Parental Education Level and Busyness toward Awareness in Supporting Children's Learning

Araya Kanchanapisek Warin

King Mongkut's University of Technology Ladkrabang, Thailand

ARTICLE INFO

Article history:
Received 19 November 2024
Revised 22 November 2024
Accepted 4 December 2024

Key words:
Parental involvement,
Education level,
Parental busyness,
Learning motivation,
Academic support.

ABSTRACT

Parental involvement in children's education significantly shapes learning motivation and academic achievement. This study examines how parental education level and busyness influence parental awareness in supporting children's learning at home. A qualitative literature review method was employed following systematic procedures for article identification and thematic synthesis. The analysis reveals that parental education level positively correlates with awareness of effective learning support strategies. Parents with higher education demonstrate better understanding of creating conducive learning environments and maintaining appropriate expectations. Parental busyness affects the availability of time and energy for learning accompaniment, yet high awareness parents maintain quality interaction despite time constraints. The quality of parent-child interaction during learning support matters more than the quantity of time spent. Parental awareness mediates the relationship between parental characteristics and the quality of learning accompaniment. Children internalize values demonstrated by parents through consistent modeling and communication. Intervention programs for enhancing parental involvement must account for differences in education level and busyness among families. Schools and policymakers should develop tailored approaches that address the specific needs and constraints of diverse family backgrounds. Future research should employ qualitative designs to explore subjective experiences of parents across different socioeconomic contexts.

INTRODUCTION

Child education represents a shared responsibility between schools and families, yet the role of parents at home exerts a fundamental influence on the formation of study habits. Parents are the primary figures who introduce the importance of knowledge and perseverance in pursuing education (Bibani & Engler, 2022). Epstein (2001) demonstrates that parental involvement in children's education correlates positively with academic achievement, attitudes toward school, and regular study behavior. Nevertheless, this level of involvement varies greatly among families, depending on socioeconomic factors, parental educational attainment, and time availability. Parents with higher education tend to possess better awareness regarding how to accompany children in their learning processes. They understand effective learning strategies and are able to provide conducive learning environments at home (Sivabalan et al., 2024). Disparities in educational access still experienced by some families further reinforce this variation in awareness, because families with limited access generally also possess limited information regarding how to assist children in studying properly (Rojak & Khayru, 2022). Parents with lower education may not realize the importance of their role in supporting children's learning, or they may not know how to do so appropriately. This awareness serves as the initial key to parental involvement in children's education.

Parental busyness constitutes another factor that significantly affects the quality of children's home study accompaniment. In the modern era, work demands and economic needs compel many parents to spend most of their time outside the home. Parents working long hours frequently lack sufficient energy and time to accompany children in their studies (Wahib, 2021). Grolnick and Slowiaczek (1994) identify that parental involvement comprises three dimensions, namely behavioral, cognitive, and personal. The personal dimension encompasses parental attitudes and values toward education,

* *Corresponding author, email address:* ***araya.kanchanapisekwarin@gmail.com***

which are strongly influenced by their awareness. Busy parents possessing high awareness will nevertheless strive to allocate time for their children even in limited portions. When parents' capacity to accompany children becomes limited, the role of educational institutions in adapting to foster student discipline and classroom participation becomes increasingly crucial as a complement to the family's role (Rozikin et al., 2023). Conversely, parents who are not busy but possess low awareness may fail to utilize available time to support children's learning. The quality of interaction between parents and children during study accompaniment time proves more crucial than the quantity of time spent.

Children's learning motivation is formed through the process of internalizing values instilled by parents from an early age. When parents consistently demonstrate enthusiasm for knowledge and learning, children will emulate such attitudes (Hao, 2023). Wigfield and Eccles (2000) explain that parental expectations regarding children's abilities strongly influence children's beliefs about their own competence. Parents who hold high expectations and convey them in a supportive manner will build children's self-confidence in facing academic challenges. Conversely, expectations that are too low or communicated critically can damage children's intrinsic motivation. Parents who are aware of the importance of education will set realistic yet challenging standards for their children. Just as the school environment shapes adolescent social behavior through discipline and interpersonal relationships established within it, the family environment plays a similar role in shaping children's learning motivation through daily interaction patterns (Multihakiki et al., 2024). They will also praise efforts rather than merely outcomes, enabling children to learn to value the learning process itself. Quality study accompaniment creates an environment where children feel secure to ask questions and make mistakes without fear of being judged.

