

The Influence of Parents' Role on Learning Achievement of Madrasah Ibtidaiyah Students in the Digitalization Era: A Systematic Review

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Abstract: This study aims to examine the influence of parental involvement on the academic achievement of students in Madrasah Ibtidaiyah (Islamic elementary schools) in the era of digitalization through an Integrative Literature Review approach. The study reviewed 45 scholarly articles obtained from databases such as Google Scholar, Scopus, DOAJ, and Scispace, published between 2015 and 2024. The findings indicate that parental involvement—in the form of emotional support, provision of learning facilities, and collaboration with teachers—has a significant impact on students' motivation and academic performance. However, challenges such as low digital literacy, time constraints, and unequal access to technology remain critical issues. Thematic analysis reveals that adaptive strategies adopted by parents, including the use of educational applications and the establishment of home learning routines, effectively support online learning processes. These findings highlight the urgent need for schools and policymakers to design digital-based programs that encourage sustainable parental engagement. The study also recommends the development of a contextually relevant model of digital parental involvement and calls for longitudinal research to evaluate its impact on students' character development and emotional intelligence in the post-pandemic era.

Keywords: Parental Involvement, Academic Achievement, Madrasah Ibtidaiyah, Digitalization, Systematic Review

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A. INTRODUCTION

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The role of parents in a child's education has long been recognized as an important factor influencing student achievement. According to Epstein (2011), parental involvement includes various forms of participation, such as helping with homework, communicating with teachers and supporting school activities. In the context of Madrasah Ibtidaiyah (MI), this involvement becomes more complex with the integration of religious values in the learning process. Meanwhile, the digitalization of education has changed the way parents interact with their children's learning process, utilizing technology to support learning at home (Hifayatulloh & Khoirudin, 2022).

Research by Safira et al. (2025) showed that parents who actively accompany children to study at home can improve students' academic abilities in MI. The form of involvement includes assistance in doing assignments, discussing subject matter, and providing adequate learning facilities. In addition, the parents' association also plays an important role in improving collaboration-based management in MI, strengthening communication between schools and parents (Nurhakim et al., 2023).

Parental support is not only limited to academic aspects, but also affects students' learning motivation. Hifayatulloh and Khoirudin (2022) found that millennial parents' involvement in children's education can increase students' learning motivation in the digital era. This shows that parents who understand and utilize technology wisely can create a learning environment that supports the development of student motivation.

While parental involvement has a positive impact, there are challenges that need to be overcome. Salfadilah et al. (2023) identified several obstacles, such as parents' varying levels of education, time constraints due to busy work schedules, and lack of knowledge in operating technology. These challenges can hinder the effectiveness of parental involvement in supporting children's learning achievement.

In the era of digitalization, the role of parents is increasingly important in directing children to make positive use of technology. Purwandari (2023) emphasizes that parents must be able to filter information and control the use of technology so that it does not have a negative impact on students' academic development. Proper assistance can help students in utilizing digital learning resources effectively.

Although there are many studies that discuss the role of parents in education, there are still few that focus on the context of Madrasah Ibtidaiyah in the digitalization era. In addition, research that systematically examines the influence of parental involvement on student learning achievement at the MI level is limited. Therefore, this study aims to fill the void by conducting a systematic review of the existing literature, to understand more deeply how the role of parents can influence MI students' learning achievement in the digitalization era.

B. METHOD

This research uses the Integrative Literature Review approach as the main method. This approach was chosen because it is able to bring together findings from various relevant studies to identify patterns, gaps and new directions of research in the topic of parental involvement on student learning achievement in Madrasah Ibtidaiyah in the era of digitalization (Snyder, 2019). Integrative reviews allow for a thorough exploration of complex educational issues, including aspects of context, variables and practices that evolve over a period of time.

The data in this study were obtained from scientific articles published in credible databases, namely Google Scholar, Scopus, DOAJ (Directory of Open Access Journals), and Scispace. The articles were searched using keywords such as "parental involvement", "student achievement", "digital learning", "madrasah", "Islamic elementary school", and "primary education" with a publication period of 2015 to 2024. Inclusion criteria included: (1) articles in Indonesian or English, (2) scientific journal articles (not proceedings or reports), (3) relevant to the topic of parental involvement and student achievement at the primary school or madrasah Ibtidaiyah level, and (4) available in full text. Meanwhile, the exclusion criteria were: (1) duplicate articles, (2) no mention of empirical results, or (3) not thematically relevant.

The literature search process was conducted in three stages: identification, selection, and synthesis. The identification stage began with the use of keywords in each database, followed by screening of titles and abstracts to assess initial relevance. In the selection stage, articles that met the inclusion criteria were evaluated in more depth through reading the entire content.

