



Analysis of Parental Involvement in Parenting Programmes: A Case Study in Public Elementary School 2 Kemas Boyolali

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ABSTRACT

Parenting programmes in elementary schools play an important role in supporting students' character development but often face challenges in terms of parental involvement. Problems include low parental participation in school activities, limited resources and parents' lack of understanding of their role in their children's education. The purpose of this study was to identify the role of parents in students' character development, the challenges faced in implementing the parenting programme, as well as the strategies implemented by the school to increase parental participation in public school 2 Kemas, Boyolali, Indonesia. This research uses a descriptive qualitative approach with a case study method, the techniques used are direct observation, structured interviews with parents, teachers, and principals, and document analysis related to the parenting programme. The results show that despite constraints such as limited time and resources, active parental involvement can improve students' attitudes, discipline and learning motivation. However, the level of parental participation in some activities is still low, which affects the effectiveness of the programme. Recommendations to improve the effectiveness of the parenting programme include providing parenting materials online to overcome time constraints and collaborating with external counsellors to provide more support to parents in educating their children. This research is expected to provide insights for other schools in optimising their existing parenting programmes.

Keywords: Parental involvement; parenting programme; elementary school; character development; school support

ABSTRAK

Program parenting di sekolah dasar memiliki peran penting dalam mendukung perkembangan karakter siswa, namun sering menghadapi tantangan dalam hal keterlibatan orang tua. Permasalahan yang dihadapi termasuk rendahnya partisipasi orang tua dalam kegiatan sekolah, keterbatasan sumber daya, dan kurangnya pemahaman orang tua mengenai peran mereka dalam pendidikan anak. Tujuan dari penelitian ini adalah untuk mengidentifikasi peran orang tua dalam pengembangan karakter siswa, tantangan yang dihadapi dalam implementasi program parenting, serta strategi yang diterapkan oleh pihak sekolah untuk meningkatkan partisipasi orang tua di sekolah negeri 2 Kemas, Boyolali, Indonesia. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode study kasus, teknik yang dilakukan yaitu observasi langsung, wawancara terstruktur dengan orang tua, guru, dan kepala sekolah, serta analisis dokumen terkait program parenting. Hasil

penelitian menunjukkan bahwa meskipun terdapat kendala seperti keterbatasan waktu dan sumber daya, keterlibatan orang tua secara aktif dapat meningkatkan sikap, kedisiplinan, dan motivasi belajar siswa. Namun, tingkat partisipasi orang tua dalam beberapa kegiatan masih rendah, yang mempengaruhi efektivitas program. Rekomendasi yang diberikan untuk meningkatkan efektivitas program parenting antara lain penyediaan materi parenting secara daring untuk mengatasi keterbatasan waktu, serta kolaborasi dengan konselor eksternal untuk memberikan dukungan lebih kepada orang tua dalam mendidik anak. Penelitian ini diharapkan dapat memberikan wawasan bagi sekolah-sekolah lain dalam mengoptimalkan program parenting yang ada.

Kata Kunci: Keterlibatan orang tua; program parenting; sekolah dasar; pengembangan karakter; dukungan sekolah

INTRODUCTION

Children's character education starts early, and elementary school is a very important stage in the process of forming values and attitudes (Zmnako 2024). Parenting programmes in elementary schools have a crucial role to play in helping parents and teachers work together to support children's all-round development (Alquraini et al. 2019). Through this collaboration, children not only receive academic education, but also character education that will influence their behaviour and attitude in the social environment (Al-Hassan 2024; Altafim, McCoy, and Linhares 2021). The programme provides an opportunity for parents to be directly involved in their children's education process, strengthens the relationship between family and school, and creates optimal synergy in supporting children's development (Backhaus et al. 2023; Bai et al. 2021; Barlow and Coren 2018).

Despite its importance, the implementation of parenting programmes in elementary schools often faces various problems. One of the biggest challenges is the low level of parental participation in the programme. This can be due to parents' busy schedules, a lack of understanding of the importance of their role in their children's education, or limited time and resources on the part of the school (Fahimatul Anis et al. 2023). In addition, some schools also face difficulties in organising programmes that can effectively reach all parents, especially in public schools that often have limited resources (Bornstein, Kotler, and Lansford 2022). These challenges prevent the parenting programme from running optimally.

According to child development theory, good parenting has a significant effect on children's social and emotional development (Manassero-Mas and Vázquez-Alonso 2024). Therefore, parenting programmes should be designed to improve parents' ability to educate their children at home, as well as to strengthen the relationship between parents and schools (Valentini, de Almeida, and Smith 2020; Vismara, Sechi, and Lucarelli 2020). In elementary schools, parenting programmes should involve a comprehensive approach, including parent training in psychological and educational aspects (Jakubovic and Memisevic 2024). The programme also needs to be tailored to the needs and context of the school and the family background of the students (Ali, Nye, and West 2022; Aviles et al. 2024). By involving parents in school activities, it is hoped that a more supportive learning environment will be created for children (Abate et al. 2020).