Parents' educational attainment influences their ability to comprehend curricula and learning methods utilized in schools (Hussain & Zakir, 2024). Parents with higher education are more capable of helping children complete homework and explaining difficult concepts. Assignment delivery methods applied both at home and in school likewise determine levels of social interaction and active learning among children, allowing parents who understand these methods to provide more targeted assistance (Rahmawati & Darmawan, 2024). They are also more skilled in communicating with teachers and understanding children's developmental reports. Hill and Tyson (2009) find that parental involvement at home, such as helping with homework and discussing school activities, exerts a stronger influence on children's achievement compared to involvement at school. Parents with lower education may feel incompetent to assist children with specific subject materials, especially at higher educational levels. Under such conditions, school counseling services can serve as an alternative pathway to support the character development and learning capabilities of children when parental accompaniment proves inadequate (Rojak et al., 2024). This feeling of incompetence can cause parents to withdraw from academic involvement, despite their good intentions. Such inability is exacerbated when children enter educational stages where materials grow increasingly complex and abstract. Consequently, children may lose much-needed support during critical periods of their academic development.

The primary problem encountered in parental involvement is the gap between awareness of the importance of education and the ability to implement it in daily life. Many parents consciously know that they must accompany their children in studying, but they do not know how to do so effectively. They may feel awkward or lack self-confidence in interacting with their children regarding school lessons. Parents with low educational backgrounds frequently experience academic anxiety transmitted to children through their behaviors and attitudes. Social stereotypes regarding the capability of low-educated families in educating children can reinforce such lack of confidence, thereby widening the gap between awareness and abilities possessed by parents (Sajjapong et al., 2022). Awareness not followed by adequate skills will produce counterproductive study accompaniment (Wei & Wang, 2024). Children may experience excessive pressure from parents who desire their children to achieve high performance yet prove incapable of providing proper support. This situation creates a cycle of frustration for both parties, wherein parents feel they fail to help and children feel misunderstood. This gap between awareness and ability becomes a serious barrier in efforts to build healthy and sustainable children's learning motivation.

Another problem is the time limitations possessed by parents resulting from job demands and other social responsibilities. In families where both parents work full-time, the time available for

study accompaniment is frequently extremely limited. Time pressure resulting from work demands and organizational responsibilities indeed constitutes its own challenge, as likewise discovered among school principals who must divide their time between managerial tasks and personal needs (Saputra et al., 2023). Parents may only possess a few hours of free time at night to interact with children, which must equally be used for dinner and rest. Consequently, study accompaniment becomes a rushed and low-quality activity. Parents' self-efficacy beliefs in accompanying children likewise determine the extent to which they remain engaged despite limited available time, just as teacher self-efficacy plays an important role in their involvement in professional development (Pramudya & Mardikaningsih, 2021). Children may complete homework alone without adequate guidance, or parents may provide assistance quickly without truly explaining the underlying concepts. This low quality of accompaniment can reduce the effectiveness of parent-child academic interactions (Li et al., 2024). Children may feel that their parents do not truly care about their education, or that they must struggle alone when facing learning difficulties. These feelings can damage learning motivation and the overall parent-child relationship, creating emotional distance that further worsens the situation.

An increasing number of families live within single-parent structures or with both parents working full-time. This change alters how parents interact with their children, including within the scope of education (Imrie & Golombok, 2020). Such changes in family structure also enlarge the disparities in children's access to adequate study accompaniment, particularly within families with limited resources (Rojak & Khayru, 2022). The shift of family interactions into digital spaces also presents distinct opportunities as well as ethical challenges in accompanying children to learn, which need to be carefully managed by parents (Rifaid et al., 2024). Without a clear understanding of how parental awareness and time limitations affect the quality of study accompaniment, it is impossible to design effective interventions to assist families. Schools and governments need to know which factors most determine the effectiveness of parental involvement. Existing research frequently overlooks the qualitative aspects of parental experiences in accompanying children to study. Understanding the narratives and subjective experiences of parents is crucial for developing family-based educational programs. A systematic literature review serves as an initial step to map existing conditions and identify knowledge gaps.

