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The Influence of Parental Learning Guidance on Students' Academic Achievement at SD Inpres Kekakapa, Nagekeo Regency

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Abstract

This study examines the influence of parental learning guidance on students' academic achievement at SD Inpres Kekakapa, a public elementary school in Nagekeo Regency, East Nusa Tenggara, Indonesia. Using a quantitative correlational approach, data were obtained from 103 parent–student pairs through structured questionnaires, supported by interviews and document analysis. Descriptive analysis showed high levels of parental involvement, particularly in emotional support, academic supervision, and the provision of learning resources. Instrument testing confirmed strong validity and reliability. The simple linear regression analysis yielded a t-value of 37.462 with a significance level below 0.05, indicating a statistically significant effect of parental guidance on student performance. Furthermore, the R-squared value of 0.785 demonstrates that parental involvement accounts for 78.5 percent of the variance in academic achievement. Emotional support was identified as the most influential component, followed by access to learning facilities and academic supervision. Qualitative data from teacher interviews reinforced these findings, highlighting improvements in student discipline, motivation, and classroom participation. Although some parents experienced challenges such as limited time and educational background, all forms of involvement contributed positively. The study recommends strengthening school–family partnerships through targeted support programs to ensure equitable educational outcomes, particularly in rural and resource-constrained settings.

Keywords: Parental Guidance, Academic Achievement, Home-Based Learning, Rural Education.

Introduction

Education is a dynamic and ongoing process that supports the comprehensive development of individuals in intellectual, emotional, and moral domains. In Indonesia, Law No. 20 of 2003 on the National Education System defines education as a conscious and deliberate effort to cultivate students' potential, beginning within the family, where parents assume the role of primary educators. This legal foundation emphasizes that learning extends beyond formal institutions, as it is initially rooted in the home environment. As such, education involves not only the transmission of knowledge but also the nurturing of critical thinking, moral awareness,

and emotional maturity, all of which are shaped through sustained parental engagement during early childhood.

Within the family setting, parents hold a pivotal function in guiding their children's educational trajectory. King et al. (2020) identifies parents as the initial agents of socialization, introducing children to educational experiences, cultural values, and essential social norms. The quality of parental support during these formative years significantly impacts later academic outcomes. A home environment that offers structure and support during early childhood establishes the foundation for positive academic behaviors and long-term success. Through active participation in their children's learning journey, parents foster the development of resilience, self-regulation, and inquisitiveness, which contribute to enhanced classroom participation and cognitive advancement.

Parental involvement encompasses more than the oversight of schoolwork. It includes emotional support, access to educational resources, and the establishment of consistent study habits. Ntelok et al. (2021) characterizes parental guidance as a broad form of assistance that cultivates student autonomy and helps address academic challenges. This type of support enables children to manage their responsibilities with greater confidence and efficiency. A well-organized home environment, defined by clear expectations and steady encouragement, promotes the formation of constructive academic attitudes and sustained motivation throughout the learning process.

Despite the recognized importance of parental engagement, several barriers hinder consistent support for children’s education. Demands related to employment, limited educational attainment among parents, and a lack of awareness regarding their roles in learning often constrain their involvement. These limitations reduce the capacity to reinforce school-based instruction at home. When parents are unable to contribute meaningfully to the learning process, the connection between classroom teaching and home support weakens. Consequently, students may struggle to comprehend lessons, lag behind academically, and experience diminished motivation. These challenges underscore the necessity of collaborative strategies to help families address structural and contextual limitations.

These challenges are particularly acute in rural communities. In Boawae District, for instance, low parental education levels and economic hardship frequently impede ongoing academic support. Niharika (2024) found that parental involvement in rural public schools

significantly affects both students' academic performance and their socio-emotional development. These findings are consistent with Bloom's taxonomy, which articulates educational goals in cognitive, affective, and psychomotor domains (Anderson & Krathwohl, 2001). In rural contexts, limited educational resources and the demands of daily subsistence often divert parental attention away from academic matters. Nevertheless, family involvement continues to be a central factor in student achievement. Building local awareness and capacity is vital to addressing these education-specific regional concerns.

