

The Role of Parents in Improving Elementary School Students' Learning Outcomes: A Systematic Literature Review

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Keywords

Parents
Learning outcomes
Elementary school
Online learning
SLR

Abstract

This study aims to analyze the role of parents in improving elementary school students' learning outcomes through the Systematic Literature Review (SLR) method. Data were collected from articles published in the period 2021–2025 through Google Scholar, resulting in 17 articles related to the role of parents in elementary school students' learning outcomes through the SLR approach. The results of the study show that parental involvement, either as learning companions, motivators, or collaborators with teachers, has a significant effect on students' academic achievement and psychological development. The main obstacles faced by parents include limited time, understanding of the material, access to technology, and digital infrastructure. Effective solutions include structured assistance, training for parents, and intensive collaboration between schools and families. These findings emphasize the importance of synergy between parents, teachers, and related parties to create an optimal learning environment, both in online and offline learning.

1. Introduction

Education is an important foundation in developing quality human resources. At the elementary school level (SD) education is a crucial phase in forming cognitive, affective, and psychomotor skills. At this time, children begin to build logical thinking skills, read, write, count, and develop attitudes and moral values that they will carry into adulthood. However, education is not only carried out in class but also at home, which is the responsibility of parents.(Amaliyah, S., 2021).Directly or indirectly, parental involvement has an influence on a child's success.(Arnum, NQ, & Hidayat, N. 2023).

Several research companies have shown that parental involvement is a strong predictor of children's academic achievement at school.Fan and Chen, (2001)through meta-analysis found that parental involvement in children's education has a positive relationship with academic achievement in various cultural contexts and educational levels. A similar thing was stated byWilder, (2014)which emphasizes that parental involvement consistently contributes to student achievement, especially in the form of home learning support, regular communication with teachers, and participation in school activities. However, in reality, some parents are indifferent to their children's education because they do not have enough time (Pratama, W., & Kuswardani, R., 2021). Parents do not care about technological developments(Salfadilah, F., Prastowo, A., & Wibowo, YR, 2023). And have the idea that school is a place for children to learn where all roles are taken over by teachers and parents are not involved in what their children do at school.

In Indonesia, the importance of parents' role in children's education has been highlighted in education policy. Law Number 20 of 2003 concerning the National Education System states that education is a shared responsibility between the family, society, and government. However, its implementation still faces various challenges, such as low parental awareness of the importance of their role, time constraints, and differences in social and economic backgrounds.(Sari & Putri, 2020). In fact, students whose parents actively accompany their learning activities at home show a significant increase in academic grades and learning motivation.(Supriyadi and Yanuarti, 2019).

International literature also shows the same trend regarding this matter. Epstein (2018) in the framework of Overlapping Spheres of Influence, explains that student learning outcomes are influenced by the alignment between school, family, and community. When the relationship between the three runs harmoniously, children will feel more motivated and have a greater sense of responsibility for their learning process. Even with the involvement of parents, it can mediate the relationship between the family's socio-economic background and children's learning outcomes, making it an important instrument in addressing educational gaps (Hoover-Dempsey & Sandler, 2005).

Given the importance of this issue, this study aims to identify and summarize empirical findings on the role of parents in supporting elementary school students' learning outcomes through a systematic literature review approach. Therefore, the formulation of the problem raised in this study is: what form of parental involvement influences student learning outcomes at the elementary school level.

This part should contain sufficient detail that would enable all procedures to be repeated. It can be divided into subsections if several methods are described. Authors should be as concise as possible in experimental descriptions. The experimental section must contain all of the information necessary to guarantee reproducibility. Previously published methods should be indicated by a reference and only relevant modifications should be described. For statistical analysis, please state the appropriate test(s) in addition to a hypothesized p-value or significant level (for example 0.05).

Literature review

A. Parents and Learning

The role of parents in the learning process of elementary school students has become one of the key factors in improving learning outcomes. Research in the last five years has revealed that parental involvement is not only limited to accompanying children to study at home, but also includes emotional support, motivation, and provision of adequate learning facilities (Maharani et al., 2021; Azizah, 2021). Parents who actively accompany the learning process tend to encourage increased motivation and academic achievement in children. For example, Fadlillah and Alfarisi (2021) showed that children who receive regular attention from their parents perform better in online learning. This is consistent with the findings of Supriyadi and Yanuarti (2019) who stated that parental support contributes to the formation of positive attitudes towards learning.