The objective of this research is to construct a conceptual framework explaining the relationship between educational attainment and parental busyness with their awareness in accompanying children's learning, as well as how such awareness influences children's learning motivation. This study provides theoretical contributions in the form of expanding the parental involvement model by incorporating awareness factors as a mediating variable. Its practical contribution is providing guidance for schools and policymakers to design programs enhancing parental awareness regarding the importance of study accompaniment. Parents can utilize this framework to reflect upon their own accompaniment practices and identify areas for improvement.

RESEARCH METHOD

This study employs a qualitative literature study approach with systematic procedures to identify, evaluate, and synthesize findings from various written sources. This approach is appropriate for the topic of the role of parents in children's education because it involves complex and contextual social constructs. According to Creswell (2003), a literature study within the qualitative paradigm aims to explore and understand the meaning ascribed by individuals or groups to a social problem. The research process begins with the formulation of clear questions regarding the relationship between educational attainment and parental busyness with children's awareness and learning motivation. Literature searches are conducted through international academic databases such as Scopus, Web of Science, and Google Scholar using combinations of keywords such as parental involvement, parent education level, parent busyness, learning motivation, and academic support. Inclusion criteria are applied to ensure that only studies employing empirical methods with adequate samples are included in the synthesis. Bibliographies of identified articles are also examined to discover additional relevant studies through the snowballing method.

Data analysis in this literature study applies the narrative synthesis method outlined by Petticrew and Roberts (2006). This method enables researchers to identify recurring themes across the literature and group relevant findings into meaningful categories. The first stage of analysis is open coding, where each statement within articles

concerning the role of parents in children's education is assigned a descriptive label. The resulting codes are subsequently grouped into broader categories such as parental educational level, busyness level, parental awareness, quality of accompaniment, and children's learning motivation. The second stage is the development of analytical themes, wherein researchers move beyond the content of individual studies to generate new propositions regarding the mechanisms of relationships among variables. The validity of findings is maintained through cross-checking by two independent researchers who extract data from a sample of the same articles. Differences in interpretation are resolved through discussions referencing pre-established operational definitions. This study does not aim to test hypotheses statistically, but rather to develop a conceptual framework that can be tested in subsequent quantitative or qualitative research.

RESULT AND DISCUSSION

Parents' awareness regarding the importance of children's education is shaped by various factors, including the formal education level they possess (Wei & Wang, 2024). Okello (2023) finds that parents with higher education levels tend to possess better understandings regarding how to support children's learning at home. They realize that parental involvement is not merely limited to checking homework, but likewise encompasses the creation of positive learning environments and the development of attitudes toward education. Highly educated parents are more capable of accessing and comprehending information regarding child development and effective learning methods (Davis-Kean et al., 2021). Conversely, parents with lower education may assume that children's education entirely falls under the responsibility of schools. This low awareness causes them to remain less involved in children's learning processes, despite possessing a genuine desire to help. Kantova (2024) observes that parental involvement in children's education exerts a significant long-term effect on children's educational achievements. This effect is stronger when parents possess high awareness regarding their roles in supporting learning.

The busyness level of parents affects the availability of time and energy to accompany children in studying, which subsequently influences the quality of educational interactions at home (Wang, 2022). Umroh and Darmawan (2024) find that parental attention exerts a significant influence on student academic achievement, even after controlling for school environment factors. Parents busy with work are frequently physically and mentally exhausted, making it difficult to provide full attention when accompanying children in studying. This low quality of accompaniment can reduce the effectiveness of parent-child interactions within the academic sphere. The quality of human resources as well as work loyalty possessed by parents likewise determines how much energy remains to engage in children's learning activities at home (Darmawan et al., 2020). Abimanyu et al. (2023) observe that parents' occupation types influence how they motivate children to learn. Parents with flexible work schedules tend to be more capable of adjusting accompaniment times with children's needs. Conversely, parents with rigid and long working hours frequently possess only limited time to interact with children. The balance between work demands and the quality of work life likewise determines parents' abilities to divide roles between office responsibilities and family duties (Eddine et al., 2023). These time limitations can generate feelings of guilt among parents and feelings of neglect among children (Kim, 2020).

