

# BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

## PARENT ASSISTANCE MANAGEMENT MODEL TO IMPROVE ELEMENTARY SCHOOL STUDENTS' LEARNING OUTCOMES IN PERCUT SEI TUAN DISTRICT

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### Abstract

This study aims to develop and analyze a parental assistance management model to improve elementary school students' learning outcomes in Percut Sei Tuan District, Deli Serdang Regency. The background of this research is grounded in the low level of parental involvement in home-based learning assistance, which has contributed to decreased student motivation and academic achievement. Through the development of a structured and collaborative parental assistance management model, this study seeks to foster synergy between schools and parents in supporting effective student learning. The study employed a mixed-methods approach with a sequential explanatory design, beginning with a quantitative phase to measure the effectiveness of parental assistance on students' learning outcomes, followed by a qualitative phase to deepen the findings through interviews, observations, and document analysis. The research subjects included principals, teachers, and parents from several elementary schools in Percut Sei Tuan District. The findings indicate that the implementation of parental assistance designed according to the POAC management principles (Planning, Organizing, Actuating, and Controlling) has a positive effect on improving students' learning outcomes. Quantitatively, there was an increase in students' average academic scores and learning attitudes following the implementation of the model. Qualitatively, the results revealed improved effective communication between parents and teachers, the emergence of students' sense of responsibility toward learning, and the creation of a more conducive home learning environment. In conclusion, this study confirms that the parental assistance management model is effective in enhancing students' learning outcomes when implemented in a well-planned, well-coordinated manner and supported by the active involvement of schools, teachers, and parents. This model can serve as a practical guideline for elementary education institutions in building strategic partnerships between families and schools to achieve meaningful and sustainable learning.

**Keywords:** Management, Parental Assistance, Learning Outcomes

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## INTRODUCTION

Education is one of the primary instruments for shaping high-quality human resources who not only possess knowledge and skills but also demonstrate strong character. According to Law Number 20 of 2003 on the National Education System of Indonesia, education is a deliberate and well-planned effort to create learning environments and learning processes that enable students to actively develop their potential, including spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. This definition affirms that education has a broad scope encompassing cognitive, affective, and psychomotor dimensions, and therefore requires the involvement of multiple stakeholders, including schools, families, and the community. Quality education must be implemented

continuously, beginning within the family environment, continuing in schools, and developing further within society.

The family is the first and most fundamental educational environment for children, as emphasized by Ki Hajar Dewantara, who stated that education is first provided within the family. Parents serve as the primary educators who shape children's basic character, habits, values, and attitudes. According to Djamarah (2014), parents play a crucial role in children's education by providing guidance, attention, and supervision over their overall development. Educational processes within the family are not merely formal but also informal, occurring through habituation, role modeling, and daily interactions. This underscores that children's success in school education cannot be separated from the foundation established at home. When this foundation is strong, children are better able to adapt to school learning demands, both academically and non-academically.

The role of the family, particularly parents, in education has a direct influence on children's academic achievement. Epstein (2021) developed a model of family involvement in education that includes communication, learning support at home, and participation in educational decision-making. Research by Hoover-Dempsey and Sandler (2015) indicates that consistent parental involvement in accompanying children's learning at home has a positive correlation with learning motivation, academic achievement, and the development of positive attitudes toward school. This role cannot be fully replaced by schools, as parents have greater opportunities to provide guidance and reinforce values outside formal instructional hours. Therefore, building synergy between schools and families is a strategic factor in improving the quality of children's education.

Parental involvement is particularly critical in the context of elementary education, as children at this level are in the concrete operational stage of cognitive development, according to Piaget's theory. At this stage, children require direct support to understand new concepts, complete tasks, and develop effective learning habits. Actively involved parents help children overcome learning difficulties, enhance self-confidence, and develop social skills. Conversely, a lack of parental involvement may result in low academic achievement, weak learning discipline, and reduced motivation to attend school. This condition highlights the importance of learning assistance as one of the most significant forms of parental involvement during the elementary school years.

