

The Role of Parents in Children's Learning Outcomes and Character (Case Study in Harapan Ummat Integrated Islamic Elementary School Ngawi)

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ARTICLE INFO

Keywords:

The role of parents;
Learning outcomes;
Children's character

Article history:

Received 2025-05-14
Revised 2025-06-12
Accepted 2025-07-09

ABSTRACT

A child's initial introduction to society is through their parents. The family, as a child's first educational environment, is critical in establishing the conditions required to advance through the stages of individual development reinforced in the school setting. As a result, further research on parents' roles in their children's education is required. This study aims to (1) analyze the role of parents in children's learning outcomes; (2) analyzing the role of parents in the character of children; (3) describe the annual activities of Harapan Ummat Integrated Islamic Elementary School in developing parents' knowledge of children. This study used a qualitative descriptive method. Data sources were obtained from 84 students and three teachers at Harapan Ummat Integrated Islamic Elementary School. Data collection was conducted through interviews, observation, and documentation. Data were analyzed using triangulation techniques. The results of the study indicate that parents are the main driving factor in the development of children's intelligence and character. Annual activities held at Harapan Ummat Integrated Islamic Elementary School include parenting seminars, family gatherings, and regular meetings between parents, which are appropriate strategies for establishing interactive communication to develop learning outcomes and instill character in students.

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1. INTRODUCTION

The community plays an important role in the education process. Community involvement in decision-making and monitoring has a positive effect on children's education (Ismael et al., 2016). The first community that a child encounters is the family. The family, as the child's first educational environment, has a central role in ensuring the conditions needed to go through the stages of individual training that are strengthened in the school environment (Catalano & Catalano, 2014). The role of the

family is very influential throughout the educational process experienced by children (Goodall et al., 2011; Sahin, 2019). The child's learning process will continue, especially since the child spends more time at home with his parents. Parents are the closest people to the child and should understand the child's condition the most.

The most fundamental problem is that when the child has entered the educational period at school, parents assume that academic responsibility and character building are centered on the teacher and the school. This misperception causes the role of parents in children's education to be suboptimal. Parents often ignore their children's learning needs because they feel that studying at school with teachers is enough to provide provisions in terms of academics and character.

When children have entered formal education at school, sometimes parents feel that their responsibilities have been reduced by the presence of teachers. Teachers are supporters in the child's learning process, but parents still have full responsibility for the education received by the child. Unlike teachers, the influence of teachers on children is relatively limited because parents have the responsibility to maintain a lifelong commitment to their children (Đurišić & Bunijevac, 2017).

Parents have a great responsibility in children's education (Umar, 2015) both in the development of intelligence and the formation of character in children. Children need support from parents both academically and morally. The influence of parents in terms of academics and morals encourages children to be enthusiastic in learning and supports the formation of character in children.

Children are a reflection of their parents. Children imitate everything their parents do, so parents are responsible for controlling their behavior in front of their children. Parents are the easiest role models for children to imitate. Therefore, parents need to be aware of everything likely to be imitated by children.

Support for children's academics is believed to have a significant impact on their learning outcomes. Research conducted by Kaukab (2016) shows that parental involvement contributes to children's learning outcomes. Parental involvement in academics to support children's learning outcomes can be done by: (1) providing opportunities for children to discover their interests and talents, and encouraging children to ask for guidance from teachers; (2) providing information related to children's interests and talents; and (3) providing learning facilities for children (Arifin, 1992). Likewise, in the character formation of children. Parents are the most dominant figures in a child's life. Parents act as role models for children in behaving in everyday life.

Character building requires parental awareness that children need to develop positive attitudes to face the future. In contrast to the increasingly ironic conditions of society in shaping children's behavior, character building has a very important role in providing provisions so that children do not fall into juvenile delinquency. Character education cannot be termed a "short cure" for moral damage that occurs, but the results of character education will have a long-term impact on children's morals and ethics (Widianto, 2015).

The role of parents in developing learning abilities and character building cannot be separated from the communication established with the school. Cooperation between schools, teachers, and parents is an important factor for children to become successful individuals at school (Sahin, 2019). Communication is needed between teachers and parents regarding positive things done at school, which then encourages similar positive changes at home and elsewhere (Emerson et al., 2012).

Communication between parents and schools, especially teachers, is needed to build a common perception in providing education to children. Schools are expected to provide facilities or a forum for parents to find out about the development and get to know their children better, so that activities are needed that support parental participation in children's education at school.