Parents' awareness acts as a bridge between parental characteristics and the quality of study accompaniment they provide (Putri & Suryadi, 2024). Such awareness can fundamentally be fostered through education and the dissemination of appropriate information to families (Gautama & Mardikaningsih, 2022). Masfufah and Darmawan (2023) emphasize the importance of the parental role in preventing gadget addiction in early childhood, which requires awareness regarding risks and screen-time management strategies. Parents who are aware of the importance of education will allocate time for learning activities even when they are busy. They will seek creative ways to integrate learning into daily routines. Хайдаров (2024) discusses the spiritual influence on children's education within families, demonstrating that values instilled by parents shape children's motivation. Parents possessing high awareness will utilize daily moments as learning opportunities, rather than merely time formally allocated for studying. Kholid and Darmawan (2023) find that digital literacy and the utilization of learning media influence student learning motivation. Parents who are aware of the importance of digital literacy will be more active in supervising and guiding children's technology use.

Parental expectations toward children influence learning motivation through the mechanism of value internalization (Trinidad, 2019). Parental

personality traits additionally color how they convey such expectations to children (Darmawan, 2017). Wang and Bai (2023) examine whether the goal emphasis of parents or teachers matters more in motivating language learning. They find that parental goal emphasis exerts a stronger influence on children's intrinsic motivation compared to teacher goal emphasis. Parents who are aware of the importance of education will set high yet realistic expectations and convey them in a supportive manner. Expectations conveyed in positive and affectionate ways will enhance children's self-confidence. Conversely, expectations conveyed in critical and pressuring ways can induce anxiety and diminish motivation. Dena and Darmawan (2024) find that parental parenting styles and school cultures jointly influence student character development. Parenting styles adjusted to children's situations and needs can assist parents in managing changes in children's attitudes and motivation over time (Mardikaningsih & Darmawan, 2022). Parents who are aware of the importance of education will adopt parenting styles supporting children's autonomy and competence.

The obstacles faced by parents in accompanying children's learning do not stem solely from time and knowledge limitations, but also from psychological factors (Wildmon et al., 2024). Wildmon et al. (2024) identify and navigate barriers to parental involvement in early childhood education. They find that psychological barriers such as lack of self-confidence and anxiety about one's own abilities are frequently more significant than structural barriers like lack of time. The ability to adapt and recover from pressure likewise determines the extent to which parents are able to persist in facing such obstacles, as likewise found among beginning teachers who are adjusting to the educational working world (Liwak et al., 2023). Parents who feel incompetent in helping children study may withdraw from academic involvement. This withdrawal can begin when children are young and increase as children grow. Erita et al. (2023) examine the influence of student environments on learning motivation, including the family environment. A family environment filled with support and attention will significantly enhance children's learning motivation. Parents who are aware of the importance of education will create a conducive environment for learning.

Parents of gifted children encounter different challenges and opportunities in supporting children's education (Silverman, 2021). Alkhawaldeh et al. (2023) examine the role of parents in issues and educational development of gifted students. Parents of gifted children require higher awareness regarding the special needs of their children and how to fulfill them. They need to balance between providing sufficient challenges and avoiding excessive pressure. Unequal access to education likewise affects the opportunities of children from underprivileged families to obtain recognition for the talents they possess (Hartono & Sulistyo, 2022). Highly educated parents are more capable of identifying signs of talent in children and seeking appropriate resources. Nevertheless, parental busyness can constitute a barrier in fulfilling the special needs of gifted children requiring more intensive attention (Jolly, 2018). Learning tailored to individual and group needs can assist gifted children in acquiring learning stimulation matching their potentials (Kurniawan & Darmawan, 2021). Wanti and Darmawan (2024) find that school culture influences student character, indicating that school and family environments must work together in supporting children's development. Parents who are aware of the importance of education will actively communicate with schools to ensure children's needs are fulfilled.

