



The Role Of Parents In Improving Learning Outcomes Of Class V Students In Pancasila Education Subjects At State Primary School 101751 Klambir Lima Hampan Perak District

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Abstract

Learning outcomes are the achievements obtained by students after participating in learning. Learning outcomes are influenced by several factors, one of which is parents. The role of parents is quite vital in children's learning success. Wherever children undergo education, parents still play a role in determining their children's learning outcomes. The aim of this research is to find out: 1). Student learning outcomes in the Pancasila Education subject at SD NEGERI 101751 Klambir Lima; 2). The role of parents in improving learning outcomes for Pancasila Education at SD NEGERI 101751 Klambir Lima; 3). What supporting factors can increase the role of parents in improving student learning outcomes in the Pancasila Education Subject at SD NEGERI 101751 Klambir Lima; 4). What obstacles do parents face in improving learning outcomes for students at SD NEGERI 101751 Klambir Lima. The method used in this research is a qualitative method. To be able to obtain information from informants. By collecting data through interviews, observations and documents. The results of this research are: 1) Student learning outcomes in the Pancasila Education subject at SD NEGERI 101751 Klambir Lima: Children's learning outcomes in the Pancasila Education subject are still relatively low. 2) The role of parents in improving learning outcomes for Pancasila Education at SD NEGERI 101751 Klambir Lima: (a) Parents as Educators; (b) Parents as Guides, (c) Parents as Encourages; (d) Parents as role models; (e) Parents as Friends; (f) Parents as Supervisors; (g) Parents as Communicators; (h) Parents as Advisors; (i) Parents as counselors; (j) Parents as Facilitators; 3) What supporting factors can increase the role of parents in improving student learning outcomes in the Pancasila Education Subject at SD NEGERI 101751 Klambir Lima: (a) Supporting factors include teacher training; (b) conducive environment; (c) enthusiastic parents; (d) spiritual assistance; (e) Individual factors; (f) Social factors; (g) maturity or growth factors; (h) intelligence factor; (i) Physical factors; (j) Psychological factors; (k) Family factors; (l) School factors; (m) Community factors; 4). What obstacles do parents face in improving learning outcomes for students at SD NEGERI 101751 Klambir Lima: (a) limited educational background of parents; (b) time available; (c) economic level; (d) Number of family members; (e) Development of learning discipline that is less than optimal; (f) Lack of awareness of parents themselves in guidance, especially the state of the child's religion; (g) the influence of the child's environment in socializing is very large.

Keywords : *The Role of Parents, Student Learning, Outcomes and Pancasila, Education Subjects*

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INTRODUCTION

Education has a very important role in improving the quality of human resources as an effort to develop the nation and state. The progress of a country is determined by the next generation of the nation who will continue the ideals of the nation itself. As the nation's successors, they should be equipped with various knowledge, experience and knowledge needed in people's lives, this is in accordance with Republic of Indonesia Law Number 20 of 2003. Family is the first and main place for children to receive education. The psychological satisfaction a child gets in a family will greatly determine how he or she will react to the environment. Children who are raised in families full of support and positive motivation will have a positive impact on the child's development. Likewise, vice versa, children who are raised in disharmonious families or broken homes where children will not get sufficient psychological satisfaction will find it difficult for children to develop their social skills, such as lack of mutual understanding, less ability to adapt to the demands of parents and siblings, less unable to give and receive from fellow siblings, and less able to cooperate with other people. Parents are the main responsible for their children's education. Wherever the child undergoes education, whether in formal or non-formal institutions, parents still play an important role in determining their children's educational future.