B. Collaboration between Parents and Teachers

A synergistic relationship between parents and teachers is an important dimension in improving students' academic success. Epstein (2018) through his theory of Overlapping Spheres of Influence emphasized that when schools and homes work together harmoniously, students are more motivated and responsible for their learning process. Pramono and Rahma (2024) emphasized that intensive communication between teachers and parents—through digital media or regular meetings—can facilitate more effective monitoring of students' learning progress. This kind of collaboration allows for more adaptive learning strategies to be adjusted to students' individual needs, as well as overcoming various learning barriers that may arise from both the school and the home (Syamsiah et al., 2021).

C. Challenges of Online Education

The Covid-19 pandemic has created new challenges in the education system, especially for parents in assisting with online learning. Some of the main obstacles found include limited access to technology and internet networks, parents' lack of understanding of the material, and difficulties in dividing time between work and assisting children's learning (Utami, 2021; Sirona et al., 2022; Simanjuntak et al., 2023). These obstacles cause emotional stress, both for parents and children, which ultimately impacts students' motivation and learning outcomes. The OECD (2020) also emphasizes that parents' readiness to support online learning varies greatly depending on their socio-economic background. Therefore, a comprehensive approach is needed to support parental

involvement through digital literacy training and strengthening their role as partners in children's education.

2. Method

This study uses the SLR (Systematic Literature Review) method, which is carried out by collecting, identifying, reviewing, recording, assessing and processing information and findings from the past. Researchers use an electronic database, Google Scholar, to search for and collect articles that have been published in the period 2021 to 2025. This study uses sources from previous articles that are relevant to the objectives and title of the study, namely articles that discuss the role of parents and the obstacles and solutions that vary between one article and another. This method was chosen based on the researcher's objectives to obtain information and data.

No	Discussion Category	Search Engine	Search Results
1	Search from 2021-2025	Google Scholar	+200
2	Relevant titles		1
3	Different presentation of constraints		5
4	Presentation of different solutions		4
Results discussed			17

This research began with a search for articles using Google Scholar in the period 2021 to 2025, resulting in around 200 articles related to the research topic. After filtering based on the relevance of the title to the research objectives, 17 articles were obtained that met the criteria. Further analysis of the 17 articles focused on variations in constraints and solutions, where 5 articles presented different constraints related to the role of parents and 4 articles provided various solutions, so that all 17 filtered articles were ready to be discussed systematically to support the research analysis.

The selected articles were analyzed using a thematic synthesis approach to find patterns, categories, and relationships between various elements that influence children's social-emotional development. The selection process and method of categorizing the articles are further described in Table 1 below.

3. Results and Discussion

A. Role of Parents

Parental involvement in children's education has multidimensional impacts, ranging from academic to psychological aspects. Various studies have shown that the role of parents as companions, motivators, and collaborators with teachers is crucial in determining the success of student learning, especially at the elementary school level

Table 2. Research Results on the Role of Parents in Improving Student Learning Outcomes

Research and Year of Publication	Article title	Research result
Na'im, Zulfatun, and Eva Luthfi Fakhru Ahsani (2021)	The role of parents in student learning outcomes in online learning	The results show that parents have a significant impact on students' learning performance, especially in emotional and psychomotor aspects
The Last Supper (2021)	The role of parents in student learning outcomes during the Covid-19 pandemic in online mathematics learning.	The role of parents is very important, both as a facilitator and as a significant influence on student learning outcomes
Mentari, Setya Selaksa, Yatha Yuni, and Niken Vioreza (2021)	The role of parents in learning outcomes of mathematics algebra material during the Covid- 19 pandemic.	The learning results showed a value of 57.15 which was greatly influenced by the role of parental support

Pranoto, MS, & Rahma, W. (2024).	Relationship between Parents and Teachers in Efforts to Improve Children's Learning Outcomes in Sei Siur Village	Parent-teacher collaboration through intensive communication and structured efforts has been shown to improve student learning outcomes. Parents act as primary educators at home, while teachers facilitate learning at school
The story of the protagonist Virda Aulia, the daughter of Maharani, Agus Budi Santosa, Revelation (2021)	Analysis of the role of parents in increasing motivation and online learning outcomes in elementary school children in the era of the Covid-19 pandemic	Analysis of the role of parents in increasing motivation and online learning outcomes in elementary school children in the era of the Covid-19 pandemic Parental involvement plays a very important role in determining student learning outcomes. Some ways that can be done include spending time together, providing opportunities for students to explore their interests and talents, and providing facilities and means that support the learning process.
The Great Knight (2021)	The relationship between parental attention and elementary school students' learning outcomes	From the research results, it can be seen that student learning achievement at SDIT RJ is influenced by the level of parental attention
Talib, Azizah, and Nur Istiqamah (2021)	The influence of the role of parents on student learning outcomes.	The results of the study show that there is an influence in the role of parents on student achievement
Muhammad Ramdani, Muh Thala'at (2022)	The role of parents in improving student learning outcomes during the Covid-19 pandemic	The research findings show that student learning outcomes can improve during the corona outbreak at MI NW Boro Tumbuh due to the role of parents