2. METHODS

This study uses a descriptive qualitative approach with a case study method. This research was conducted at Harapan Ummat (Harum) Integrated Islamic Elementary School, Ngawi Regency, using 84 fifth grade students and 3 class teachers as research subjects. This study aims to explore the role of

parents in learning outcomes and children's character at Harum Integrated Islamic Elementary School. The data collection technique was carried out using the method of interviewing class teachers and observing activities at Harum Integrated Islamic Elementary School and supported by documentation techniques that support data validity. The study was conducted by describing, recording, analyzing and interpreting a condition that occurs to obtain information. The triangulation used in this study is the triangulation method with different data collection from the same source.

3. FINDINGS AND DISCUSSION

3.1. *The Role of Parents in Children's Learning Outcomes*

Class teachers play an important role in developing students' learning abilities, but it cannot be denied that children's learning outcomes are greatly influenced by parental parenting patterns. Learning outcomes are always associated with children's abilities to achieve at school, both in terms of cognitive, affective, and psychomotor.

Harum Integrated Islamic Elementary School has succeeded in maximizing the participation of parents/guardians in children's educational activities, providing socialization of the importance of the role of parents during children's learning. The socialization held by the school aims to open up opportunities for all parents/guardians to participate in children's learning activities.

The activities carried out by Harum Integrated Islamic Elementary School have a positive impact on children's willingness to learn, because children feel more enthusiastic when parents participate in their learning process. Parental involvement in children's academics allows children to be motivated to do their best (Kaukab, 2016). Children's learning motivation is a very important aspect in building effective learning conditions, so that children are able to follow learning better.

The more intense the guidance and attention given by parents, the more it will be proportional to the motivation that grows in the child. This motivation is what spurs children's learning abilities to always develop and obtain satisfactory learning outcomes. Research reveals that there is a significant and positive relationship between parental involvement and children's learning outcomes (Kimaro & Machumu, 2015)

3.2. *The Role of Parents in Children's Character*

The family is the framework in which a child's future personality is formed (Catalano & Catalano, 2014). Children are excellent imitators. The character embedded in a child is formed through the results of the child's observations of the environment in which he or she grows up.

Wulandari & Kristiawan (2017) explain that character education is an effort to instill good habits (habituation) so that students are able to behave and act based on the values that have become their personality. Character education is instilled in children through early habituation, so that character will take root in the child and become the basis for how he or she behaves in the environment. Character education cannot be forced because its nature is naturally integrated into the child's thoughts and minds.

Harum Integrated Islamic Elementary School pays great attention to character building in children through habits. In the religious aspect, children are taught to get used to performing worship together to foster a sense of togetherness and gratitude to the creator. In the social aspect, habits are carried out by prioritizing learning that encourages interaction between children and teachers, and peers. This habituation aims to get used to socializing and understanding the circumstances of others. The efforts made by teachers are limited to the school environment, therefore, parents/guardians of students must instill character through similar habits at home. This habituation is closely related to parenting patterns, where parenting patterns and children's characters have a reciprocal relationship. The way parents choose parenting patterns will shape the child's character or personality, according to the results of the parenting pattern. (Rifai, 2013).

Character building is a complex thing, where its implementation must consider the participation of various parties, especially parents, and the impact it causes. Based on the results of interviews with class teachers, it shows that parents/guardians of students have understood that character in children

is not only limited to how children behave but also greatly influences learning outcomes, so that character will shape students into people who are not only intelligent but also dignified. Children's learning outcomes are also obtained through commendable attitudes and behaviors. Research by Ramdan et al., (2019) shows that positive character can motivate children to complete tasks well, so that it affects their learning outcomes.

3.3. Annual Activities of Harapan Ummat (Harum) Integrated Islamic Elementary School Ngawi City

Harum Integrated Islamic Elementary School implements several annual activities that are carried out regularly. The school stated that there needs to be regular communication to maintain a perception that is in line with the parents/guardians of students. The following are annual activities carried out at Harum Integrated Islamic Elementary School Ngawi City:

a. Parenting Seminar

Based on the results of interviews with class teachers at Harum Integrated Islamic Elementary School, it was revealed that several guardians or parents complained about their confusion in dealing with children's behavior at home. The difference in children's behavior at school and at home is a concern for parents because there are cases where the habits that have been taught by the school do not have the same impact when the child is at home. This is the background for the school to hold regular parenting seminars to always observe the child's learning process, both at school and at home.

