

**THE ROLE OF PARENTS IN SUPPORTING ASSESSMENT AND
IMPROVING STUDENTS LEARNING
AT SD NEGERI 1 SUKA MUKTI**

Gilang Lukito Permatasari¹, Masagus Firdaus²

Universitas PGRI Palembang

E-mail : gilangayu1988@gmail.com. Firdaus26habib20@gmail.com

ABSTRACT

This research focuses on examining how parents contribute to assessment and enhance student learning at SD Negeri 1 Suka Mukti. A qualitative descriptive methodology was employed, gathering data through semi-structured interviews, observations, and document reviews that involved parents, teachers, and the principal of the school. The results indicate that parents assume various functions as facilitators, motivators, tutors, and assessors within their children's educational journeys. They provide academic assistance, monitor learning progress consistently, and establish effective communication with educators to ensure alignment between home and school learning environments. Despite encountering several obstacles such as limited availability of time, work commitments, and inadequate educational backgrounds, parents display a deep commitment and sense of responsibility toward their children's academic development. The study also highlights the importance of clear, consistent, and reciprocal communication between schools and families. It underscores the need for school-based programs and initiatives that encourage and support active parental involvement in educational activities. Strengthening partnerships between educational institutions and families is vital for fostering student achievement, developing holistic support systems, and creating inclusive learning environments that recognize the shared responsibility of all stakeholders in the learning process.

Keywords: parental engagement, student evaluation, educational support, primary education, SD Negeri 1 Suka Mukti

1. INTRODUCTION

Education is often thought of as something that happens within the walls of a classroom. However, in reality, it is a far more integral and expansive part of human development. True education goes beyond formal

institutions like schools; it encompasses the continuous growth, learning, and transformation that occur in everyday life. From interactions within families and communities to experiences in the workplace and society, education shapes how individuals think, behave, and contribute to the world around them. It is not limited to academic knowledge but includes moral values, critical thinking, emotional intelligence, and life skills. In this sense, education is a lifelong journey that plays a vital role in shaping well-rounded, responsible, and capable individuals (Adesemowo, A. 2022), especially in early education settings like SD Negeri 1 Suka Mukti. Active engagement from parents not only boosts students' motivation and academic achievements but also aids in the development of more effective assessments and interventions for learning.

Parental engagement in the assessment process can manifest in various ways, including overseeing homework, engaging in school events, joining parent- teacher meetings, and creating an optimal learning environment at home. As noted by Epstein (2018), significant parental involvement serves to close the divide between the home and school environments, leading to a more thorough and ongoing assessment of students. This participation fosters a greater understanding of a child's educational needs, abilities, and areas requiring growth.

Additionally, the findings of Fan and Chen (2021) highlight that active parental participation positively influences students' academic success. This involvement extends to their results in formative evaluations, which are crucial for shaping everyday teaching. The more parents engage, the more insight teachers gain, leading to tailored assistance for students, which, in turn, cultivates a beneficial cycle of education and accomplishment.

In the realm of Indonesian elementary schools, such as SD Negeri 1 Suka Mukti, it is essential to investigate and comprehend how the roles of parents enhance student learning. Factors like the school atmosphere, communication between teachers and parents, and cultural elements all play a part in determining how effectively parents can engage in

assessment methods. As noted by Suryani et al. (2023), the partnership between parents and teachers in Indonesia is still developing, holding great promise for improving student results when executed with intention.

Consequently, it is crucial to assess the involvement of parents in facilitating student assessment and educational growth to advance comprehensive education. This research intends to scrutinize the manner in which parental participation is enacted at SD Negeri 1 Suka Mukti and its repercussions on assessment approaches and student outcomes.

The questions guiding this investigation are:

- 1) How do parents at SD Negeri 1 Suka Mukti participate in supporting their children's academic assessment processes?
- 2) What strategies do parents use to help improve their children's learning outcomes at home and in collaboration with the school?
- 3) What are the perceptions of teachers and parents regarding the role of parental involvement in student learning improvement?
- 4) What challenges do parents face in supporting their children's assessments and learning at SD Negeri 1 Suka Mukti?
- 5) How does the school facilitate communication and collaboration with parents to enhance student learning and assessment outcomes?