Parents as educators must always maintain a good relationship with their children so that there is no gap or distance between the children and their parents as educators, so that education can be achieved well. Parents should look for positive ways to create love for their children, strengthen relationships, create cooperation between them and foster affection. Parental assistance in helping children learn at home is very necessary. Because apart from the family being the child's main and first educator, students spend more time at home with their parents than in the school environment. Therefore, without parental assistance in children's learning activities at home, it is impossible to obtain optimal learning results for children. The role of parents is very important in education, because education first and foremost starts from the family environment and parents are the main key to education in the family itself. The role of parents in children's education according to Hasan (2010: 19) is to provide basic education, attitudes and skills, such as religious education, character, manners, aesthetics, affection, a sense of security, the basics of obeying regulations, and instill habits. A child is usually likened to a piece of white paper with no blemishes at all. According to the tabularasa theory, it is the parents who will make the child into a good or bad person. The role of teachers is only a matter of hours, while the role of parents is more dominant. It is very unfortunate if parents assume that this responsibility is handed over entirely to the teacher. That is because parents have a very big role in the child's success. Parents should be the people who have the main responsibility for children's education. Parents determine their children's future. However, in recognizing the limitations and opportunities they have, parents ask other outside parties to help educate their children. The other party is a teacher at school. However, after children are entrusted to school, parents remain responsible for the success of their children's education. At school, students learn according to their own style. According to Imron (2007:55) Basically every child needs education, because with education children can develop their interests and talents. One effort

to develop these talents and interests is through a formal or non-formal institution. In this institution, learning activities are the most basic activities. According to Ahmadi (2001:25), it is undeniable that in learning to achieve achievement, a person is influenced by several factors. So it is important for educators to regulate and control the factors that influence learning in such a way that optimal learning outcomes can occur. The process of student learning outcomes is influenced by several factors, in general these factors can be classified into two, namely internal factors and external factors. Eliyanti (2008:37) Internal factors are factors that exist within the student, namely the physical and spiritual state or condition of the student. Meanwhile, external factors are factors that come from outside the student, namely the environmental conditions around the student, such as parents, teachers, friends and others. So, because of the factors above, students emerge who achieve high and achieve low performance or fail altogether. These factors can influence the good and bad of student achievement, therefore these factors need to be considered and controlled in such a way that a good learning process can occur.

Because basically parents and teachers have a very important role and are needed to support the success of a student. Surya (2004:22) The existence of parents and teachers is a very important part of the educational process with the aim of equipping children to solve all the life problems they face, both personally and at school, so that they can form a person with noble morals in accordance with their aspirations. His dream is to become a child who is dutiful to his parents and useful for his religion, nation and state. According to Ahmadi (2001:26) Without the role of parents and teachers, children tend not to be able to develop their creativity. Parents are important figures for every educational success and character that their children will show. Parents are role models for their children in achieving good quality education. With education, learning and parents' attitudes are expected to become their own motivation in guiding their children in the learning process they undertake. So that a child is able to imitate the attitudes and character of their parents as a learning guide to achieve good quality education. However, in reality, many parents are not aware of their responsibility for their children's education. They are more involved in their activities and routines. It's as if they assume that the school is the only factor that determines their children's learning outcomes, without considering that they also have a responsibility in their children's education

Purwanto, (2002:210) Family factors or household conditions, teachers and their teaching methods, tools used in learning, the environment and opportunities available, and social motivation, are part of the external factors in the student learning process. If parental education is correlated with student learning outcomes in Islamic religious education subjects from an academic perspective, there is an interesting side that deserves further research because these two things should have a strong connection. Looking at the existing reality, student learning outcomes in Pancasila Education subjects and those obtained by students are not yet in line with their implementation and behavior. This is reflected in some students who lack self-motivation in following or emulating the values of Pancasila education. For example, there are still many students who do not apply the Pancasila values of nationalism or the values of noble character, mutual respect for fellow friends or respect for elders. Learning outcomes are the result of learning that has been achieved by students.

The learning outcomes achieved often include three aspects, namely affective, cognitive and psychomotor. This is characterized by changes in behavior that occur as a result of the learning process. In the learning process, it is influenced by two factors, namely, internal factors and external factors.