In addition to supporting academic achievement, parents also play a vital role in character development. The concept of character education places the family at the center of moral, ethical, and social value learning. Lickona (2019) emphasizes that character formation does not occur solely at school but begins at home through parental role modeling. Values such as honesty, responsibility, cooperation, and discipline must be introduced and practiced in daily life. Thus, parental involvement in children's education is holistic, encompassing academic aspects, character development, and life skills. Within this framework, a structured and responsive parental assistance model becomes essential to support the success of elementary education.

Learning assistance at home is one form of parental involvement that has a significant impact on academic achievement. According to Santrock (2018), parental involvement in children's learning can be manifested through supervision, guidance, motivation, and assistance in completing school assignments. Learning assistance does not merely involve helping children answer questions but also guiding them in understanding concepts, managing study time, and developing effective learning strategies. This is particularly important because elementary school children have not yet developed mature self-regulation skills and therefore require adult guidance to organize their learning activities in a systematic and directed manner.

Forms of parental assistance at home may vary, ranging from providing adequate learning facilities and creating a conducive learning environment to offering rewards for

children's achievements. Research by Desforges and Abouchaar (2017) shows that structured and consistent parental involvement has a positive influence on students' learning attitudes, self-confidence, and academic achievement. Adequate learning facilities, such as study desks, reading materials, and complete stationery, help children focus and stay motivated. Furthermore, a calm home environment that is free from distractions and rich in emotional support enables children to feel comfortable and secure while studying.

Learning assistance at home also serves as a means of building effective communication between parents and children. According to Hoover-Dempsey et al. (2015), open and positive communication in the learning process enhances parents' understanding of the difficulties faced by children, enabling them to provide appropriate support. When children feel heard and understood, they tend to be more motivated to make an effort. In this context, learning assistance focuses not only on academic achievement but also on fostering healthy emotional relationships, which are a crucial foundation for children's personality development.

Effective learning assistance also requires parents' understanding of children's learning styles. Each child has different learning preferences, such as visual, auditory, or kinesthetic. According to the learning style theory proposed by Fleming and Mills (2019), recognizing children's learning styles allows parents to select appropriate methods and media to help them understand subject matter. For instance, visual learners benefit more from images, diagrams, or concept maps, while auditory learners better understand material through discussions or verbal explanations. Such understanding enables parents to optimize children's potential more effectively.

Moreover, learning assistance functions to instill values of independence and responsibility. Parents who guide children to complete tasks independently, while providing necessary support, help them develop problem-solving skills and time management abilities. Research by Grolnick and Slowiaczek (2019) indicates that children who receive autonomy-supportive learning assistance exhibit higher intrinsic motivation and better learning outcomes. Therefore, learning assistance at home should be designed not only to help children complete schoolwork but also to foster lifelong learning skills.

Despite its importance, parental learning assistance for elementary school students at home faces various challenges that affect its effectiveness. One major challenge is parents' limited time availability. Many parents work full-time, making it difficult to consistently accompany their children's learning. According to Harris and Goodall (2018), time constraints often result in sporadic and unplanned learning assistance, which has minimal impact on children's academic development. This situation highlights the need for effective time management strategies and better coordination between schools and parents.

Another challenge is parents' limited understanding of the curriculum and instructional methods used at school. Many parents still apply traditional learning approaches based on their past experiences, which may not align with modern competency-based learning approaches. This is consistent with the findings of Fan and Chen (2021), who argue that parental involvement is more effective when parents understand learning content, instructional objectives, and teaching strategies implemented at school. Misalignment in understanding often confuses children, particularly when learning methods at home differ from those at school.

The home environment also presents challenges in learning assistance. Homes that lack designated study spaces, contain numerous distractions such as television or digital devices, or experience disharmonious family conditions can disrupt children's concentration. According to Bronfenbrenner's (2017) Ecological Systems Theory, micro-level environments such as the family have a direct influence on children's development. When the home environment is not supportive, children struggle to concentrate on learning,

even when parents attempt to provide assistance. This underscores the importance of creating a home ecosystem that is conducive to learning.