Table 2 confirms that the role of parents is not only limited to academic assistance, but also includes emotional and psychological support. For example, research by Na'im and Ahsani (2021) shows that parents play an important role in reducing student anxiety during online learning. Meanwhile, research by Pranoto and Rahma (2024) emphasizes the importance of parent-teacher collaboration to create synergy in learning. These findings strengthen the argument that parental involvement is holistic and affects various aspects of child development.

B. Parental Obstacles

Although the role of parents is very important, many parents face challenges in supporting their children's learning process. These obstacles vary, ranging from technical problems to limited understanding of the material. Table 3 summarizes the main obstacles found in the 5 selected articles

Table 3. Parental Obstacles in Supporting Student Learning Implementation

Research and Year of Publication	Article title	Research result
Utami, Etika Widi (2021)	Obstacles and Role of Parents in Online Learning During the Covid-19 Pandemic	Research shows that parents have experienced several barriers to online learning, including inadequate network quality, relatively high data package prices, lack of understanding of the material being studied and lack of inequality in smartphone ownership among parents
Riri Puspita Dewi Permata Sari, Ekasatya Aldilla Afriansyah (2022)	Obstacles for parents in accompanying students as seen from	The results of the study show that the challenges faced by parents in assisting students' learning are

	the results of online mathematics learning	greatly influenced by their educational background
The film stars Marzuki Ahmad, Eva Yanti Siregar and Supenro Simanjuntak	Analysis of parental obstacles in assisting children to study at home during the Covid-19 pandemic	Research findings show that there are several factors that affect children's access to education, namely lack of time spent with children, high data package costs, and poor signal quality
Inri Cician Sironga, Jerizal Petrus, Alpres Tjuana, Jonherz Stenly Patalatu (2022)	Identification of Obstacles for Parents of Elementary School Students in Accompanying Children Learning at Home During the Covid 19 Pandemic	Research findings show that there is often not enough time for parents to supervise their children while studying. In addition, lack of patience from parents and minimal understanding of learning materials are also influencing factors
Desserly Krismawaty Wesly, Edi Sujoko, Riniwati (2022)	The Role and Constraints of Parents in Accompanying Christian Religious Education Students' Learning During the Covid-19 Pandemic	The research results show that many parents do not fully understand their true role.

Technical issues, such as network quality and data package costs (Utami, 2021; Simanjuntak et al., 2023). Limited understanding of the material, especially for parents with low educational backgrounds (Permatasari et al., 2022). Time constraints due to work demands (Simanjuntak et al., 2023). Lack of awareness of their role in children's education (Wesly et al., 2022). These findings indicate that the solutions offered must be multidimensional, covering technical aspects, education, and psychological support.

C. Solutions to parental constraints

Based on the identified constraints, effective solutions need to involve not only parents, but also collaboration with teachers and schools. Table 4 summarizes the solutions from the 4 selected articles.

Table 4. Solutions to Parental Obstacles in Assisting Students in Implementing Learning

Research and Year of Publication	Article Title	Research result
Sari, Lisa Permata, and Siti Quratul Ain (2023).	The role of parents in Assisting elementary school students' learning.	The solution to overcome these obstacles is to provide mentoring time and prioritize children's education.
(2021)	The role of parents in the learning success of fifth grade elementary school students.	The role of parents is to provide positive support, attention, advice, motivation, help with schoolwork, and provide learning facilities. The role of parents is very important in student success, which can be seen through a series of assignments and test scores. Good cooperation between parents and teachers will affect student learning success.
Syamsiah, PN, Rahmawati, A., Atika, A., Wati, IN, Yuliana, Y., & Amirudin, MF (2021).	Optimizing the Role of Parents in Online Learning During the Covid-19 Pandemic in Sumber Harta Village.	Optimizing the role of parents is very important for the success of children's education during online learning.