Informal education within families exerts a significant influence on the social and emotional development of children (AL-Momani, 2024). Syakhrani and Aslan (2024) examine the impact of family informal education on children's social and emotional skills. They find that daily interactions within families, including joint learning activities, shape children's abilities to cooperate, empathize, and manage emotions. Educational approaches involving diverse scientific disciplines likewise play a role in fostering children's social competence from an early age (Hariani et al., 2021). Parents who are aware of the importance of education will utilize daily activities as opportunities to teach social and emotional skills. These skills are crucial for academic success because they affect children's abilities to participate in classroom learning. Sivabalan et al. (2024) conduct a scoping review on parental involvement in children's educational achievements. They conclude that effective parental involvement necessitates a multidimensional approach encompassing academic, emotional, and social support. Parents with high awareness will integrate these three types of support into study accompaniment.

Religious values instilled by parents influence children's learning motivation through character formation and work ethics (Jannah et al., 2022). Al

Mursyidi and Darmawan (2023) examine the influence of Islamic religious education academic success and social media involvement on student morality. They find that religious education received at home influences children's attitudes toward learning and academic responsibility. Discipline and professionalism in educating likewise shape children's character, as found in the performance improvement resulting from educators' discipline in teaching (Mubasysyir & Darmawan, 2024). Parents who are aware of the importance of religious education will integrate such values into daily learning activities. Хайдаров (2024) emphasizes that the spiritual influence on children's education within families creates a foundation of values guiding children's learning behavior. Parents with high awareness will use religious values to motivate children without inducing excessive guilt or fear. Nzuruba (2024) examines parental involvement in children's education and finds that parents actively involved in children's education demonstrate a significant positive impact on academic achievement and children's social development. The application of consistent character education both at home and in school is proven capable of enhancing children's discipline and learning outcomes (Masfufah & Darmawan, 2023). Parents' awareness regarding the importance of children's education encourages them to engage more actively despite encountering various limitations.

The relationship between parental awareness and the quality of study accompaniment is mediated by parents' abilities to manage time and priorities. Parents with high awareness will make children's education a primary priority in their time management (Marliyani & Suradijono, 2019). Children's activeness in various activities and study discipline formed from an early age likewise influence how such time priorities are structured by parents (Arifin & Kurniawan, 2022). They will seek ways to balance work demands and family responsibilities. Abimanyu et al. (2023) find that parents with different occupation types demonstrate different strategies in motivating children to learn. Parents possessing irregular work schedules may rely more on informal communication and indirect supervision. Parents who are aware of the importance of education will utilize available time efficiently and with high quality. The capability to manage various factors effectively, as applicable in efforts to enhance organizational effectiveness, is likewise relevant for parents to apply in managing time and family responsibilities (Darmawan, 2024). Kholid and Darmawan (2023) find that the utilization of appropriate learning media can enhance student learning motivation. Parents who are aware of the importance of education will select learning media matching children's needs and interests.

The effectiveness of parental study accompaniment is not solely determined by the length of time spent together with children, but rather by the quality of interaction occurring during that time. Umroh and Darmawan (2024) demonstrate that parental attention exerts a significant influence on student academic achievement, wherein the intended attention is active and focused. Quality attention encompasses parents' capabilities to listen actively when children speak regarding learning difficulties, provide constructive feedback without belittling, and demonstrate genuine interest in what children are learning. Parents with high awareness understand that warm and attentive interactions are far more effective in building learning motivation compared to strict and critical supervision that can instead induce anxiety. Consistent family support proves to be an important predictor for children's learning independence and academic success, particularly in the era of digital-based independent learning (Masfufah & Darmawan, 2024). This interaction quality serves as the primary determinant of whether home learning experiences are perceived by children as positive or negative experiences. When children feel that parents truly care about their learning processes, rather than merely final outcomes, they will develop more positive attitudes toward education overall.