Another frequently encountered challenge is children's low learning motivation. Some children show limited enthusiasm for learning activities at home, especially when learning materials are perceived as difficult or boring. According to Deci and Ryan's (2019) Self-Determination Theory, intrinsic motivation develops when children experience autonomy, competence, and social relatedness. However, when learning assistance is delivered in an authoritarian manner or focuses solely on outcomes, children tend to lose interest and perceive learning as a burden. Therefore, parents need to cultivate an enjoyable learning atmosphere and provide opportunities for children's active participation.

A further challenge lies in the limited pedagogical skills of some parents. Not all parents possess the ability to teach or explain learning materials in ways that are easily understood by children. This can render learning assistance ineffective and even cause frustration for children. Research by Desimone (2019) indicates that parental involvement is more successful when parents are equipped with basic teaching skills and motivational strategies. Consequently, training programs or practical guidelines are needed to help parents enhance their pedagogical competencies so that learning assistance can be optimally implemented.

Although parental learning assistance has long been recognized as a critical factor in children's education, existing assistance models still exhibit several limitations. One common limitation is the lack of structure. Many parents accompany their children's learning without clear guidance or frameworks, resulting in spontaneous and reactive assistance activities. According to Hoover-Dempsey and Sandler (2015), parental involvement that is not systematically planned tends to be less effective due to the absence of clear objectives, success indicators, and measurable evaluations.

Another limitation concerns the minimal integration between home-based assistance and school-based learning. In many cases, schools lack effective mechanisms to actively involve parents in the educational process. Epstein's (2021) research on School, Family, and Community Partnerships emphasizes that parental involvement becomes more meaningful when there is clear coordination between schools and families in planning, implementation, and evaluation of learning. Without such integration, parental assistance remains an additional activity that is disconnected from school learning targets.

Based on these conditions, the development of a "Parental Assistance Management Model to Improve Elementary School Students' Learning Outcomes in Percut Sei Tuan District" is highly urgent. This model is expected to provide structured, measurable, and easily implementable guidelines for parents from diverse backgrounds in supporting their children's learning effectively.

## **RESEARCH METHOD**

This study employed a mixed-methods approach using a sequential explanatory design. The research began with the collection and analysis of quantitative data to determine the extent to which the parental assistance management model was effective in improving students' learning outcomes. Subsequently, a qualitative phase was conducted to deepen, clarify, and interpret the quantitative findings obtained in the first phase. This approach was selected because it provides a comprehensive understanding of both the process and the impact of implementing the parental assistance management model in elementary schools.

The study was conducted in several elementary schools in Percut Sei Tuan District, Deli Serdang Regency. The research participants included school principals, classroom

teachers, students, and parents who were involved in the implementation of the parental assistance management model.

The study was carried out through three main stages. First, the quantitative stage focused on measuring the level of implementation of the parental assistance management model using a Likert-scale questionnaire and analyzing its effect on students' learning outcomes, including academic achievement, learning attitudes, and learning participation. Second, the qualitative stage involved in-depth interviews with teachers and parents to explore their experiences, perceptions, and challenges in implementing the parental assistance management model. Third, the data integration (mixing) stage combined quantitative and qualitative data through triangulation techniques to obtain comprehensive and valid conclusions. The qualitative findings were used to explain and enrich the quantitative results.

## **RESEARCH RESULTS AND DISCUSSION**

### **Research Results**

A preliminary study was conducted to obtain an initial overview of the conditions of parental assistance management in supporting children's learning processes at home. This study was carried out in several public elementary schools in Percut Sei Tuan Subdistrict, Deli Serdang Regency. Based on the results of initial observations and interviews with school principals, classroom teachers, and several parents, it was found that many parents had not yet optimally supported their children's learning at home.

