

THE ROLE OF PARENTAL PATTERNS IN SUPERVISING LEARNING AT HOME FOR VULNERABLE STUDENTS IN GRADES 1 TO 3 OF MANTINGAN 3 ELEMENTARY SCHOOL

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ABSTRACT

Previous studies on parental involvement in early-grade learning have predominantly emphasized parenting styles and their general impact on academic outcomes, while paying limited attention to the concrete mechanisms through which parenting practices support academically vulnerable children in constrained family contexts. Addressing this gap, this study examines the role of parental parenting patterns in supervising home- based learning for vulnerable students in Grades 1–3 at SDN Mantingan 3, focusing on the enactment of democratic parenting as an adaptive learning support strategy. This research employed a descriptive qualitative approach with a case study design. Data were collected through observations and in-depth interviews with parents and analyzed using Miles and Huberman's interactive model, encompassing data reduction, data display, and conclusion drawing. The findings indicate that democratic parenting functions not merely as a normative orientation but as a set of context-sensitive micro-practices, including dialogic supervision, emotional scaffolding during learning difficulties, negotiated discipline, and flexible time management. These practices enhance intrinsic motivation, self-confidence, curiosity, learning independence, task completion, and self-evaluation among vulnerable early-grade learners. Supporting factors include parental commitment, emotional closeness, a conducive home learning environment, and communication with teachers, while obstacles involve limited parental time, low academic competence, socioeconomic constraints, and environmental distractions. This study contributes novelty by shifting the focus from categorizing parenting styles to explaining how democratic parenting is practically enacted in low-resource settings. Practically, the findings underscore the need for school-based parental involvement programs that prioritize strengthening democratic learning supervision skills rather than academic content mastery alone.

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Introduction

Education is a fundamental foundation for developing high-quality human resources, encompassing not only academic competence but also moral, social, spiritual values, and life skills essential for holistic human development. At the elementary level, education plays a strategic role in shaping children's character, learning attitudes, and basic academic skills during a critical period of cognitive, affective, and psychomotor development (Pristiwanti et al., 2022). Children in lower elementary grades are in the concrete operational stage, requiring intensive guidance and direct learning support, making parental involvement a crucial factor in educational success.

Parents, as the first and primary educators, play roles as facilitators, motivators, and mentors who influence children's academic motivation, discipline, and learning habits (Alif et al., 2016) and (Arsyad et al., 2017). However, empirical studies indicate that many parents have not optimally fulfilled this role due to limited time, insufficient pedagogical understanding, socioeconomic constraints, and technological limitations (Hafidz et al., 2020) and (Novianti, S.Psi, M.Pd et al., 2021). As a result, children often show low learning motivation, weak discipline, and high dependency on adults during home-based learning.

Previous studies on parental involvement have predominantly focused on identifying parenting styles and their general effects on academic achievement. However, limited research has examined how specific parenting practices are enacted in supporting home-based learning among academically vulnerable lower-grade students, particularly within real school–family contexts. Initial observations at SDN Mantingan 3 revealed that many Grade 1–3 students experience learning difficulties in basic literacy and numeracy, accompanied by ineffective home learning supervision, indicating a critical research gap.

Therefore, this study aims to analyze the role of parental parenting styles in home-based learning support for vulnerable Grade 1–3 students, identify supporting and inhibiting factors, and formulate practical strategies to enhance the effectiveness of parental involvement. The findings are expected to contribute theoretically to family education studies and practically to strengthening collaboration between parents and schools in supporting early-grade learners.

Research method

This study employs a descriptive qualitative approach with a case study design to obtain an in-depth understanding of social phenomena within their natural context and to interpret the meanings underlying participants' behaviors and experiences (Rusli, 2021). The case study design was selected to allow a focused and comprehensive exploration of how parental parenting styles are practiced in supporting home-based learning among lower-grade elementary students (Rahardjo, 2017).

The research was conducted at SDN Mantingan 3, a public elementary school where several students in Grades 1–3 have been identified as experiencing academic vulnerability. The research subjects consisted of parents of Grade 1–3 students, while the informants included students and classroom teachers who provided supporting perspectives related to learning conditions and parental involvement. Students categorized as *vulnerable* were those who demonstrated persistent difficulties in basic literacy and numeracy skills, low learning motivation, high dependency on adult assistance during learning, and inconsistent study habits, as identified through teacher reports, learning records, and preliminary observations.

This study utilized both primary and secondary data sources. Primary data were collected through direct observations and in-depth interviews with parents, while secondary data were obtained from relevant scientific journals, previous research, and school documents (Sugiyono, 2018). Data collection techniques included structured observations of parent–child interactions during home-based learning, semi-structured interviews to explore parental experiences and guidance strategies, and documentation such as student learning outcomes, activity records, and school policy documents (Yusra et al., 2021).