Quality study accompaniment also encompasses parents' ability to serve as role models of good learning behavior for children. Children learn not only from what parents say, but also from what they see parents do. Parents who demonstrate reading habits, seek new knowledge, or solve problems persistently will naturally transmit those values to children. Masfufah and Darmawan (2023) emphasize the importance of the parental role in preventing gadget addiction by providing alternative meaningful activities. Blended learning that combines conventional and digital methods can train children to think critically from an early age, a skill that parents can also exemplify through daily learning habits (Darmawan et al., 2024). Parents who are aware of the importance of education will direct children toward enjoyable and beneficial learning activities, such as reading books together, visiting libraries, or conducting simple experiments at home. These alternative activities not only reduce

children's dependence on gadgets, but also enrich their learning experiences. Parents who actively engage in creating a learning environment rich in stimulation will help children develop high curiosity toward various matters.

Parental parenting styles exert a profound influence on the formation of children's character and learning motivation. Dena and Darmawan (2024) find that parental parenting styles influence student character development, which subsequently affects motivation and academic achievement. Authoritative parenting styles, which combine warmth with clear boundaries, prove most effective in supporting children's academic development. Parents with this parenting style establish consistent rules while still providing space for children to develop autonomy and responsibility. They are also open to discussion and explain the reasoning behind established rules, enabling children to understand the logic and purpose of every demand. Character formed from such parenting includes discipline, perseverance, and independence in learning. Children possessing strong character will be more resilient in facing learning difficulties and will not easily surrender when encountering failure.

Integration among awareness, interaction quality, and parenting styles creates a holistic study accompaniment ecosystem wherein the three elements mutually reinforce one another. Parents with high awareness will naturally adopt supportive parenting styles and provide quality interactions because they understand the importance of all three aspects. Conversely, parents with lower awareness may unintentionally adopt counterproductive parenting styles despite harboring good intentions. The quality of interaction during study accompaniment cannot be separated from parental awareness regarding their roles and the parenting styles they apply. When these three elements operate harmoniously, children will experience consistent support from parents across every aspect of their lives. This consistent support creates a sense of security enabling children to take risks in learning and try new things without fear of failure. Ultimately, effective study accompaniment is accompaniment that treats children as whole individuals with interrelated academic, emotional, and social needs.

CONCLUSION

Parental awareness constitutes a key factor determining the quality of children's home study accompaniment, and such awareness is influenced by parents' formal education levels. Parents with higher education tend to possess better awareness regarding learning strategies and the importance of creating positive learning environments. Parents' busyness levels affect the availability of time and energy to accompany children, yet parents with high awareness can still provide quality accompaniment despite limited time. The quality of interaction during study accompaniment is more important than the quantity of time spent. Parents who are aware of the importance of education will set realistic and supportive expectations, as well as integrate educational values into daily routines. Children's learning motivation is formed through the internalization of values instilled by parents via role modeling and consistent communication. Intervention programs to enhance parental involvement must take into account differences in parents' education levels and busyness. Schools and policymakers need to develop approaches tailored to the specific characteristics and needs of each family.

The theoretical implication of this research is the recognition that parental awareness functions as a mediating variable between parental characteristics (education and busyness) and the quality of study accompaniment. Researchers are advised to develop more comprehensive measurement instruments for parental awareness. Practical implications include recommendations for schools to organize parent education programs focusing on increasing awareness regarding their roles in supporting children's learning. These programs must accommodate parents' time limitations by providing flexibly accessible materials. Suggestions for future research include conducting qualitative studies to explore the subjective experiences of parents in accompanying children's learning across various socioeconomic spheres. Longitudinal research is necessary to understand how parental awareness develops alongside children's aging. Cross-cultural research can reveal how cultural values influence parental perceptions regarding their roles in children's education. Schools are advised to build strong partnerships with parents through open communication and mutual respect.

REFERENCES

Abdullah, M. H. A. B., Gardi, B., & Darmawan, D. (2021). Innovation in Human Resource Management to enhance Organizational Competitiveness in the Era of Globalization. *Journal of Social Science Studies*, 1(1), 51–58.

Abimanyu, M. A., Ismaya, E. A., & Setiawan, D.

(2023). The Role of Parents Based on Their Type of Work: How to Motivate Children's Learning. *Journal of Innovation and Research in Primary Education*, 2(2), 37-44.

Al Mursyidi, B. M., & Darmawan, D. (2023). The Influence of Academic Success of Islamic Religious Education and Social Media Involvement on Student Morality. *Al-Fikru: Jurnal Ilmiah*, 17(2), 321-331.