The findings of the preliminary study conducted in elementary schools in Percut Sei Tuan Subdistrict, Deli Serdang Regency, also indicate that students' learning outcomes remain suboptimal. This condition is characterized by the low level of active parental involvement in assisting children's learning at home. Many parents do not yet have adequate understanding of how to systematically support their children's learning. On the other hand, teachers have not been equipped with appropriate guidelines to guide and involve parents comprehensively in the learning process. The approaches applied by teachers and schools are generally still generic and have not been responsive to students' specific needs or their social-emotional conditions.

The preliminary descriptive data study was conducted through observations, interviews, and documentation studies in one elementary school in Percut Sei Tuan Subdistrict. The purpose of this study was to identify the needs, potentials, and problems related to parental assistance and students' learning outcomes at the elementary school level, as follows:

1. Current conditions of parental assistance. Observation results show that more than 60% of parents are not actively involved in their children's learning processes at home. This is due to the fact that many parents provide assistance merely by supervising, without offering effective learning guidance. Most parents also stated that they lack guidelines or pedagogical understanding of how to assist their children's learning effectively.
2. The role of schools in involving parents. Based on interviews with teachers and school principals, it was found that parental assistance has not been systematically organized. Schools do not yet have a management model or specific program designed to involve parents in students' home learning activities. When guidance is provided by the school, it remains general in nature and is not conducted on a continuous basis.
3. Students' learning outcomes. Academic data indicate that students who receive active support from their parents demonstrate better learning outcomes than those who do not. Teachers also reported that some students have experienced a decline in learning motivation and discipline, particularly in the post-pandemic period, due to insufficient parental assistance at home.

4. The need for a responsive guidance-based management model. Based on input from teachers and school principals, there is a need for a parental assistance management model that is capable of systematically regulating the roles of teachers and parents based on the principles of responsive guidance. This approach emphasizes attention to children’s emotional, social, and academic needs on an individual basis and provides communication media and practical guidelines that can be applied by parents with diverse educational backgrounds.

Based on these initial findings, it is evident that a parental assistance management model is urgently needed in Percut Sei Tuan Subdistrict. These data provide a strong foundation for designing the development of a responsive guidance-based parental assistance management model aimed at improving elementary school students’ learning outcomes in Percut Sei Tuan Subdistrict, Deli Serdang Regency.

Planning in this study represents the initial stage in understanding parental assistance management. This stage aims to design a conceptual and operational framework for parental assistance that is systematic, structured, and oriented toward improving elementary school students’ learning outcomes. The planning process takes into account field needs, student characteristics, parents’ capacities, and support from schools.

1. Needs analysis. Planning begins with the identification and analysis of needs (needs assessment) through a preliminary study conducted in several elementary schools in Percut Sei Tuan Subdistrict. The results indicate that parental involvement in children’s learning processes remains sporadic and lacks clear direction. Moreover, the approaches used have not sufficiently accommodated emotional and motivational aspects, nor have they been responsive to children’s learning difficulties.
2. Goal determination. The primary objective of management planning is to establish a parental assistance system that actively involves parents in providing both academic and psychosocial learning support, thereby enabling students to achieve optimal learning outcomes.
3. Identification of components. The proposed management model consists of four main components: (1) objectives of parental assistance; (2) roles of parents; (3) assistance strategies and methods; and (4) evaluation and feedback, including the development of success indicators. This model is also designed based on four main managerial components (POAC), as presented in Table 4.1, namely:

**Table 1. Main POAC Managerial Components**

| <b>Component</b>   | <b>Description</b>   |
|--------------------|--|
| <b>Planning</b>    | The formulation of a learning assistance program collaboratively developed by schools and parents based on students’ needs.  |
| <b>Organizing</b>  | The structuring of roles and responsibilities among teachers, homeroom teachers, school counselors, and parents in the assistance activities.                                    |
| <b>Actuating</b>   | The implementation of home-based assistance activities guided by responsive counseling principles, including motivation enhancement, emotional regulation, and learning support. |
| <b>Controlling</b> | Periodic evaluation of the assistance process through reflection, students’ learning journals, and coordination meetings between schools and parents.                            |