Education has a very important role in improving the quality of human resources as an effort to develop the nation and state. The progress of a country is determined by the next generation of the nation who will continue the ideals of the nation itself. As the nation's successors, they should be equipped with various knowledge, experience and knowledge needed in people's lives, this is in accordance with Republic of Indonesia Law Number 20 of 2003. Family is the first and main place for children to receive education. The psychological satisfaction a child gets in a family will greatly determine how he or she will react to the environment. Children who are raised in families full of support and positive motivation will have a positive impact on the child's development. Likewise, vice versa, children who are raised in disharmonious families or broken homes where children will not get sufficient psychological satisfaction will find it difficult for children to develop their social skills, such as lack of mutual understanding, less ability to adapt to the demands of parents and siblings, less unable to give and receive from fellow siblings, and less able to cooperate with other people. Parents are the main responsible for their children's education. Wherever the child undergoes education, whether in formal or non-formal institutions, parents still play an important role in determining their children's educational future.

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of nationalism or the values of noble character, mutual respect for fellow friends or respect for elders. Learning outcomes are the result of learning that has been achieved by students. The learning outcomes achieved often include three aspects, namely affective, cognitive and psychomotor. This is characterized by changes in behavior that occur as a result of the learning process. In the learning process, it is influenced by two factors, namely, internal factors and external factors.

METHODS

This study employs a qualitative approach with a descriptive method to gain an in-depth understanding of the role of parents in improving the learning outcomes of fifth-grade students in Pancasila Education at SD Negeri 101751 Klambir Lima. This approach was chosen as it allows for an in-depth exploration of the factors influencing parental involvement and the challenges they face in supporting their children's learning process.

The research was conducted at SD Negeri 101751 Klambir Lima, Hamparan Perak District, Deli Serdang Regency. The location was selected based on accessibility considerations and its relevance to the research objectives. The study subjects included fifth-grade students, their parents, and teachers involved in the teaching of Pancasila Education. Data were collected through three primary techniques: interviews, observations, and document analysis. Interviews were conducted in-depth with parents to understand the extent of their involvement in supporting their children's education at home. Teachers were also interviewed to gain their perspective on the impact of parental engagement on students' academic performance. Observations were carried out in both school and home environments to directly examine the interaction patterns between parents and children in the learning context. Document analysis included reviewing students' academic records, school policies related to parental involvement, and other relevant documents.

The data analysis followed an interactive model as developed by Miles and Huberman (1994), comprising three main stages. The first stage, data reduction, involved selecting, focusing, and simplifying the data obtained from interviews, observations, and documentation. The second stage, data display, was conducted through descriptive narration to illustrate the emerging patterns found in the study. Finally, conclusions were drawn and verified by comparing findings from various data sources to ensure validity and reliability. The research utilized several instruments, including interview guidelines, observation sheets, and document review checklists. The validity of the data was tested through triangulation, which involved cross-checking information from different sources to ensure consistency in findings. Through this approach, the study aims to provide a comprehensive picture of the role of parents in enhancing student learning outcomes and the challenges encountered in the learning process at SD Negeri 101751 Klambir Lima.

RESULTS OF FINDINGS

Student Learning Results in Pancasila Education Subjects at SDN 101751 Klambir Lima Hamparan Perak District.

Children's learning outcomes in Pancasila Education subjects are still relatively low. This is because (1) students lack motivation in learning, (2) children pay less attention to teachers during learning, (3) children's lack of interest in learning about Pancasila Education, (4) Student laziness, (5) lack of student discipline, (6) not using time well, (7) not obeying school rules, (8) being too relaxed, (9) not being serious about studying, (10) student absorption capacity the less, (11) not calm in class, and (12) students are too passive, (13) teachers are not optimal in guiding them, (14) lack of guidance from parents, (15) parents do not provide enough facilities for children in their education.

The role of parents in improving students' Pancasila Education learning outcomes at SDN 101751 Klambir Lima, Hamparan Perak District

The role of parents in improving children's learning outcomes is (1) Parents as Educators, (2) Parents as Guides, (3) Parents as Encourages, (4) Parents as Role Models, (5) Parents as Friends, (6) Parents as Supervisors, (7) Parents as Communicators, (8) Parents as Advisors, (9) Parents as Counselors, (10) Parents as Facilitators. If the role of parents above can run well then something that is desired to be achieved based on what has been done will result in high child learning outcomes.