The selection process was conducted by two reviewers to minimize subjective bias. Articles that had passed the final selection were then classified based on focus, methodology, main findings, and relevance to the research variables.

Data analysis was conducted using content analysis techniques that categorized the findings based on the main themes that emerged from the reviewed articles. The validity of the results was maintained by cross-checking between reviewers and using a consistent coding system. Meanwhile, reliability was ensured through systematic documentation of literature search and selection procedures so that it could be replicated by other researchers (Whittemore & Knafl, 2005). With these steps, it is expected that this research can provide a synthesis of knowledge that is valid, accurate, and useful for the development of educational theory and practice in Madrasah Ibtidaiyah.

C. RESULTS AND DISCUSSION

1. Forms of parental involvement in madrasah ibtidaiyah student learning

Parental involvement in children's learning at Madrasah Ibtidaiyah (MI) plays a very important role, especially during challenging times such as during the COVID-19 pandemic. Research shows that parents serve not only as supporters, but also as active partners in educating their children. In courageous learning, they participate in creating a supportive learning environment and facilitate an optimal educational process (Sutini, 2021; 'Ainiyah & Masithoh, 2023).

Parents are expected to provide encouragement and motivation for their children. As explained by Khairunnisa, parents' involvement in accompanying children in courageous learning is very important, especially when children need additional guidance to understand the material (Khairunnisa, 2022). They should serve as substitute teachers at home, helping to prepare learning materials and maintain discipline in learning time (Waikelak et al., 2021)..

In this case, concrete actions taken by parents, such as organizing study time and providing necessary tools, become invaluable (Sulastrri & Masriqon, 2021; (Ermawati et al., 2022; . The study by Oktriani et al. shows that during the pandemic, parents are not only involved in assisting academically, but also in the health and physical aspects of the child, representing their multi-dimensional function in education (Oktriani et al., 2022). Parents' presence as facilitators in online learning, which includes monitoring and providing adequate learning facilities, is key to encouraging children to stay focused and motivated, even under constraining conditions (Ermawati et al., 2022; Nisa et al., 2022).

The role of parents as motivators, educators, and facilitators can be optimized through close collaboration with teachers at school. Similarly, in Sari and Ain's research, synergy between parents and schools is crucial to determine the success of children's education at the primary level (Sari & Ain, 2023). Through this collaboration, parents can better understand the methods and content that needs to be taught, so that they not only support but also contribute to a more effective learning process.

However, challenges remain, including parents' level of understanding of the subject matter which often does not match the demands required to help children (Lilawati, 2020). Research shows that despite parents' best efforts, many face difficulties in assisting children

due to a lack of understanding and skills in supporting learning (Putri et al., 2022; Rohmah & Faizah, 2022). Therefore, training and support programs for parents are essential in strengthening their ability to accompany children's learning process in Madrasah Ibtidaiyah.

Thus, the role of parents in children's education at Madrasah Ibtidaiyah, especially before and during the dare learning period in the pandemic era, has proven to be very significant. Their active involvement through emotional support, facilitation and cooperation with teachers is crucial in achieving good learning outcomes. Dengan demikian, peran orang tua dalam pendidikan anak di Madrasah Ibtidaiyah, terutama menjelang dan selama masa pembelajaran dare di era pandemi, terbukti sangat signifikan. Keterlibatan aktif mereka melalui dukungan emosional, fasilitasi, dan kerja sama dengan guru sangatlah krusial dalam mencapai hasil pembelajaran yang baik.

2. The effect of parental involvement on student academic achievement

The influence of parental involvement on student academic achievement has been the focus of attention in various educational studies. Parental involvement includes activities that support a variety of children's learning processes, ranging from emotional ones, such as providing encouragement and motivation, to practical support, such as helping children with schoolwork at home (Diliyanty & Cahyono, 2024) (Yulianingsih et al., 2020; . The presence of parents as the main supporters is crucial, especially in difficult times such as the COVID-19 pandemic, where the brave learning process requires extra support from parents (Yulianingsih et al., 2020; (Eliyanti et al., 2023; .

One of the important findings resulting from several studies shows that in the home environment, a good relationship between parents and children contributes significantly to students' academic success. Santika and Harahap found a strong relationship between parental involvement and student achievement, emphasizing the importance of communication and positive interactions (Santika & Harahap, 2023). This involvement not only includes supervision and assistance in learning, but also includes recognition of children's achievements that can increase their motivation, such as giving praise or gifts (Harizta & Ariati, 2017; Zulparis et al., 2021).