Source: Processed research data, 2025

4. The planning stage is complemented by success indicators that measure: (1) increased parental participation in children’s learning activities; (2) changes in students’ learning attitudes and motivation; (3) the quality of parent–child interactions in the learning context; and (4) students’ learning outcomes before and after the assistance program.
5. Coordination and stakeholder roles. The planning process also includes the development of collaborative strategies among schools (principals and teachers),

school committees, and parents. This planning encompasses the scheduling of assistance activities, short training sessions for parents, as well as a school-based monitoring and evaluation system.

With careful planning grounded in real needs, it is expected that the analyzed management model will not only be theoretically effective but also applicable and relevant to local elementary education contexts. An overview of the observation results regarding the implementation of a responsive guidance-based parental assistance management model to improve elementary school students' learning effectiveness in Percut Sei Tuan Subdistrict, Deli Serdang Regency, as perceived by teachers, is presented in Table 2.

**Table 2. Observation Results**

| No.                                | Implementation   | Percentage |
|------------------------------------|--|------------|
| <b>Parental Involvement</b>        |  |            |
| 1                                  | Teachers involve parents in planning home-based learning activities.                                     | 78%        |
| 2                                  | Teachers actively provide parents with information regarding students' progress.                         | 76%        |
| 3                                  | Teachers motivate parents to assist their children during home learning.                                 | 77%        |
| 4                                  | Teachers periodically evaluate the effectiveness of parental involvement.                                | 76%        |
| 5                                  | Teachers provide concrete suggestions to parents on how to support their children's learning.            | 74%        |
| 6                                  | Teachers foster intensive communication with parents through various media (WhatsApp, groups, meetings). | 73%        |
| 7                                  | Teachers monitor the availability of learning facilities at home through parental reports.               | 71%        |
| 8                                  | Teachers encourage parents to create a conducive learning environment at home.                           | 72%        |
| 9                                  | Teachers schedule regular consultation times with parents.   | 70%        |
| 10                                 | Teachers document and follow up on parental assistance reports.  | 73%        |
| <b>Students' Learning Outcomes</b> |  |            |
| 11                                 | Students demonstrate improvement in academic scores or understanding of learning materials.              | 74%        |
| 12                                 | Students display positive attitudes toward the learning process.   | 77%        |
| 13                                 | Students are able to complete assignments independently.   | 76%        |
| 14                                 | Students demonstrate good practical skills.  | 81%        |
| 15                                 | Students consistently follow learning schedules and instructions.  | 83%        |
| 16                                 | Students actively participate in discussions during lessons and classroom activities.                    | 79%        |
| 17                                 | Students show persistence in completing assignments.   | 80%        |
| 18                                 | Students demonstrate progress in communication and collaboration skills.                                 | 81%        |
| 19                                 | Students are able to independently reflect on their learning outcomes.                                   | 83%        |

Source: Processed research data, 2025

Table 2 above presents the observation results regarding the implementation of the model. The findings indicate that parental involvement in supporting children's learning processes has shown relatively good outcomes compared to the preliminary study stage. The majority of teachers (78%) have involved parents in planning home-based learning activities, indicating a strong partnership between schools and families. Teachers have also actively (76%) provided parents with information regarding their children's progress, reflecting transparency and continuous communication. Furthermore, 77% of teachers motivate parents to be directly involved in assisting their children during home learning activities. Periodic evaluation of the effectiveness of parental involvement is conducted by 76% of teachers, indicating the presence of control and improvement mechanisms. Teachers also provide concrete suggestions to parents (74%), demonstrating that guidance provided to families is not merely general but practical and applicable. Teacher-parent interactions are facilitated through various media such as WhatsApp, class groups, or face-

to-face meetings, with a relatively high intensity (73%). Monitoring the availability of learning facilities at home has also begun to receive attention (71%). Encouragement for parents to create a conducive learning environment at home has increased (72%). In addition, teachers schedule regular consultation times (70%) and actively document and follow up on parental assistance reports (73%).