Data validity was ensured through triangulation. Source triangulation involved comparing information obtained from parents, students, and teachers, while method triangulation integrated findings from observations, interviews, and documentation (Ule et al., 2023). This process enhanced the credibility and trustworthiness of the findings (Handayani et al., 2023).

Data analysis was conducted interactively using Miles and Huberman's model, which includes data reduction, data display, and conclusion drawing (Sugiyono, 2011) Data reduction focused on selecting information relevant to the research objectives, followed by narrative data presentation to illustrate emerging patterns and relationships. Conclusions were drawn iteratively throughout the research process until consistent themes and meanings were established.

Results and discussion

This study was conducted at SDN Mantingan 3, Ngawi Regency, using a descriptive qualitative approach, focusing on an in-depth understanding of the role of parental parenting styles in supporting home-based learning for academically vulnerable Grade 1–3 students. As expressed by one parent, “I try to accompany my child patiently and explain the lessons again when they do not understand, because emotional support makes them more confident to keep learning at home”

Results

Parental parenting styles in supporting home-based learning for Grade 1 to Grade 3 elementary school students

The study revealed that democratic parenting is the most dominant and effective style in supporting home-based learning at SDN Mantingan 3, fostering children's focus, motivation, and academic independence through warm, two-way communication, clear guidance, and measured autonomy. Direct and indirect learning support, such as assisting with tasks, explaining difficult material, providing educational resources, organizing schedules, and modeling positive behaviors, further enhanced learning outcomes. Students under democratic parenting demonstrated higher intrinsic motivation, actively engaged in problem-solving, and exhibited metacognitive skills by planning and evaluating their work, while those under authoritarian parenting relied on external instructions and displayed extrinsic motivation, and permissive parenting led to low focus, procrastination, and inconsistent task completion. Observations, interviews, and documentation including student portfolios, task records, and learning activity photos consistently confirmed that structured, dialogic, and meaningful parental involvement significantly improves learning routines, self-discipline, and independent problem-solving, highlighting the critical role of parenting style in shaping both motivation and academic autonomy.

Supporting and inhibiting factors

Key factors influencing home-based learning include both supportive and inhibiting elements. Supportive factors primarily stem from parental commitment, with many parents consistently allocating time albeit limited to guide daily learning, assist with understanding materials, and provide reminders. Children reported feeling accompanied and motivated, which was corroborated by observations of structured learning spaces equipped with desks, adequate lighting, and complete stationery, as well as documentation showing higher quality and consistency in task completion. Positive parent-child emotional relationships, reflected in warm communication and verbal encouragement, further enhanced engagement. Additionally, active communication between parents and teachers via class WhatsApp groups or notebooks allowed parents to monitor learning content, deadlines, and challenges, contributing to more directed and effective support. Conversely, major obstacles include parents' limited time, particularly among working caregivers,

resulting in children studying independently or delaying tasks; parents' lower academic competence, especially in subjects like mathematics or early reading, leading to repeated conceptual errors; socioeconomic constraints limiting learning resources and dedicated study spaces; and environmental distractions such as television, gadgets, or siblings, which diverted attention and delayed task completion. Overall, the effectiveness of home-based learning is shaped by both internal family conditions (time, skills, emotional bonds) and external factors (physical environment, resources, and surrounding distractions).

Solutions to overcome inhibiting factors

Several strategies can be implemented to overcome barriers in home-based learning support. Time constraints can be addressed by establishing a flexible yet consistent daily study schedule, ensuring children maintain routines despite parents' busy work hours. Limited academic competence can be mitigated through active communication with teachers and using simple learning guides, such as step-by-step modules or brief explanations, to help parents understand the material. Socioeconomic challenges can be alleviated by utilizing basic learning resources, including small study corners, stationery, or school-loaned books, to enhance children's focus. Environmental distractions can be minimized by setting clear rules, limiting gadget use, turning off the television during study time, and ensuring a quiet learning space. Overall, optimizing communication, managing the learning environment, and leveraging simple resources can significantly improve the effectiveness of home learning support despite various limitations.

Discussion

Parenting patterns in accompanying learning at home for students in grade 1 to 3 of elementary school.