Several previous studies have shown that parental involvement in children's education can improve children's academic achievement and social development. Hails et al. (2025) and (Lina Riyani and Ima Mulyawati 2023) emphasises the importance of family-school links in strengthening communication and improving parents' understanding of their children's

educational needs. Ali et al. (2022) in its meta-analysis study also showed that parental involvement can improve students' academic achievement and social behaviour, while (Berkel, Fu, et al. 2021; Berkel, Mauricio, et al. 2021) revealed that school-parent partnerships are associated with increased student confidence and academic achievement. However, Aviles et al. (2024) highlighted the challenges of parental participation in resource-limited settings, such as language differences and time constraints.

This study addresses these gaps by examining the implementation of a parenting programme in a public elementary school, focusing on both its challenges and strategies for fostering parental involvement. Unlike prior research, this study explores how such programmes contribute to students' character development in addition to academic outcomes. The findings offer theoretical insights into the role of parenting in character education and practical recommendations for designing inclusive programmes in resource-constrained settings.

This study aims to analyse the implementation of the parenting program at public elementary school 2 Kemas as well as to identify the obstacles faced and strategies implemented by the school in increasing parental involvement. The research questions to be answered are: (1) How is the parenting program at public elementary school 2 Kemas implemented? (2) What are the obstacles faced by the school in involving parents? (3) What strategies are applied by the school to optimise the parenting program? The benefits of this research are to provide insights for schools, parents, and related parties in designing and implementing a more effective parenting programme to support children's development in elementary schools.

METHODS

Type and Design

This research design uses a qualitative descriptive approach with a case study (Choi 2022). This research focuses on the implementation of the parenting programme at public elementary school 2 Kemas and how parental involvement contributes to students' character development. Using data triangulation techniques, this study combined direct observation, structured interviews and document analysis to gain a comprehensive understanding of the implementation of the parenting programme.

Population and Sample

The population in this study consisted of all participants in the parenting programme at Public Elementary School 2 Kemas, including teachers, parents, and the principal. The sample was purposively selected (Magwilang 2022), targeting teachers who were directly responsible for managing the parenting programme and parents who actively participated in the activities. The sample included 10 parents and 5 teachers.

The selected participants represented diverse demographic backgrounds, including parents with varying levels of education and socioeconomic status, to capture a broad spectrum of perspectives. Teachers chosen for the study were those with at least two years of experience in managing parenting activities.

The sample size was determined based on the principle of data saturation, where no new themes or insights emerged from additional data collection. This ensures that the sample size

was adequate for achieving a comprehensive understanding of the programme's implementation and challenges, which is critical in qualitative research.

Data Collection

1. Direct Observation

Researchers conducted direct observations in the school environment over a period of four weeks, with a frequency of three sessions per week. Observations focused on parenting programme activities conducted in classrooms and parent meeting rooms. This process aimed to explore interactions between teachers, parents, and students, as well as to document activities related to student character development. Field notes and observation sheets were used to systematically record findings.

1. Structured Interviews

Structured interviews were conducted with five teachers responsible for the parenting programme and community relations at the school. Each interview lasted approximately 30–45 minutes and was conducted twice with each teacher to ensure comprehensive data collection. These interviews focused on exploring constraints, strategies, and the implementation of the parenting programme from the teachers' perspectives.

2. Document Analysis

Relevant documents, including the parenting module, activity schedules, and student development records, were analysed to obtain additional information on programme implementation, objectives, and evaluations. The document review was carried out concurrently with observations to provide a more contextual understanding of the parenting programme.

Data Analysis

Data obtained through observation, interviews and document analysis were analysed using qualitative thematic analysis techniques. The process began with identifying key themes through a thorough reading of the collected data, then generating initial codes based on emerging patterns. These codes were grouped into larger themes through open and focused coding. The coding process was iterative to ensure that each theme accurately reflected the data. To ensure reliability and accuracy, the researcher conducted inter-coder reliability by involving a second researcher to code a portion of the data which was then compared to address discrepancies. In addition, member checks were conducted by sharing preliminary findings with participants to validate the results of the analysis. The themes identified were then organised into a coherent narrative and compared with the original data to ensure consistency and relevance of the findings, resulting in an in-depth understanding of the implementation of the parenting programme and its impact on parental participation at public primary school 2 Kemasan.