Overall, students' learning effectiveness shows a positive trend. As many as 74% of students experienced improvements in academic understanding or learning achievement. Students' attitudes toward the learning process also improved (77%), reflecting greater comfort and active engagement. Most students are able to complete assignments independently (76%) and demonstrate good practical skills (81%). High levels of discipline and consistency in following learning schedules and instructions were recorded (83%), indicating successful time management and strong internal motivation. Students were also active in learning discussions and other classroom activities (79%). Persistence in completing assignments increased significantly (80%), accompanied by improvements in communication and collaboration skills (81%). Most notably, students' ability to independently reflect on their learning outcomes reached 83%. This indicates that students are not only cognitively and socially active but have also developed metacognitive awareness, which is a key indicator of meaningful learning.

Overall, the observation results suggest that the tested model has begun to demonstrate stronger effectiveness. Teachers are able to encourage more intensive parental involvement, apply responsive guidance principles more systematically, and create learning conditions that support students' academic, social, and emotional development. However, there remains room for improvement, particularly in assisting parents to better understand their roles in supporting a responsive guidance approach.

The observation results of the parental assistance management model aimed at improving elementary school students' learning outcomes in Percut Sei Tuan Subdistrict, Deli Serdang Regency, are consistent with the results of the questionnaire instrument distributed to parents. However, analysis of the questionnaire responses indicates that the parental assistance management model has not yet reached an optimal level. This condition is illustrated in Table 3 below.

**Table 3. Results of the Management Model Trial Instrument**

| Variable X1  | Description | Frequency  | Percentage  | Category |
|--------------|-------------|------------|-------------|----------|
| 169–210      | Score range | 22         | 15.8%       | High     |
| 127–168      | Score range | 82         | 58.4%       | Moderate |
| 85–126       | Score range | 36         | 25.8%       | Low      |
| 42–84        | Score range | –          | –           | Very Low |
| <b>Total</b> |             | <b>140</b> | <b>100%</b> |          |

Source: Processed research data, 2025

Based on Table 3, it was found that the principal's capability in implementing the model has not yet reached an optimal level. According to the percentage data, 25.8% of parents rated the implementation in the low category, followed by 58.4% in the moderate category and 15.8% in the high category, with no respondents falling into the very low category. This distribution indicates a fairly significant improvement, as no ratings were classified as very low. A total of 22 parents provided ratings in the high category (15.8%), suggesting that the implementation of the model during the trial phase had a positive impact.

Furthermore, based on the results of the instrument above, the achievement levels of the trial implementation can be summarized as follows.

**Table 4. Trial Achievement Results**

| <b>Achievement</b>                 | <b>Category</b> | <b>Low</b> | <b>Moderate</b> | <b>High</b> | <b>Total</b> |
|------------------------------------|-----------------|------------|-----------------|-------------|--------------|
| <b>Parental Involvement</b>        | Percentage      | –          | 8.57%           | 67.11%      | 24.32%       |
| <b>Students' Learning Outcomes</b> | Percentage      | –          | 21.47%          | 61.70%      | 16.83%       |

Source: Processed research data, 2025

Based on the trial achievement data regarding the implementation of the parental assistance management model aimed at improving elementary school students' learning outcomes in Percut Sei Tuan Subdistrict, Deli Serdang Regency, the trial results can be classified into four achievement levels: High, Moderate, Low, and Very Low. However, the findings indicate that the results are concentrated only in the Moderate and Low categories, with no respondents reaching the High or Very Low categories.