Supporting factors that can increase the role of parents in improving student learning outcomes at the Pancasila Education Mapel at SDN 1101751 Klambir Lima Hamparan Perak District. Supporting factors for parents that can improve children's learning outcomes are (1) Supporting factors include teacher training, (2) a conducive environment, (3) parental enthusiasm, (4) spiritual assistance. (5) Individual factors, (6) Social factors. (7) maturity or growth factors, (8) intelligence factors, (9) training, (10) motivation, (11) physical factors, (12) psychological factors, (13) Family factors, (14) School factors, (15) Community factors, (16) Providing enthusiasm for children, (17) As a facilitator for all their activities, (18) Creating a calm and peaceful home atmosphere, (19) As a place to ask questions and complain about things that are problems with children, (20) Provide clear directions for their children's future, (21) Parents can control their children. (22) Parents must have broad knowledge, experience and views. (23) Available Time, (24) Parents must have the opportunity to pay attention and provide guidance.

Obstacles faced by parents in improving learning outcomes for students at SDN 101751 Klambir Lima, Hamparan Perak District .The obstacles faced by parents in improving children's learning outcomes at SDN 101751 Klambir Lima are (1) limited educational background and knowledge of parents, (2) available time factors, (3) economic level factors, (4) number of family members factors , (5) Development of learning discipline that is less than optimal, (6) Lack of awareness of parents themselves in guidance, especially the state of the child's religion, (7) lack of understanding and knowledge about religion and the child's own awareness is not yet optimal, (8) the influence of the child's environment in socializing is very large. Based on the results of the research that has been carried out, the following conclusions can be drawn.

DISCUSSION

The discussion section interprets the research findings in the context of existing literature and theoretical frameworks. The results emphasize the importance of parental involvement in shaping student learning outcomes, aligning with previous studies that highlight the positive correlation between engaged parents and academic achievement (Ahmadi, 2001; Dalyono, 2001; Zain, 2002). This section examines the underlying factors contributing to these findings, explores potential challenges, and proposes strategies for improving parental engagement.

The study's findings reinforce that parental support at home is instrumental in fostering academic success. Hellen (2005) argues that learning outcomes depend on students' experiences, including the support they receive from their families. This is consistent with Bronfenbrenner's ecological systems theory, which highlights the significance of the microsystem, including family and school, in shaping children's development (Imron, 2007). When parents actively participate in their children's education, they create a positive learning atmosphere that enhances cognitive and social growth (Mulyasa, 2000).

Socio-economic status emerged as a significant factor influencing parental involvement. Families with higher financial stability were able to invest more in their children's education, providing access to supplementary learning materials and private tutoring. Bourdieu's theory of cultural capital supports this claim, suggesting that socio-economic advantages contribute to educational success (Surya, 2004). Children from affluent backgrounds often benefit from enriched learning experiences that extend beyond the classroom, giving them a competitive edge over their peers from lower-income households (Eliyanti, 2008).

The study also identified disparities in parental engagement levels, influenced by factors such as work commitments, educational background, and awareness of effective parenting strategies. Parents with limited formal education may struggle to assist their children academically, leading to reduced involvement in school-related activities (Purwanto, 2002). This observation aligns with Vygotsky's zone of proximal development, which highlights the role of knowledgeable others in scaffolding a child's learning process (Azhar, 2003). Without adequate parental support, students may find it challenging to navigate academic demands independently.

Teachers play a critical role in promoting parental involvement. Schools that implement structured communication channels, such as regular parent-teacher meetings and progress reports, tend to foster stronger collaboration between educators and parents (Hamalik, 2011). Epstein's framework of parental involvement suggests that effective school-family partnerships enhance student achievement by creating a cohesive support system (Afifuddin, 2012). Schools should therefore adopt inclusive strategies that cater to diverse parental backgrounds, ensuring that all families feel welcomed and valued in the educational process (Hidayat, 2016).