Alkhawaldeh, M. A., Alwaely, S. A., Al Sabi, Y. N., Abueita, S. D., Alomari, N., Al Taqatqa, F. A. S., ... & Al-Shaar, A. S. (2023). Parents' Role in Gifted Students' Educational Issues and Development. *Information Sciences Letters*, 12(3), 1215-1221.

AL-Momani, M. O. (2024). Family and its Role in Education Integrated for A Child at Some Point Before the School - Theory Study-. *International Journal of Religion*, 5(11), 8105–8113.

An Nafisah, K., Darmawan, D., Mardikaningsih, R., Ghozali, S., & Hariani, M. (2025). Value-Based Assessment in Islamic Education: Pursuing High Objectivity in Measuring Spiritual and Social Affective Domains. *Journal of Social Science Studies*, 5(1), 15-26. https://jos3journals.id/index.php/jos3/article/view/397

Arifin, S., & Kurniawan, Y. (2022). The Influence of Student Organizational Activities and Learning Discipline on Learning Outcomes. *Studi Ilmu Sosial Indonesia*, 2(1), 75-84.

Bibani, P., & Engler, Á. (2022). The Role of Family and Family Context in the Learning Process of Children. *Tạp Chí Giáo Dục*, 6(1), 1–9.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd ed.)*. Sage Publications, Thousand Oaks.

Darmawan, D. (2017). The Effects of The Big Five Personality on Job Performance. Management & Accounting Research Journal, 2(1), 36–42.

Darmawan, D. (2024). Distribution of Six Major Factors Enhancing Organizational Effectiveness. *Journal of Distribution Science*, 22(4), 47-58.

Darmawan, D., Mardikaningsih, R., Sinambela, E. A., Arifin, S., Putra, A. R., Hariani, M., Irfan, M., Al Hakim, Y. R., & Issalillah, F. (2020). The Quality of Human Resources, Job Performance and Employee Loyalty. *International Journal of Psychosocial Rehabilitation*, 24(3), 2580-2592.

Darmawan, D., Zahid, R. A., & Fajar, A. S. M. (2024). The Role of Blended Learning in Developing Students' Critical Thinking Skills in the Digital Age. *Studi Ilmu Sosial Indonesia,* 4(1), 71-86.

Davis-Kean, P. E., Tighe, L. A., & Waters, N. E. (2021). The Role of Parent Educational Attainment in Parenting and Children's Development. *Current Directions in Psychological Science*, 30(2), 186–192.

Dena, S., & Darmawan, D. (2024). Character Development of Students in Public High School 4 Surabaya Through the Role of School Culture and Parenting Style. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 417-428.

Eddine, B. A. S., Darmawan, D., Mardikaningsih, R., & Sinambela, E. A. (2023). The Effect of Knowledge Management and Quality of Work Life on Employee Commitment. *Journal of Human Sciences,* 10(1), 87-100.

Epstein, J. L. (2001). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. *Westview Press*, 37, 435-435.

Erita, Y., Syahrir, D., & Utami, V. Q. N. (2023). The Influence of Students' Environment on Students' Learning Motivation. *Journal of Digital Learning and Distance Educatio*n, 1(8), 297-305.

Gautama, E. C., & Mardikaningsih, R. (2022). Driving Sustainable Behavior Change Through Education and Public Awareness. *Journal of Social Science Studies*, 2(1), 259-264.

Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model. *Child Development*, 65(1), 237-252.

Hao, P. (2023). The Impacts of Parenting Style and Education Level of Parents on Learning Motivation. *Lecture Notes in Education Psychology and Public Media*, 25(1), 58–63.

Hariani, M., Safira, M. E., & Wahyuni, S. (2021). Multidisciplinary Education and the Growth of Social Competence in Children. *Journal of Social Science Studies*, 1(2), 253-258.

Hartono, R., & Sulistyo, B. (2022). The Role of Education in the Social Mobility of Poor Children in Urban Settings. *Studi Ilmu Sosial Indonesia*, 2(1), 109-126.