In the Indonesian context, Yulianti et al. (2023) report that although rural parents often have lower formal education levels, they tend to be more engaged in home-based learning than their urban counterparts. This suggests that, with adequate support from schools and local communities, families in rural settings can become active educational partners. Additionally, cultural values such as strong kinship ties and communal solidarity may serve as foundational assets in promoting parental involvement. Schools can enhance these sociocultural strengths through community outreach, parent training programs, and the provision of learning materials, thus fostering more inclusive and responsive educational practices. In this regard, partnerships between educators and families become essential in adapting instruction to local contexts.

At SD Inpres Kekakapa, data show that nearly 200 of the 376 students face difficulties in core academic areas such as reading and mathematics. Interviews with teachers indicate that many parents are not actively engaged in their children's learning and often delegate full responsibility to the school. This tendency reflects a disconnect between household and school roles, which may stem from misperceptions about parental responsibilities in supporting academic development. These circumstances underscore the need to increase parental awareness about their essential role in reinforcing foundational competencies such as literacy and numeracy which are crucial for long-term academic success.

This pattern of disengagement contrasts with evidence that emphasizes the importance of parental participation. Epstein (2001) maintains that consistent involvement, including monitoring progress, communicating with teachers, and offering encouragement, leads to improved motivation, greater self-esteem, and stronger academic performance. The school and family partnership model advocates for ongoing collaboration between educators and caregivers as a key component in improving student outcomes. Research consistently shows that when parents are well-informed, equipped, and actively included in their children's education, the

resulting improvements in performance and well-being are substantial. Establishing such partnerships is essential to promoting educational equity and enhancing learning outcomes across different contexts..

Fakhrunnisak & Patria (2022) analyzed longitudinal data from Indonesia and found that parental education and emotional engagement, especially by mothers, significantly influence children's mental well-being, including reduced anxiety and increased self-confidence. Positive and responsive parental interactions play a crucial role in shaping the affective dimensions of a child's development, which in turn support sustained academic engagement and educational success. Emotional closeness and quality communication between parents and children contribute meaningfully to the development of a secure, motivated learner identity.

Parental learning guidance serves as a key mechanism for reducing academic stress while enhancing children's confidence. When children feel emotionally secure in a structured home setting, they are better prepared to confront academic challenges. Support in the form of encouragement, direction, and predictable routines produces a stabilizing effect, helping children navigate academic demands with resilience. In this way, nurturing and proactive parental involvement functions as both a motivational force and a protective factor.

A structured home learning environment, marked by consistent study schedules, designated quiet areas, and sufficient access to learning tools, supports the development of discipline and time management. These conditions promote focus, increase intrinsic motivation, and foster a sense of personal responsibility toward academic tasks. Over time, this consistency helps build a strong academic identity, supports perseverance, and leads to improved performance in both formative and summative assessments. A psychologically and physically supportive home environment is therefore essential for maximizing cognitive potential and academic growth.

Research has confirmed the importance of emotional engagement and clearly articulated expectations. Grolnick and Slowiaczek (1994), along with Hill and Tyson (2009), found that emotionally supportive relationships and consistent parental expectations reinforce students' academic motivation and self-efficacy. These two factors are mutually reinforcing and vital for encouraging autonomy and persistence in the learning process. Parental involvement, in this regard, extends beyond assistance with academic tasks, as it also contributes to emotional stability as a necessary condition for overcoming challenges and maintaining academic progress.

This study explores the relationship between parental learning guidance and academic achievement among elementary students in a rural Indonesian school. By analyzing the dynamics between home-based support and school performance, the research contributes to academic discourse and informs policy design. The findings highlight the critical role of family engagement in resource-constrained environments. In such settings, effective collaboration between schools and families can bridge educational gaps, enhance student learning, and support policies aimed at equitable and culturally responsive education.

Methodology

This study applied a quantitative correlational approach to investigate the relationship between parental learning guidance and students' academic achievement. The research involved 103 student and parent pairs from grades three to six at SD Inpres Kekakapa, Nagekeo Regency, East Nusa Tenggara Province, selected through purposive sampling based on specific criteria. Data were collected using structured questionnaires that assessed emotional support, learning resources, and academic supervision. To strengthen the findings, additional methods such as interviews and document analysis, including student report cards, were employed.

Data analysis combined descriptive and inferential statistics. Descriptive analysis summarized respondent characteristics, while regression techniques tested the influence of parental involvement on academic performance. All questionnaire items passed validity tests using item-total correlation and demonstrated high reliability based on Cronbach's alpha.