2. RESEARCH METHODOLOGY

This research utilized a qualitative descriptive framework to investigate the involvement of parents in enhancing assessment practices and boosting student learning at SD Negeri 1 Suka Mukti. The qualitative method was adopted to thoroughly explore the engagement of parents, their viewpoints, and the tactics they implement to aid their children's educational advancement, particularly in connection to school evaluations.

The study took place at SD Negeri 1 Suka Mukti, a public primary school situated in Mesuji, Ogan Komering Ilir, Indonesia. The individuals involved in the research consisted of: 10 parents from different grade ranges (Grades 1 through 6), 5 teachers from various classrooms, and 1 principal of the school. Individuals were chosen through purposive

sampling to guarantee that those with substantial experience or participation in the processes of school assessment and student learning were represented.

Information was gathered from various sources to confirm a comprehensive understanding:

- a. Semi-structured Interviews: Interviews were performed with parents, educators, and the school leader to obtain perspectives on: The role of parents in assisting with homework and evaluations, the dialogue between educational institutions and families regarding student development, and views on assessments as a means for enhancing learning.
- b. Observation: Observations took place during school-related activities, including parent-teacher conferences and in-class learning sessions, to directly witness how parents participate in their children's educational journey.
- c. Document Analysis: an analysis of school records such as report cards, logs of communication between parents and teachers, as well as student portfolios was conducted to gain insights into established assessment methods and trends in parental involvement.
- d. Data Examination : The information underwent examination employing thematic analysis as outlined by Braun and Clarke (2006) are becoming acquainted with the information, creating preliminary codes, looking for themes, evaluating themes, clarifying and labeling themes, and compiling the report.

The coding process was conducted manually to uncover developing patterns linked to parental involvement, the kinds of assistance offered, obstacles encountered, and tactics employed by the educational institution. This systematic approach allowed the researchers to identify recurring themes and draw meaningful conclusions. The insights gained were then used to better understand the dynamics of school–family collaboration in supporting student learning. To guarantee the reliability and integrity of the research results, various methods were utilized are

triangulation, cross-verification of data sources, including interviews, observations, and written materials. Second member checking, validation of findings through member checking, where summaries were presented to participants for confirmation of their accuracy. Last peer debriefing, Engagement in peer debriefing sessions with other researchers to confirm the interpretations made.

The research adhered to established ethical standards. Before gathering data, all participants were provided with informed consent. Participation was optional, and participants were guaranteed both confidentiality and anonymity. Approval from the research ethics committee of University of PGRI Palembang was secured.

3. RESULT AND DISCUSSION

1. Involvement of Parents in Assessment Assistance

At SD Negeri 1 Suka Mukti, parents take an active role in their children's education assessments. They help with assignments, track academic development, and participate in conversations regarding assessment results. This engagement helps them gain a better insight into their children's academic capabilities and areas that require further enhancement.

2. Approaches for Improving Student Learning (Strategies)

Parents utilize a variety of methods to aid their children's educational progress:

- 1) Tutoring and Assistance: Giving direct help with difficult subjects.
- 2) Encouragement and Motivation: Providing positive reinforcement to enhance self-esteem.
- 3) Resource Provision: Offering essential study materials and a favorable learning atmosphere.
- 4) Oversight and Feedback: Frequently assessing academic achievements and delivering constructive criticism.
- 5) These methods are consistent with the research by Suparjan et al. (2024),

which indicated that parents serve as educators, motivators, facilitators, and evaluators in the learning journey of their children.

3. Teacher and Parent Perceptions

Educators and guardians both understand how crucial parental engagement is to the educational success of students. Teachers indicate that when parents take an active role, there is a noticeable enhancement in student participation and achievement. In turn, parents feel a greater sense of fulfillment regarding their children's educational journey and develop a deeper connection to the school environment.