Democratic parenting emerges as a central determinant of effective home-based learning for early elementary students, integrating clear control, warmth, open communication, and respect for children's autonomy, consistent with authoritative parenting principles (Baumrind et al., 2010). This balanced approach is crucial for children aged 6–9, providing structured guidance while allowing exploration of their potential, operationalized through dialogic support, scaffolding, and alignment with Vygotsky's zone of proximal development (ZPD). Meta-analyses indicate that metacognitive interventions enhance academic outcomes when children are guided to plan and monitor their learning, reinforcing that democratic parenting fosters both emotional support and the development of independent thinking and self-regulation. Conversely, authoritarian and permissive styles exhibit notable drawbacks: authoritarian parenting constrains creativity and initiative, whereas permissive parenting undermines discipline and routine (Angelina Sirait & Slameto, 2024). Democratic parenting positively influences learning motivation, encouraging curiosity, persistence, and self-awareness, consistent with findings that authoritative parenting strengthens self-efficacy and academic achievement (Id et al., 2022) (Malau et al., 2022). Moreover, it cultivates learning independence, enabling children to manage time, complete tasks autonomously, and make informed learning decisions, supported by research linking authoritative parenting to self-regulated learning and enhanced metacognitive skills (Theresya et al., 2018) (Alawiyah & Ayu, 2022). Overall, democratic parenting provides a foundational framework that simultaneously promotes intrinsic motivation, self-regulation, and lifelong learning skills, highlighting its essential role in effective home learning guidance.

Supporting and inhibiting factors

Several factors influence the effectiveness of home-based learning support, particularly under a democratic parenting style. Key enablers include the balance between parental control and responsiveness, where parents provide guidance while allowing children to ask questions and explore independently, creating a conducive learning

environment consistent with Vygotsky's scaffolding concept. Emotional support and positive family communication further strengthen motivation and self-confidence, enabling children to take initiative and engage more actively in learning. Active parental involvement, through direct guidance or structured learning environments, fosters metacognitive development, allowing children to plan, monitor, and evaluate their learning, which correlates positively with academic achievement (Id et al., 2022). Regular communication between teachers and parents also supports understanding children's learning needs, enhancing the effectiveness of parental guidance (Angelina Sirait & Slameto, 2024). Conversely, obstacles reducing effectiveness include limited parental time, especially for working parents, resulting in inconsistent routines and reduced emotional or academic support; low parental academic literacy, which hinders proper explanation or problem-solving guidance; socioeconomic constraints, such as inadequate learning facilities or resources; and environmental distractions like television, gadgets, or play activities, which reduce children's focus. These barriers align with findings by Asif & Sociology (2021), emphasizing that parental time and socioeconomic context strongly affect home learning success. Therefore, fostering active school-parent partnerships through short trainings, guidance modules, and regular communication is recommended to mitigate these challenges.

Solutions to overcome inhibiting factors

To address obstacles in home-based learning, parents can implement a flexible yet consistent study schedule to manage time constraints and utilize simple learning guides from teachers, such as concise modules or explanatory videos, to overcome limited academic literacy. Schools play a crucial role by providing instructional support and intensive two-way communication, as recommended by (Angelina Sirait & Slameto, 2024), offering clear guidance for parental involvement. Socioeconomic barriers can be mitigated through the optimization of basic facilities, such as minimalist learning corners and borrowing educational materials from school, while environmental distractions can be managed through family rules on gadget and television usage. These strategies align with findings from (Asif & Sociology, 2021) and (Eberhart et al., 2025) emphasizing the importance of parent-school communication, learning environment management, and structural support as key factors in successful home learning facilitation.

Conclusion

This study concludes that democratic parenting is the most effective parenting style in supporting home-based learning for academically vulnerable Grade 1–3 students at SDN Mantingan 3, thereby directly addressing the research objective of identifying the role of parental parenting styles in home learning support. Democratic parenting, characterized by warm communication, clear guidance, opportunities for children to ask questions and explore, and consistent emotional support, was found to strengthen intrinsic motivation, self-confidence, curiosity, and learning independence. These outcomes are reflected in improved time management, task completion, and self-evaluation skills among early-grade students. In contrast, authoritarian parenting tends to produce compliance that is superficial and dependent on instruction, while permissive parenting often results in weak discipline, poor time management, and unstructured learning behaviors. The findings indicate that democratic parenting provides a balanced approach that supports both emotional security and self-regulation, forming a strong foundation for long-term academic independence in primary school children. The study also reveals that the effectiveness of home-based learning is influenced by contextual factors. Supporting factors include parental commitment, emotional closeness, a conducive home learning environment, and active communication between parents and teachers. Conversely, major obstacles consist of limited parental time, low academic competence, socioeconomic constraints, and environmental distractions such as excessive gadget and television use. These findings imply that strengthening democratic parenting practices requires not only parental awareness but also collaborative support from schools. Structured yet flexible learning routines, clear learning modules, simple learning resources, and consistent school-parent communication are essential

to sustaining effective home-based learning and ensuring equitable learning opportunities for vulnerable early-grade students.

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Conflict of interest

There is no conflict of interest related to the publication of this manuscript.

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