RESULTS AND DISCUSSION

RESULTS

The study conducted at Public Elementary School 2 Kemas, Boyolali, Central Java, Indonesia, highlights the implementation of innovative programs designed to holistically develop students' potential. The findings are detailed as follows:

1. Independent Curriculum-Based Learning

The school implements the Independent Curriculum, which focuses on students' needs with a flexible approach that allows them to explore subjects according to their interests and talents. This approach aligns with student-centered learning theories that emphasize personalized education as essential for fostering individual growth.

2. Character Development

Character education is embedded in daily routines, such as *gotong royong* (mutual cooperation), discipline practices, and lessons on honesty. These activities reflect the importance of character-building education in shaping students' positive behavior at school and in the community, consistent with previous studies emphasizing moral development as a foundation for holistic education.

3. Extracurricular Activities

The school offers a range of extracurricular activities, including scouting, sports, arts, and cultural events, to nurture non-academic talents and social skills. This aligns with Gardner's theory of multiple intelligences, which underscores the importance of developing diverse student abilities beyond academics.

4. Environmental Education

Hands-on environmental education activities, such as tree planting and maintaining school cleanliness, foster awareness of environmental preservation. These initiatives support experiential learning theories, which advocate practical engagement as a key to understanding real-world issues.

5. Technology Integration in Learning

The school leverages digital tools and educational applications to enhance student engagement and interest in learning. However, challenges persist due to unequal access to technology, particularly for students from lower socioeconomic backgrounds, highlighting the need for targeted interventions to bridge the digital divide.

6. Parenting Program

The parenting program includes regular meetings, monthly sessions, and specialized workshops. Parental participation varies, with approximately 75% attendance at regular meetings but only 40% attendance at more intensive activities such as individual consultations and workshops. The following table 1 summarizes parental participation in the program:

Table 1 summarizes parental participation in the program

Activity Type	Parental Participation Rate
Regular Monthly Meetings	75%
Specialized Workshops	40%
Individual Consultations	40%

Contextual Variations in Results

Parental participation is influenced by socioeconomic factors. Parents from lower-income backgrounds often face time constraints and work obligations, leading to lower attendance. Conversely, parents with higher educational attainment tend to be more actively involved, emphasizing the need for context-sensitive approaches to parental engagement.

Role of Teachers and Staff

Teachers play a pivotal role in bridging the gap between school and home by communicating with parents and tracking student progress. However, balancing these responsibilities with teaching duties poses challenges. This aligns with prior research that identifies teacher workload as a barrier to the effective implementation of supplementary programs.

Impact of the Parenting Program

Students whose parents actively participate in the parenting program exhibit better discipline, higher motivation, and greater enthusiasm for achieving academic goals. Conversely, students with less parental involvement show stable but less dynamic development. These findings underscore the significance of parental engagement in student growth, consistent with Bronfenbrenner's ecological theory, which highlights the importance of family-school collaboration in child development.

Recommendations

To enhance the effectiveness of the parenting program, the following recommendations are proposed:

1. Addressing Parental Time Constraints:

- Introduce flexible options, such as online or asynchronous parenting sessions.
- Schedule meetings during more convenient times, such as weekends or evenings.

2. Reducing Teacher Workload:

- Assign dedicated coordinators or support staff to manage the parenting program.
- Utilize digital platforms to simplify reporting and communication with parents.

3. Bridging the Digital Divide:

- Collaborate with local governments or NGOs to provide devices and technology training for students from underprivileged families.

DISCUSSION

The results of this study show that the parenting programme implemented at public elementary school 2 Kemasan has a significant impact on students' character development and discipline. Parents who are actively involved in the parenting programme help to increase their children's learning motivation and strengthen their positive attitudes in interacting with friends and teachers. The parenting programme not only provides academic benefits, but also strengthens the emotional connection between parents and children. However, parents' participation in intensive activities, such as workshops and individual consultations, tends to be low due to time and commitment constraints. This suggests the importance of innovation in parenting programme implementation methods to increase parental involvement.

This research is in line with the findings Olarinmoye and Uchendu (2024) which emphasises the importance of communication between parents and schools in improving children's academic achievement and social development. Giles et al. (2024) also shows that parental involvement, both in academic support and school activities, can improve student achievement. Similarly, Yoo (2024) and (Darmawan Sunarja et al. 2024) highlighted the close relationship between parental involvement and academic achievement and increased student confidence. Research Foussiakda et al. (2024) further reveals the challenges faced in engaging parents, especially in resource-constrained settings. This study enriches the literature by identifying practical challenges in the implementation of the parenting programme at public elementary school 2 Kemas, as well as providing insights into how schools can overcome these barriers. It reinforces the understanding that although parenting programmes bring great benefits, factors such as time and resource constraints remain major obstacles.