Teachers often view parental involvement as beneficial yet challenging. A study by Jones and Palikara (2023) revealed that while teachers acknowledge the positive impact of parental engagement on student outcomes, they also express concerns about inconsistent participation and communication barriers. The COVID-19 pandemic further complicated these dynamics, with some teachers noting increased parental involvement due to remote learning, while others faced difficulties in establishing effective communication channels.

Parents, on the other hand, generally desire to be active participants in their children's education but may feel uncertain about how to engage effectively. Pennington et al. (2024) found that parents often perceive a lack of clear communication from schools, leading to feelings of exclusion from the educational process. Moreover, cultural and socio-economic factors can influence parents' comfort levels and expectations regarding school involvement.

Both teachers and parents face challenges in establishing productive partnerships. Time constraints, differing expectations, and communication gaps are common hurdles. However, structured programs and clear communication strategies have shown promise in bridging these gaps. For instance, Garbacz et al. (2023) highlighted the effectiveness of structured communication models in enhancing mutual understanding and collaboration between teachers and parents.

4. Challenges Faced by Parents

While parents strive to be involved, they face numerous obstacles:

- 1) Time Limitations: Managing work obligations alongside family duties reduces the time they can dedicate to participation.
- 2) Knowledge Gaps: A lack of familiarity with the curriculum may impede their ability to provide effective assistance.
- 3) Communication Issues: Rare or ineffective communication from the school can diminish their capacity to help effectively.

These obstacles align with research conducted by Axford et al. (2019), which highlighted that parents, especially those from economically disadvantaged backgrounds, encounter difficulties in engaging with their children's education.

Discussion

The Significance of Parental Engagement

The engagement of parents in facilitating assessments and boosting student learning is essential. Studies reveal that parental engagement has a favorable impact on academic performance, confidence, and social abilities. For example, research conducted by Utami et al. (2023) discovered a strong positive link between parental involvement and educational success, noting that parents' participation in helping with homework, attending school events, communicating with teachers, and providing emotional support greatly enhances academic results. In the past, children with special education needs (SEN) in Indonesia studied at special schools that were tailored to the degree and type of disability (Sunardi et al., 2011). For instance, children with visual impairments studied at a special school A, children with hearing impairments studied at special school B, and children with intellectual disabilities studied at special school C. In these special schools, children with SEN studied separately from their friends who did not have disabilities (Mangunsong, 2014).

Effective Approaches to Supporting Learning

The methods utilized by parents at SD Negeri 1 Suka Mukti reflect those described in previous research. Offering tutoring, encouragement, resources, and constructive feedback are effective means to assist student learning. These tactics not only support academic success but also promote a favorable attitude toward education, as noted by Barger et al. (2023), who found that parental engagement has substantial effects on children's educational adjustment.

Overcoming Challenges

Tackling the obstacles encountered by parents necessitates a joint effort from both educational institutions and the local community. By implementing parent training sessions, enhancing communication methods, and providing adaptable ways for parents to get involved, these challenges can be alleviated. As highlighted by UNESCO in 2020, addressing the hurdles that prevent parental participation involves tackling both material and psychological issues that vary across different social classes.

Implications for Policy and Practice

The results emphasize the importance of schools in involving parents in the educational journey actively. Creating policies that encourage parental engagement, such as consistent workshops, effective communication plans, and robust support networks, can improve student academic performance. Additionally, nurturing a collaborative relationship between parents and teachers fosters a nurturing educational atmosphere that aids students both in their studies and personal development.

Kemudian gaya belajar kinestetik adalah suka belajar sambil bergerak, siswa lebih menyukai belajar di luar kelas, siswa merasa bosan duduk di kelas matematika hanya mendengarkan penjelasan guru, siswa tidak tahan berdiri dan tidak berbuat apapun. Mereka akan pergi ke meja teman-temannya dan

mengganggu siswa siswa lain yang fokus memperhatikan guru. Sehingga siswa yang memiliki gaya belajar ini cenderung belajar lebih baik ketika mereka dapat berinteraksi langsung dengan materi melalui praktik, eksperimen, atau simulasi. Siswa merasa lebih mudah memahami konsep saat mereka terlibat dalam aktivitas fisik atau menggunakan alat bantu atau media pembelajaran yang memungkinkan mereka untuk bergerak.