One of the key challenges identified in this study is the limited availability of time among working parents. Many parents, particularly those in low-income jobs, face demanding work schedules that restrict their ability to participate in their children's education (Sukirman, 2006). This barrier can be addressed through flexible engagement

initiatives, such as virtual parent-teacher conferences and asynchronous communication platforms (Sumadi, 2003). Leveraging technology to facilitate parental involvement can bridge the gap between home and school, making it easier for busy parents to stay informed and engaged (Doddy Surya, 2004).

Another notable challenge is the lack of parental awareness regarding effective educational support strategies. Some parents may wish to be involved but lack the knowledge or confidence to assist their children effectively (Zain, 2002). Educational workshops and community outreach programs can help equip parents with the necessary skills and resources to support their children's learning journey (Adi, 2023). Providing accessible guidance on homework assistance, time management, and study techniques can empower parents to take a more active role in their children's education (Afifuddin, 2012).

The psychological impact of parental involvement on student motivation and self-discipline is also significant. Self-determination theory suggests that students are more likely to engage in learning when they experience autonomy, competence, and relatedness. When parents show interest in their children's education, they reinforce a sense of belonging and competence, motivating students to take ownership of their learning (Mulyasa, 2000). Schools should thus encourage parents to adopt positive reinforcement techniques that cultivate intrinsic motivation in their children.

In conclusion, this discussion underscores the multifaceted nature of parental involvement in education. The findings highlight the interplay between socio-economic factors, school initiatives, and parental awareness in shaping student learning outcomes. Addressing the identified challenges requires a holistic approach that integrates family, school, and community efforts. By fostering an inclusive and supportive learning environment, stakeholders can work together to enhance student achievement and promote educational equity.

CONCLUSION

1. Children's learning outcomes in Pancasila Education subjects are still relatively low. This is because (1) students lack motivation in learning, (2) children pay less attention to teachers during learning, (3) children's lack of interest in learning about Pancasila Education, (4) Student laziness, (5) lack of student discipline, (6) not using time well, (7) not obeying school rules, (8) Too relaxed, (9) not serious about studying, (10) power absorb students lacking, (11) not calm in class. 2. The role of parents in improving children's learning outcomes is (1) Parents as Educators, (2) Parents as Guides, (3) Parents as Encourages, (4) Parents as Role Models, (5) Parents as Friends , (6) Parents as Supervisors, (7) Parents as Communicators, (8) Parents as Advisors, (9) Parents as Counselors, (10) Parents as Facilitators. 3. Supporting factors for parents that can improve children's learning outcomes are (1) Supporting factors include teacher training, (2) a conducive environment, (3) parental enthusiasm, (4) spiritual assistance. (5) Individual factors, (6) Social factors. (7) maturity or growth factors, (8) intelligence factors, (9) training, (10) motivation, (11) physical factors, (12)psychology, (13) Family factors, (14) School factors, (15) Community factors, (16) Providing enthusiasm for children, (17) As a facilitator for all their activities, (18) Creating a calm and peaceful home atmosphere, (19) As a place to ask questions and complain about

things that are problems with children, (20) Provide clear directions for their children's future, (21) Parents can control children. (22) Parents must have broad knowledge, experience and views. (23) Available Time, (24) Parents must have the opportunity to pay attention and provide guidance. 4. Obstacles faced by parents in improving children's learning outcomes at MTs Islamiyah Perbaungan are (1) limited educational background and knowledge of parents, (2) available time factor, (3) economic level factor, (4) number of member factor family, (5) Development of learning discipline that is less than optimal, (6) Lack of awareness of parents themselves in guidance, especially the state of the child's religion, (7) lack of understanding and knowledge about religion and the child's own awareness is not yet optimal, (8) the influence of the child's environment in great company.

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