This study has important implications for the development of parenting programmes in elementary schools. The findings confirm that parental involvement in children's education affects not only academic achievement but also students' social and character development. Sommer et al. (2024) mentioned that the partnership between home and school is one of the main elements to improve student success in various aspects of education. In addition, Jocson et al. (2024) shows that parental involvement has a significant relationship with students' academic achievement, where intensive involvement can increase students' motivation and interest in learning. Schools need to think of ways to reduce barriers to parental participation. Research by Rhodes et al. (2023) and (Lamadang et al. 2024) mentioned that barriers such as lack of time, low levels of parental education or communication gaps between school and home often reduce the effectiveness of parental engagement. Therefore, providing more flexible and accessible parenting materials, such as through digital platforms or short trainings, can help overcome these barriers. This is supported by research Toader (2023) which found that the use of technology, such as education-based apps, can increase parental involvement in supporting children's learning.

Furthermore, effective parenting programmes can create stronger links between home and school. Research by Cox et al. (2023) emphasises that programmes that integrate families in the educational process tend to produce positive impacts not only on academic outcomes but also on students' behaviour and self-confidence. In addition, parents' knowledge of relevant learning strategies can help them play a more active role in supporting their children at home. According to Ezpeleta et al. (2019), deep parental participation in children's education correlates with a reduction in academic inequality, especially among students from low socioeconomic backgrounds. Thus, an effectively designed parenting programme has great potential to strengthen parents' understanding of their role, create harmonious relationships between home and school, and support holistic child development in both academic and character aspects. However, this study has some limitations that need to be considered. Firstly, this study was only conducted in one school so the results cannot be generalised to all primary schools in Indonesia. Secondly, time constraints in observations and interviews with parents meant that the data obtained did not fully represent all parents of students at SD Negeri 2 Kemas. In addition, although the document analysis provided useful information, the available documents were limited to existing records, so they may not cover all aspects of the

parenting programme implemented. These limitations affected the depth and scope of the research findings.

Based on the results of this study, several recommendations can be made. Firstly, schools should consider providing more flexible parenting materials, such as online sessions or video recordings that can be accessed by parents at any time, given the limited time parents have. Secondly, schools need to further explore methods to overcome low participation in intensive activities, for example by organising activity times that are more in line with parents' schedules. Third, further research is needed to examine the long-term impact of parental involvement on children's academic and social development and to explore how new strategies can be implemented in resource-constrained schools. The study could also be expanded to include more schools to gain a more comprehensive picture of the implementation of parenting programmes in various contexts.

Based on the results of this study, several recommendations can be made to improve the effectiveness of the parenting programme at SD Negeri 2 Kemas. Firstly, schools can provide parenting materials in online formats such as video or recorded sessions that can be accessed at any time. This approach is in line with Toader (2023) findings, which show that the use of technology is effective in increasing parental involvement, especially for those with time constraints. Secondly, adjusting the schedule of parenting activities is also important. Activities such as workshops or individual consultations should be scheduled at more flexible times, such as evenings or weekends. This adjustment will better suit parents' free time, as suggested by Rhodes et al. (2023). Thirdly, collaboration with local organisations can be a solution to help families with economic limitations. By working with community organisations, schools can provide access to technology or other resource assistance. This is supported by the research of Sommer et al. (2024), which highlights the important role of the community in supporting children's education. Fourth, there is a need to improve communication between schools and parents. Establishing parent representatives or using communication-based applications can help strengthen relationships and ensure important information is properly conveyed. Cox et al. (2023) confirmed that effective communication between schools and families has a positive impact on parental engagement. Fifth, schools can organise short training for parents. This training could focus on strategies for children's learning at home, which has been shown to increase the effectiveness of parents' role in supporting their children's education. Jocson et al. (2024) showed that this kind of training can motivate parents to be more active in assisting their children to learn.

CONCLUSION

This study found that the parenting programme at public elementary 2 Kemas had a positive impact on students' discipline and motivation to learn, especially for children whose parents were actively involved. Children who receive parental support through regular meetings and parenting sessions tend to show a more disciplined and motivated attitude towards learning. However, the main challenge is the low participation of parents in more intensive activities, such as workshops and individual consultations, due to parents' time constraints and busy schedules, as well as the lack of accessibility to these activities. In addition, limited resources in schools, both in terms of facilities and time for parenting programmes, also hinder the sustainability and expansion of parental participation. This study

has several limitations, including being limited to one school, public elementary 2 Kemas, so the results do not fully represent the conditions of other schools with different characteristics. In addition, data collection through direct observation, structured interviews and document analysis only covered aspects that could be accessed through these methods, so the views of all parents towards the parenting programme may not be fully covered. Time constraints in conducting observations and interviews also reduced the depth of information obtained about parents' experiences. For future research The use of longitudinal methods can provide deeper insights into the benefits and effectiveness of parenting programmes in supporting children's character education in elementary schools.

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