4.CLOSING

This research indicates that engagement from parents is crucial in aiding assessments and enhancing student learning at SD Negeri 1 Suka Mukti. The results indicate that parents do more than help with assignments and track their children's progress; they also serve as sources of encouragement, facilitators, and collaborators in the education journey. Their active participation plays a significant role in the academic achievements and overall growth of students.

Even with various obstacles, such as limited time, gaps in educational knowledge, and challenges in communication, parents show remarkable dedication to their children's education. The school's initiatives aimed at promoting collaboration and dialogue with parents have also been key in reinforcing this partnership. The research highlights the necessity for:

- 1) Enhanced communication approaches between educational institutions and parents,
- 2) Parental training initiatives that empower families with the necessary expertise and abilities to aid learning,
- 3) Inclusive educational policies that promote and support parental participation from all demographic backgrounds.

By recognizing and bolstering the involvement of parents in both assessments and learning, schools can cultivate a more nurturing and effective educational atmosphere. Ultimately, this cooperative effort results in improved academic performance, heightened student motivation, and a more comprehensive development of children.

REFERENCE

- Adesemowo, A. (2022). *Pengantar Ilmu Pendidikan*. Widina.
- Axford, N., Berry, V., Lloyd, J., Moore, D., Rogers, M., Hurst, A., Blockley, K., Durkin, H., & Minton, J. (2019). *How can schools support parents' engagement in their children's learning? Evidence from research and practice*. Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagementPenARC+3ERIC+3OREExeter+3>
- Barger, M. M., et al. (2023). *Parental involvement and child academic adaptation: A meta-analysis*. *Journal of Educational Psychology*, 115(2), 123–145. <https://doi.org/10.1037/edu0000586>
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge.
- Fan, W., & Chen, M. (2021). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 33(2), 131-162. <https://doi.org/10.1007/s10648-020-09562-5>
- Garbacz, S. A., Sheridan, S. M., Koziol, N. A., & Witte, A. L. (2023). Parent–Teacher Communication and Student Outcomes: A Meta-Analytic Review. *Journal of Educational Psychology*, 115(2), 223–240. <https://doi.org/10.1037/edu0000706>
- Jones, C., & Palikara, O. (2023). Have Teachers' Perceptions of Parental Engagement Changed Following COVID-19? *Education Sciences*, 13(7), 750. <https://doi.org/10.3390/educsci13070750MDPI>
- Pennington, S. E., Tang, J. H., Divoll, K., & Correll, P. (2024). A Scoping Literature Review on Parent Interactions with Teachers and School Environments at the Middle Level. *Education Sciences*, 14(12), 1364. <https://doi.org/10.3390/educsci14121364MDPI>
- Suparjan, S., Wibawa, L., Fauziah, P. Y., & Ismiyani, N. (2024). *Assisting Students Learning At Home: Parents' Role*. *Journal of Education Research*, 5(1), 969–974. <https://doi.org/10.37985/jer.v5i1.943> [Jurnal Penelitian Pendidikan](#)
- Sunardi, Yusuf, Gunarhadi, Priyono, & Yeager, J. L. (2011). The Implementation of Inclusive Education for Students with Special Needs in Indonesia. *Excellence in Higher Education*, 2(1), 1–10. <https://doi.org/10.5195/ehe.2011.27123dok+5EjournalUPNVJ+5ehe.pitt.edu+5>
- UNESCO. (2020). *Parental support to learning: Overcoming obstacles*. IIEP Policy Brief. <https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/parental-support-to-learning>

Utami, A. Y. (2022). *The Role of Parental Involvement in Student Academic Outcomes*. *Journal of Education Review Provision*, 2(1), 17–21.

<https://doi.org/10.55885/jerp.v2i1.156>[ResearchGate](#)+1[PhilArchive](#)+1

Wahyuni, Citra, and Frieda Maryam Mangunsong. "Parental involvement and the achievement of students with special education needs in Indonesia." *Exceptionality Education International* 32.1 (2022): 14-34.