Hidayati, S.W., Muslikah, R. Munawaroh, H., Haryanto, S., & Salsabila, S.N. (2023).	Parenting: Optimizing the Role of Parents in Forming Intracurricular Elements of Early Childhood	Parenting education has successfully changed the mindset of parents in educating children holistically. The humanistic approach and technology integration (with supervision) are effective for stimulating child development. Collaboration between parents, teachers and the community is needed to shape children's character
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The solutions proposed in Table 4 can be categorized into:

1. Structured assistance, such as preparing a study schedule (Sari et al., 2023).
2. Training for parents, including understanding the material and use of technology (Syamsiah et al., 2021).
3. Parent-teacher collaboration, for example through intensive communication (Ningsih & Dafit, 2021).
4. A holistic approach, such as humanistic-based parenting education (Hidayati et al., 2023).

These solutions emphasize the importance of an integrated approach to creating an optimal learning environment for students.

Research Data Analysis

1. The Important Role of Parents in Improving Student Learning Outcomes

Analysis of 17 reviewed articles shows that parental involvement in the learning process of elementary school students generally has a positive impact, both in terms of academic, psychological, and learning motivation. Most studies (Zulfadlan et al., 2021; Fadlillah & Alfarisi, 2021; Maharani et al., 2021) state that the role of parents as learning companions greatly influences student success, especially in online learning.

However, several other studies have highlighted that the most impactful form of involvement actually comes from the synergy between parents, teachers and schools (Pramono & Rahma, 2024; Syamsiah et al., 2021). This synergy includes ongoing communication, joint learning strategy development, and sharing of responsibilities in monitoring students' academic progress. Epstein (2018) through the Overlapping Spheres of Influence framework emphasized that harmonious interaction between home and school will create a positive learning climate for students.

In addition, there are differences in the form of parental support based on socio-economic background and education level. Parents with higher education tend to be better able to understand the subject matter and apply it in assisting their children's learning (Azizah, 2021). On the other hand, parents with lower educational backgrounds can still provide a positive influence through motivation, attention, and emotional involvement (Sironga et al., 2022). This shows that the quality of involvement is not solely determined by the academic capacity of parents, but by the commitment and intensity of the support provided.

2. Parental Obstacles in Assisting Students in Learning Implementation

Although parental involvement is important, several significant obstacles still hinder the optimization of this role. Most studies reveal the main obstacles in the form of limited time, access to technology, and understanding of learning materials (Utami, 2021; Simanjuntak et al., 2023; Permatasari et al., 2022). These problems are more prominent in areas with low educational and digital infrastructure.

However, the challenges are not only technical. The lack of awareness of parents regarding the importance of their role in their children's education is also a crucial issue (Wesly et al., 2022). Some parents believe that the main responsibility for education lies with the school, so they tend to be passive in the learning process at home. This problem is exacerbated by low digital and pedagogical literacy, especially in facing the transition to online learning (OECD, 2020).

3. Solutions to Parental Obstacles in Assisting Students in Learning Implementation

In responding to these challenges, several strategic solutions have been identified from various literatures. First, training and socialization regarding the role of parents in education are a priority (Sari & Ain, 2023). Parents need to be given basic knowledge regarding home learning strategies, child motivation techniques, and basic skills in using educational technology.

Second, establishing two-way communication between parents and teachers through digital platforms such as WhatsApp or learning management applications has been shown to increase the effectiveness of monitoring and supporting student learning (Syamsiah et al., 2021). In addition, a collaborative approach involving the local community can also help parents, especially those with limited time and academic understanding.

Third, several studies (Hidayati et al., 2023) emphasize the importance of a holistic approach through humanistic value-based parenting education. This approach not only equips parents with practical skills but also encourages a transformation of mindsets towards their role in children's academic and character development.

Overall, the literature concludes that the effectiveness of parental engagement is highly dependent on the successful integration of home and school support, as well as strategies that are adaptive to the family's socioeconomic conditions. Future education policies need to strengthen parental capacity through training interventions, expanding access to technology, and community-based approaches.

3.1. Conclusion

Based on a systematic literature review of 17 articles, parental involvement has been shown to play a significant role in supporting the learning success of elementary school students. This role includes emotional support, learning motivation, and involvement in the child's academic aspects. However, several obstacles such as limited time, lack of understanding of the material, and access to technology remain significant challenges. Solutions that have proven effective include structured learning assistance, skills training for parents, and active communication between parents and teachers. Harmonious collaboration between home and school is a crucial element in creating an optimal learning environment, both for online and offline learning.

As a practical implication, it is important for schools and policymakers to develop digital literacy training programs and basic pedagogy for parents. The government also needs to improve digital infrastructure so that all families have equal access to online learning. In addition, there needs to be an integrated guide that facilitates effective collaboration between parents and teachers.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Funding

No funding support was received.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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