2018).

The third and fourth factors are interrelated, with educational background and efficacy influencing one another. Several parents interviewed stated that most of them had elementary or junior high school education. This impacts their confidence and belief in supporting their students' home learning and actively participating in school activities. They felt less confident in their knowledge and experience, concluding that their involvement would have no positive impact on student learning outcomes or the course of school activities. Based on this conclusion, they chose to entrust their children's education and learning to the teachers at SDN 1 Wates.

This finding aligns with research by Cole (2021) and Appiah-Kubi & Amoako (2020). Parents in Ghana and Jamaica discouraged involvement in their children's education due to a lack of confidence due

to low educational backgrounds. They preferred to participate passively and entrust their children's education entirely to the teachers at their children's schools.

In addition to the factors mentioned above, several other factors contribute to the low level of parent-school partnerships in elementary schools, including (1) parents' self-efficacy, (2) parents' capacity, (3) beliefs about the effectiveness of parental involvement and developmental philosophy, (4) teachers' self-efficacy in effective teaching, (5) school friendliness and positive communication, (6) a lack of diverse programs involving parents, and (7) school policies on parental involvement. and (8) school leadership (Kim, 2009; Sapungan & Sapungan, 2014).

Several approaches can be employed to improve parent–school partnerships. These include (1) providing parents with the freedom to participate through various collaborative programs, (2) improving communication between the school and parents, (3) welcoming parents' presence and participation at school, and (4) making time for collaborative efforts (Baker et al., 2016; Leddy, 2018).

4. CONCLUSION

In general, parental involvement at SDN 1 Wates consists of two forms: involvement in children's education at home and involvement in children's education at school. To support children's education at home, parents: (1) accompany and motivate their children during learning, (2) communicate regarding children's learning development and well-being, and (3) provide learning facilities for their children. Parental involvement in children's education at school includes (1) communicating with teachers about children's difficulties, (2) volunteering for school activities, and (3) attending and providing advice at school meetings.

In addition to participating in their children's education, parents are involved in extracurricular activities as coaches. Extracurricular activities coached by parents include scouting, Teaching for Children (TPA), gamelan (karawitan), and traditional dance. Parental involvement has made several positive contributions, including achievements and winning several scout competitions at the Slahung sub-district level.

In addition to various forms of partnership in the form of parental involvement, various obstacles have also been encountered in its implementation. According to the principal, teachers, and parents of SDN 1 Wates, various factors hindering the implementation of partnerships and the involvement of students' parents include: (1) economic factors and parents' busy schedules; (2) communication barriers; (3) parents' educational background; and (4) parents' self-efficacy regarding their capacity to be involved in their children's education.

Recommendations based on the results of this study include: (1) schools can provide various activities that accommodate parental involvement; (2) parental involvement can be implemented in academic activities, such as parent-teacher days at school; and (3) parents can increase their involvement in schools despite the various limitations and obstacles that accompany them.

Ethical Approval

Ethical approval was not required for the study.

Informed Consent Statement

This research did not require informed consent.

Authors' Contributions

HS and AF contributed to conceptualization. AHW, HS, and SMWA contributed to the methodology and writing of the original draft. HS and AHW contributed to the validation. HHS and AHW were writing, review, and editing. All the authors contributed in resources and formal analysis

Disclosure statement

No potential conflict of interest was reported by the author(s).

Data Availability Statement

The data presented in this study are available on request from the corresponding author due to privacy reasons.

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