Regarding parental involvement, no respondents fell into the Very Low category (0%), indicating that all respondents (parents and teachers) achieved at least a minimum level of participation classified as Low. A total of 8.57% of respondents were categorized as Low, indicating that a small proportion of parents were not yet actively and consistently involved in assisting their children's learning at home. The majority of respondents (67.11%) were classified in the Moderate category, suggesting that most parents have been involved in their children's home learning, although their involvement has not yet been optimal. Only 24.32% of respondents were classified in the High category. This means that approximately one quarter of parents demonstrated active, consistent, and high-quality participation in assisting their children intensively, including in planning, evaluation, and communication with teachers. Overall, parental involvement shows a positive trend but remains dominated by the Moderate category, indicating the need for further strengthening of parents' roles through additional capacity-building initiatives.

Similarly, no students were categorized as Very Low in terms of learning outcomes (0%), indicating that all students benefited at least minimally from the implementation of the model. A total of 21.47% of students were classified in the Low category, indicating that some students had not yet demonstrated significant improvements in learning outcomes, attitudes, or skills. The majority of students (61.70%) were classified in the Moderate category, having shown improvements in content understanding, independent learning, and social skills, although these improvements had not yet reached an optimal level. Only 16.83% of students were classified in the High category, demonstrating optimal learning outcomes, including academic achievement, independent learning skills, and active participation in the learning process. These findings indicate that students' learning outcomes have generally improved; however, they are still predominantly in the Moderate category. Therefore, improvements in the quality of teacher guidance and parental assistance are needed to enable more students to achieve optimal outcomes.

Overall, the trial results indicate that the implementation of the model has had a positive impact on parental involvement and students' learning outcomes. Although not all aspects have reached the High category, the data suggest that the model has begun to demonstrate effectiveness and has strong potential for further development. Nevertheless, improvements and targeted reinforcement are particularly needed for groups that remain in the Low and Moderate categories through advanced training, intensive supervision, and stronger collaboration between schools and families. An overview of the trial results is presented in the following figure.

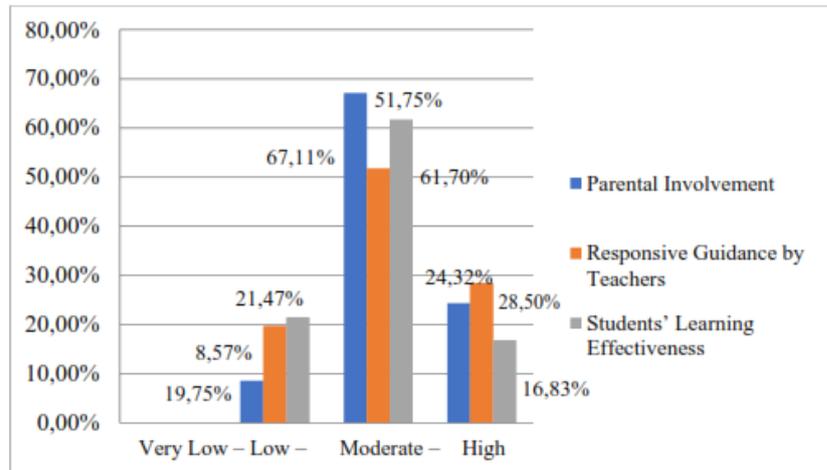


Figure 1. Management Model Trial

The graph indicates that the majority of respondents (parents, teachers, and students) fall within the moderate category, reflecting the initial success of the model's implementation. However, a further shift toward the high category still needs to be strengthened, particularly in terms of students' learning outcomes, which show the lowest proportion of high-level achievement (16.83%). Therefore, additional reinforcement is required through enhanced parental capacity-building and teacher training to ensure that the model can be implemented more optimally and produce a more direct impact on students' learning achievements.

Based on these findings, the model needs to be further discussed and evaluated for revision in preparation for the materials to be implemented in the Third Limited Trial (Large-Scale Trial). This is necessary because the achievement outcomes must be improved to reach a more optimal level. Through this evaluation process, it is expected that the reference stages to be followed by participants in implementing the responsive guidance-based parental assistance management model to improve students' learning outcomes will become easier to understand and can be implemented more effectively and smoothly.