The study conducted by Diliyanty and Cahyono also indicated that family serves as a supportive environment for students' academic engagement. Psychological issues and parenting patterns, for example, have a significant impact on student engagement in learning (Diliyanty & Cahyono, 2024). Parental involvement in children's education is not only limited to school, but also includes emotional support that impacts students' mental health (Yulianingsih et al., 2020; Indrawati & Alfiasari, 2017). Another study by Mariam et al. stressed that parents' willingness to be actively involved in their child's education, especially in doing homework, was not positive with students' learning discipline (Mariam et al., 2023). This suggests that when parents take an active role, it not only helps in academic learning but also forms good study habits.

Furthermore, research obtained from Rahayuningsih et al. shows that maximum parental support can increase children's interest and motivation to learn, which leads to an increase in overall academic achievement in certain subjects (Eliyanti et al., 2023; Zulparis et al., 2021).

With continuous support, children have a greater chance of achieving good results in academics. From the data and findings above, it can be concluded that parental involvement greatly influences students' academic achievement in Madrasah Ibtidaiyah and primary schools. Therefore, it is important for schools and educational institutions to develop programs that can encourage and facilitate parental involvement in their children's education.

3. Challenges and strategies for parents in assisting children's learning in the digital era **Tantangan dan strategi orang tua dalam mendampingi belajar anak di era digital**

In the growing digital era, parents face various challenges in assisting their children to learn, especially in the context of bold education that is increasingly common. With the COVID-19 pandemic, long learning distances illustrate the importance of parental involvement as caregivers and educators at home. However, in this process, many parents experience significant difficulties. One of the main challenges faced is parents' lack of understanding of the material being taught. Sulastris and Masriqon (2021) reported that many parents find it difficult to provide appropriate assistance to their children in understanding learning content, especially during bold learning (Sulastris & Masriqon, 2021). This condition is exacerbated by limited technical knowledge regarding digital platforms used for bold learning (Dheasari et al., 2022). On the other hand, financial challenges and time pressures due to work also hinder parental involvement. (Azzahra et al., 2021) state that parents' busy working lives make it difficult for them to be fully involved in their children's education (Azzahra et al., 2021).

In addition, the results of a study by Yulianingsih et al. showed that parental involvement in dare learning is indispensable for improving children's learning motivation, although many still struggle to find effective ways to support education at home (Yulianingsih et al., 2020). Parents need to act not only as academic companions but also as motivators who can inspire children to stay focused on their lessons (Atmojo et al., 2021). Strategies that parents can implement to overcome this challenge include developing effective communication. According to research by Hardiyanti (2021), good communication between parents and children is essential in supporting the learning process (Asmawati, 2021). By creating a dialogic environment, parents can better understand the needs and difficulties their children face in learning. This approach can also build children's confidence and increase their desire to learn.

On the other hand, training for parents in utilizing digital technology is also very important. (Azzahra et al., 2021) explain that by providing training, parents can be more confident in helping their children use digital devices effectively and safely (Azzahra et al., 2021). This will help them to be more involved in their child's learning process, helping to supervise and direct learning activities and selecting educational content. A study by Kurniati et al. showed that parental support that focuses on monitoring and developing children's learning discipline at home can improve children's academic achievement (Kurniati et al., 2020). Therefore, it is important for parents to design consistent and enjoyable learning routines for children, by inserting learning activities that are interesting and relevant to children's interests (Iftitah & Anawaty, 2021). Overall, while there are challenges in assisting

children to learn in the digital age, there are also strategies that parents can implement to enhance their children's learning experience, ensuring that they remain motivated and engaged in their education, both academically and in their overall development.

D. CONCLUSIONS AND SUGGESTIONS

This study concludes that the role of parents has a significant influence on student learning achievement in Madrasah Ibtidaiyah, especially in the context of the digitalization era. Parental involvement, which includes emotional support, provision of learning facilities, and collaboration with teachers, has been proven to increase student engagement and motivation in the learning process. Although challenges such as limited digital literacy and mentoring time are still encountered, various adaptive strategies implemented by parents show effectiveness in supporting children's academic success. Therefore, schools and education policy makers need to play an active role in developing systematic programs that support parental involvement, whether through digital literacy training, strengthening tri-center communication (school-parent-community), or providing parent-friendly digital-based learning media.

The urgency of future research includes developing a digital-based parental involvement model that is contextualized with the characteristics of Madrasah Ibtidaiyah in Indonesia. In addition, longitudinal studies are needed to measure the long-term impact of parental involvement on students' character building and emotional intelligence in the post-pandemic era. Urgensi riset mendatang mencakup pengembangan model keterlibatan orang tua berbasis digital yang kontekstual dengan karakteristik Madrasah Ibtidaiyah di Indonesia. Selain itu, diperlukan kajian longitudinal untuk mengukur dampak jangka panjang dari keterlibatan orang tua terhadap pembentukan karakter dan kecerdasan emosional siswa di era pasca-pandemi.

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