The parenting seminar activity aims to accommodate the complaints and aspirations of parents in educating children at home, exchanging ideas, and proposing various solutions to problems that occur. This activity accustoms parents to receive information and parenting tips every year in an actual manner, because children's needs will become more complex over time, so preparation is needed for parents to continue to play a good role in supporting children's growth and development. Mutiara et al. (2016) explained that Parenting Education is education that seeks to direct parental behavior so that it can positively influence child development, both in terms of skills, feelings, and parental duties towards children.

The school hopes that by holding parenting seminars routinely every year, it can influence parenting patterns, because the habits carried out at school will be in vain without the cooperation of parents when the child is at home. Đurišić & Bunijevac (2017) also emphasized that annual activities are highly recommended to improve communication between parents and the school regarding children's education. The parenting seminar held at Harum Integrated Islamic Elementary School every year has been able to have a positive impact on parents' perceptions by paying more attention to parenting patterns at home. The activity also shows significant parental involvement in children's education.

b. Family Gathering

In addition to parenting seminars, Harapan Ummat Integrated Islamic Elementary School also holds family gatherings as an annual activity. This family gathering contains activities carried out by children and parents together, both at school and outside the school environment. Bakir (2018) defines family gathering as a gathering activity aimed at families that is packaged in a recreational event, and carried out in a pleasant atmosphere (Bakir, 2018). Family gathering activities at Harum Integrated Islamic Elementary School are carried out in various variations, including: gardening, swimming, outbound or activities to create a work of art with parents. This activity aims to strengthen the relationship between parents and children, so that children feel accompanied in their learning process. Based on the results of interviews with class teachers, it was found that this activity was the most anticipated activity by children. Children's enthusiasm in carrying out activities with their parents shows that the presence of parents in school activities makes children enthusiastic and motivated in their learning activities.

Kaukab (2016) explains that a good relationship between parents and children can be achieved by spending quality time with children, being a good listener and responding to children with full attention. Children feel very cared for if parents are willing to take the time to accompany them. Parents need to be good listeners to understand the physical and psychological conditions of their children.

Parental volunteerism in family gathering activities not only has an impact on the child, but can also contribute to the implementation of learning. In terms of volunteerism, parents can participate by raising funds or acting as an audience in events held by the school (Đurišić & Bunijevac, 2017; Sahin, 2019)

Harum Integrated Islamic Elementary School is very open to parents' willingness to participate in building meaningful learning memories for children. Not only in terms of finances or the provision of school facilities, but Harum Integrated Islamic Elementary School appreciates it if parents are willing to share knowledge with other parents/guardians. Based on the interview results, family gathering activities at Harum Integrated Islamic Elementary School have a significant impact on children's learning patterns, where children are more motivated to show their best side. This is supported by research by Nurpitasari et al. (2018) where the togetherness of parents in children's activities will foster motivation in children to improve their learning achievements.

c. Parent-Teacher Counseling

Consultation activities between parents and teachers at Harum Integrated Islamic Elementary School are not only carried out every year, but also every time students receive learning outcomes, both semester learning outcomes and class promotions. Based on the interview results, parents often ask for solutions to their children's learning problems from the class teacher, so that Harum Integrated Islamic Elementary School provides preparation for all educators to be professional in dealing with all complaints from parents. Likewise, educators try to provide reports on the child's learning process in class and provide suggestions as solutions that can be applied by parents at home.

Counseling activities between teachers and parents at Harum Integrated Islamic Elementary School are more intense in finding solutions to various problems experienced by parents. Through this counseling discussion, parents and teachers will be more open to developing themselves in providing attention for the progress of children (Anjar, 2011).

The results of counseling between teachers and parents at Harum Integrated Islamic Elementary School show a significant positive impact. Based on the statement of the class teacher, parents/guardians have been able to overcome children's problems through better parenting patterns and conduct self-introspection to be more patient in guiding children. Some parents/guardians admitted to having implemented some school rules or habits into home rules. This shows that the form of parental involvement in children's education at Harum Integrated Islamic Elementary School has been implemented very well.

4. CONCLUSION

Based on the research findings, it was concluded that the development of children's abilities in learning outcomes at SDIT Harum is influenced by the role of parents who actively participate in various school activities, resulting in an increase in guidance and attention that impacts children's motivation to learn. Student character is intimately tied to family history, thus schools play an important role as assessors, advising parents on how to behave with their children at home and providing programs that instill character education as a social feature integrated with Islam. SDIT Harum's flagship programs include parenting seminars, family gatherings, and teacher-parent counseling, which are effective strategies for increasing learning outcomes and character. The study's findings are likely to serve as a reference for other schools looking to implement similar rules in the future.

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