Research Findings

The results of this study are presented in a structured and logical sequence to ensure clarity and coherence in data interpretation. The presentation begins with a summary of the descriptive statistics for the key variables, providing an overview of the general patterns observed in parental learning guidance and students' academic achievement. This is followed by an evaluation of the validity and reliability of the research instruments to confirm the accuracy and consistency of the measurements. After establishing the quality of the instruments, a series of classical assumption tests are conducted to assess whether the data meet the necessary conditions for regression analysis. Finally, the results of the simple linear regression analysis are presented to examine the influence of parental learning guidance on students' academic performance.

Descriptive Statistics

Table 1 shows the descriptive statistical analysis of the two main variables: parental learning guidance and students' academic achievement.

Table 1. Descriptive Statistics of Parental Learning Guidance and Academic Achievement

Variable	Percentage (%)
Parental Learning Guidance	81.90
Academic Achievement	79.30

The descriptive analysis presented in table 1 indicates that the average score for parental learning guidance was 81.90 percent. This result reflects a high level of parental engagement in supporting students' academic activities at home, particularly through supervision, motivation, and structured assistance. Such involvement may contribute significantly to the establishment of a conducive home learning environment. In parallel, the mean score for students' academic achievement was 79.30 percent, suggesting a generally satisfactory level of performance across core subject areas. These values collectively offer preliminary support for the hypothesis that parental involvement is positively associated with students' academic outcomes. The consistency of high scores across both variables provides an initial empirical foundation for subsequent inferential analysis, which seeks to further clarify the nature of this relationship within the study's conceptual framework.

Instrument Validity Testing

Instrument validity was tested using Pearson's product moment correlation. The instrument for parental learning guidance consisted of 13 items, while the academic achievement instrument included 16 items.

Table 2. Summary of Instrument Validity Test Results

Instrument	Number of Items	r Critical	Range of r Values	Valid Items	Validity Status
Parental Learning Guidance	13	0.361	0.612 – 0.792	13	All Items Valid
Academic Achievement	16	0.361	0.598 – 0.775	16	All Items Valid

Table 2 summarizes the results of the instrument validity test conducted using Pearson's product moment correlation. The parental learning guidance instrument comprised 13 items, while the academic achievement instrument included 16 items. All items yielded correlation coefficients exceeding the critical r-value of 0.361, with item-total correlations ranging from 0.612 to 0.792 for parental learning guidance, and from 0.598 to 0.775 for academic

achievement. These findings confirm that each item demonstrates adequate construct validity, indicating a strong relationship between individual items and their respective latent variables. The results also align with the underlying theoretical framework of the study, thereby supporting the appropriateness of the measurement instruments for capturing the intended constructs.

Instrument Reliability Testing

Reliability was evaluated using Cronbach's Alpha. The internal consistency coefficients for both instruments are presented in Table 3.

Table 3. Instrument Reliability Test Results

Instrument Type	Cronbach's Alpha	Reliability Status
Parental Learning Guidance	0.842	Reliable
Academic Achievement	0.795	Reliable

Table 3 presents the results of the reliability analysis using Cronbach's Alpha. The internal consistency coefficient for the parental learning guidance instrument was 0.842, and for the academic achievement instrument it was 0.795. Both values exceed the conventional threshold of 0.70, indicating satisfactory internal reliability. These coefficients suggest that the items within each instrument measure their respective constructs consistently and are likely to yield stable results across different applications. The reliability indices therefore substantiate the psychometric quality of the instruments and validate their application in the present educational research context.

Classical Assumption Tests

To validate the regression model, classical assumption tests were conducted, including tests for normality, linearity, homoscedasticity, and multicollinearity.