## Discussion

The research findings indicate a significant improvement in parental involvement in children's home learning processes following the implementation of the responsive guidance-based parental assistance management model. Prior to the intervention, most parents were engaged only in passive supervision of their children. However, after the model was implemented, 78% of teachers reported that parents had begun to participate in planning home-based learning activities, and 77% of teachers actively motivated parents to assist their children during learning at home. These findings are consistent with Epstein's (2021) theory, which states that systematic and well-planned parental involvement strengthens the relationship between home and school, thereby positively influencing children's learning outcomes. In addition, Hoover-Dempsey and Sandler (2015) emphasize that increased parental participation in the learning process not only enhances academic support but also strengthens students' motivation and sense of responsibility for learning. Thus, it can be concluded that the application of the Planning and Organizing principles within the POAC framework has successfully fostered coordination between teachers and parents, which had previously been unstructured. This approach also demonstrates strong relevance to Gladding's (2017) responsive guidance model, in which teachers act not only

as facilitators for students but also as guides who support parents in carrying out their mentoring roles empathetically and effectively.

Observation data further reveal improvements in students' learning outcomes, with 74% of students experiencing increased academic achievement or improved understanding of learning materials, and 83% demonstrating consistency in following learning schedules. Students also appeared more active in discussions and showed a strong capacity for self-reflection on their learning outcomes (83%). These results confirm Vygotsky's (2017) theory of the zone of proximal development, which posits that social interaction and emotional support from adults play a critical role in accelerating children's cognitive development. Responsive assistance, as implemented in this model, provides scaffolding or adaptive support that helps students reach their learning potential.

Furthermore, Deci and Ryan's (2019) Self-Determination Theory emphasizes that learning environments which support students' basic psychological needs—namely autonomy, competence, and relatedness—enhance intrinsic motivation. In this context, the active involvement of parents and teachers in providing both emotional and academic support has been shown to strengthen students' independent learning motivation, as reflected in improvements in discipline, perseverance, and self-reflection.

The implementation of the managerial components of Planning, Organizing, Actuating, and Controlling (POAC) has proven to be an effective foundation for managing parental assistance programs. Based on the trial results, the majority of teachers (approximately 76–78%) consistently performed management functions, including planning assistance activities, organizing roles, implementing guidance, and conducting periodic evaluations. These findings align with Terry's (2020) view that the effectiveness of educational programs largely depends on the integration of planning, implementation, and supervision. Moreover, these results reinforce Desimone's (2019) findings that collaborative management models are more effective in improving the quality of teaching practices and community participation than individual-based approaches.

By integrating the POAC framework into the parental assistance context, teachers function as coordinators who balance roles between schools and families. This is also consistent with Bronfenbrenner's (2017) Ecological Systems Theory, which posits that children's development is influenced by interconnected interactions among micro-level systems (family and school) and macro-level systems (educational policies).

## **CONCLUSION**

Based on the results of the research, observations, and model trials, it can be concluded that the initial condition of parental assistance in supporting children's learning at home was not yet optimal. The preliminary study revealed that more than 60% of parents were not actively involved in assisting their children's learning, with most parents providing only passive supervision without adequate understanding of effective learning strategies. In addition, schools had not yet established a structured management system to coordinate parental assistance between teachers and parents. Therefore, a parental assistance management model was needed.

This model is highly relevant for addressing low levels of parental involvement and suboptimal student learning outcomes, as it is designed to accommodate children's emotional, social, and academic needs. The approach emphasizes active collaboration between schools and families, supported by intensive communication and practical guidelines that can be easily implemented by parents from diverse educational backgrounds.

Overall, the findings of this study demonstrate that the responsive guidance-based parental assistance management model makes a tangible contribution to improving the quality of learning at the elementary school level. The success of the model is attributed to

two key aspects: (1) strong synergy between schools and families based on open and reflective communication, and (2) the application of guidance principles that are centered on students' individual needs..

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