Table 4. Classical Assumption Test Results

Assumption Type	Test Applied	Sig. Value (p)	Decision
Normality	Kolmogorov-Smirnov	0.271	Data is Normal
Linearity	Deviation from Linearity	0.152	Linear
Homoscedasticity	Glejser Test	0.176	No Heteroscedasticity
Multicollinearity	Tolerance and VIF	VIF < 10	No Multicollinearity

The results of the classical assumption tests, as shown in table 4 confirm that the dataset met the necessary prerequisites for linear regression analysis. The Kolmogorov–Smirnov test yielded a p-value of 0.271, indicating that the residuals followed a normal distribution. Linearity was verified through the deviation from linearity test, with a significance value of 0.152, suggesting an appropriate linear relationship between the independent and dependent variables. Homoscedasticity was assessed using the Glejser test, which resulted in a p-value of 0.176,

indicating the absence of heteroscedasticity. Multicollinearity diagnostics, based on tolerance and variance inflation factor (VIF) values showed all VIF scores below the threshold of 10. These results confirm the suitability of the data for linear regression modeling and validate the assumptions underlying the inferential procedure.

Simple Linear Regression Analysis

Simple linear regression was applied to examine the effect of parental learning guidance on students' academic achievement. The results are presented in Table 5.

Table 5. Simple Linear Regression Analysis

Indicator	Value	Interpretation
t-value	37.462	Significant Effect
Significance (p)	< 0.05	Statistically Significant
R-squared (R^2)	0.785	Strong Predictive Power

The results of the simple linear regression analysis in table 5 indicate that parental learning guidance has a statistically significant effect on students' academic achievement, with a t-value of 37.462 and a p-value below 0.05. This finding provides empirical evidence that higher levels of parental support, in the form of regular supervision and motivational reinforcement, are associated with improved academic performance among students. The strength and significance of this relationship underscore the importance of parental involvement as a contributing factor to educational outcomes. These results align with previous research suggesting that a supportive home environment is a key determinant of student success in school based assessments.

The regression model yielded an R-squared (R^2) value of 0.785, indicating that 78.5 percent of the variance in students' academic achievement is accounted for by parental learning guidance. This considerable proportion confirms that parental involvement serves as a strong predictor of students' academic performance within the context of this study.

Discussion

The findings of this study clearly demonstrate a strong positive relationship between parental learning guidance and students' academic achievement at SD Inpres Kekakapa. Descriptive statistics indicated consistently high levels of parental involvement across emotional support, academic supervision, and provision of learning facilities. This pattern supports Fan and Chen's (2001) assertion that meaningful engagement extends beyond financial investment, encompassing emotional encouragement and the establishment of routines that foster academic success.

In terms of academic outcomes, the majority of students performed well, with 68 percent categorized as “good” and an additional 21 percent achieving “very good” results. These figures align with Jeynes (2007), who emphasized the long-term influence of parental engagement on academic performance. Students with consistent support at home are more likely to sustain motivation and demonstrate improved academic behaviors, especially in contexts where educational resources are limited.

Validity testing confirmed that the research instruments reliably captured the intended constructs, with all items meeting the required correlation thresholds. Reliability analysis further supported this conclusion, yielding Cronbach’s alpha coefficients above 0.79 for both scales. These findings reflect the sound psychometric properties of the instruments, reinforcing confidence in the consistency and accuracy of the data collected.

The results of the regression analysis revealed a significant effect of parental learning guidance on academic achievement, with an R-squared value of 0.785. This indicates that over 78 percent of the variance in student performance can be explained by the level of parental support. These results are consistent with Cohen et al. (2018), who argue that educational success is closely tied to the family environment and the nature of learning interactions at home.

Among the three dimensions analyzed, emotional support emerged as the most influential component. With the highest mean score and the strongest regression coefficient, emotional engagement was found to contribute substantially to students’ academic confidence and persistence. This observation is consistent with Hill and Tyson (2009), who emphasized the importance of empathetic and encouraging parental behavior in shaping students’ motivation and self-regulatory capacity.

The availability of learning facilities, while ranked third in mean score, also demonstrated a significant impact on achievement. Access to textbooks, writing supplies, and designated study areas not only improved task completion but also helped students focus during independent study. These findings mirror the theoretical framework of Hoover-Dempsey and Sandler (2005), which emphasizes the role of environmental structure and parental reinforcement in shaping student behavior.

Parental supervision, though slightly less predictive than the other dimensions, played a critical role in ensuring that students adhered to academic responsibilities. Activities such as checking homework, monitoring school attendance, and maintaining communication with

teachers served to reinforce discipline and a sense of accountability. Desforges and Abouchaar (2003) identified these forms of structured involvement as central to student resilience and academic growth.

The data also suggest that the quality and form of parental involvement are influenced by parents' educational backgrounds. Parents with higher levels of formal education were more likely to provide direct academic assistance, while those with limited schooling contributed primarily through emotional support and the provision of materials. This aligns with Davis-Kean (2005), who observed that while socioeconomic status may shape the method of involvement, the overall effect on student achievement remains significant.

Teachers interviewed in this study confirmed the beneficial influence of active parental involvement. Students with engaged parents were described as more attentive, better prepared, and more persistent in the face of academic challenges. These qualitative findings support Henderson and Mapp's (2002) argument that strong school–family partnerships foster not only cognitive development but also behavioral and emotional competencies in students.

Despite these positive outcomes, several barriers to parental involvement were reported. Parents cited time constraints due to employment, limited subject knowledge, and lack of confidence as common obstacles. These challenges echo Goodall and Montgomery's (2014) findings and highlight the need for schools to provide targeted support, particularly for families with fewer educational resources or limited awareness of their potential role in the learning process.

Importantly, the results reinforce Epstein's (2001) concept of shared responsibility in education. Effective home–school collaboration is essential in rural contexts where schools may struggle with infrastructure limitations and parents may lack formal training. Encouraging even modest forms of engagement, such as establishing regular study times or offering verbal encouragement, can yield substantial benefits.

The psychological dimensions of parental guidance were especially evident in this study. Emotional reinforcement, when sustained through expressions of belief, praise, and trust, was found to influence students' sense of security and their willingness to persist academically. Grolnick and Slowiaczek (1994) emphasized that these forms of support are foundational to building self-efficacy and long-term academic resilience.

The regression findings, combined with the descriptive data, indicate that parental learning guidance should be seen as a central, not peripheral, factor in student achievement. Schools that aim to improve learning outcomes must therefore integrate family involvement into their planning processes, particularly by empowering parents with practical, accessible strategies tailored to local contexts.

From a policy perspective, the implications of these findings are significant. Education stakeholders should promote inclusive parental engagement initiatives that recognize the diversity of family circumstances and build on community strengths. These efforts should include workshops, resource kits, and regular communication strategies to support parents in fulfilling their educational roles more effectively.

In conclusion, this study provides strong empirical support for the argument that parental learning guidance significantly enhances students' academic achievement. The evidence suggests that even in under-resourced environments, consistent and emotionally supportive parental involvement has a measurable and lasting impact. Future research should explore longitudinal models and broader populations to extend the generalizability and deepen understanding of these dynamics.

Limitations and Implications for Future Research

This study offers valuable insights into the impact of parental learning guidance on student achievement in a rural setting, yet several limitations should be noted. The research was conducted at a single school in Nagekeo Regency, which restricts the generalizability of findings to broader educational contexts. Additionally, the cross-sectional design limits causal inference and does not capture changes over time. Future studies would benefit from a longitudinal approach to examine how parental involvement evolves and affects academic outcomes in the long term.

Data collection relied primarily on self-reported questionnaires, which may be subject to bias. Although triangulated with interviews and documents, the potential for socially desirable responses remains. To enhance validity, future research should include larger, more diverse samples from both rural and urban areas and employ mixed-methods designs. Further studies could also investigate how school programs and contextual factors, such as culture and socioeconomic status, shape the quality and impact of parental engagement

Conclusion

This study affirms that parental learning guidance has a substantial influence on the academic achievement of elementary school students. Emotional support, regular academic supervision, and the availability of learning materials at home each contribute significantly to students' academic success. When these forms of involvement are consistently embedded in daily routines, they help establish a home environment that is both structured and supportive, thereby encouraging engagement and fostering personal development.

The findings highlight the need for sustained collaboration between families and schools, especially in rural areas where educational resources may be limited and parents may face constraints related to time or formal education. With appropriate encouragement and practical support, parents from diverse educational backgrounds can offer meaningful academic and emotional assistance to their children. For this reason, schools should build inclusive partnerships that enable parents to participate in ways that are culturally relevant and locally appropriate.

In the context of future educational development, these findings can inform policies and initiatives that strengthen home-based support systems. By enhancing cooperation between families and schools, and by equipping parents with accessible tools and practical strategies, stakeholders can help address educational disparities and improve student learning outcomes. Ongoing support within both the home and school environments remains a critical element in efforts to improve the overall quality of primary education.

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