Hill, N. E., & Tyson, D. F. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that Promote Achievement. *Developmental Psychology*, 45(3), 740-763.

Hussain, A., & Zakir, A. (2024). Impact of Parents

Education Level on the Academic Performance of their Children. *International Journal of Contemporary Issues in Social Sciences*, 3(1), 1202-1208.

Imrie, S., & Golombok, S. (2020). Impact of New Family Forms on Parenting and Child Development. *Social Science Research Network*, 2(1), 295–316.

Jannah, M., Husin, H., Azizah, W., Maulida, R., & Aziz, A. R. bin A. (2022). Formation of Child Character through Religious Culture. *The International Conference on Education, Social Sciences and Technology*, 1(2), 81–94.

Jolly, J. L. (2018). Parents and Gifted and Talented Children. In *Exploring Gifted Education*, 193–205.

Kantova, K. (2024). Parental Involvement and Education Outcomes of their Children. *Applied Economics*, 56(48), 5683-5698.

Kholid, K., & Darmawan, D. (2023). The Influence of Digital Literacy and Learning Media Utilization on Student Learning Motivation. *Fitrah: Journal of Islamic Education*, 4(2), 393-403.

Kim, J. (2020). Workplace Flexibility and Parent–Child Interactions Among Working Parents in the U.S. *Social Indicators Research*, 151(2), 427–469.

Kurniawan, Y., & Darmawan, D. (2021). The Adaptive Learning Effect on Individual and Collective Learning. *Journal of Social Science Studies,* 1(1), 93-98.

Li, J., Liu, X., Zhu, D., & Jiang, H. (2024). Effects of Parent Involvement in Homework on Students' Negative Emotions in Chinese Students: Moderating Role of Parent–Child Communication and Mediating Role of Family Responsibility. *Behavioral Sciences*, 14(12), 1139–1139.

Liwak, S., Darmawan, D., & El-Yunusi, M. Y. M. (2023). Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work. *Journal of Social Science Studies*, 3(1), 213-222.

Mardikaningsih, R., & Darmawan, D. (2022). Situational Leadership Strategies to Improve Change Management and Team Performance. *Journal of Social Science Studies*, 2(1), 247–252.

Marliyani, N., & Suradijono, S. H. R. (2019). Parental Beliefs and Children's Metacognitive Awareness. In *2nd International Conference on Intervention and Applied Psychology*, 111–120.

Masfufah, M., & Darmawan, D. (2023). The Role of Character Education on the Discipline and Learning Outcomes of Madrasah Tsanawiyah Students. *Molang: Journal Islamic Education*, *1*(2), 56-66.

Masfufah, M., & Darmawan, D. (2024). Learning Independence and Family Support as Predictors of Student Academic Success in the Digital Independent Learning Era. *Molang: Journal Islamic Education*, *2*(1), 23-37.

Mubasysyir, M. M., & Darmawan, D. (2024). Improving Performance: The Role of Teacher Professionalism and Discipline at the Tahsinul Akhlaq Bahrul Ulum Foundation Surabaya. *Hikamatzu | Journal of Multidisciplinary*, 1(1), 337-354.

Multihakiki, M. R., Aliyah, N. D., & Hariani, M. (2024). School Environment and the Formation of Adolescent Social Behavior through Discipline and Interpersonal Relationships. *Journal of Social Science Studies*, 4(1), 105-112.

Nzuruba, J. (2024). Parental Involvement in Child Education. *Journal of Language and Culture in Education*, 1(1), 152-172.

Okello, M. (2023). The Role of Parents in their Children's Education. *African Journal of Education*, 9(1), 27-37.

Orr, E., & Caspi, R. (2022). Parents and More: The Multidimensional Factors Involved in Children's Cognitive Achievements. *Child Care in Practice*, 1–18.

Petticrew, M., & Roberts, H. (2006). *Systematic Reviews in the Social Sciences: A Practical Guide*. Blackwell Publishing, Oxford.

Pramudya, G., & Mardikaningsih, R. (2021). Teacher Self-Efficacy and Engagement in Professional Development. *Journal of Social Science Studies*, 1(1), 233-238.

Putri, B. N. D., & Suryadi, S. (2024). The Role of Parents in Accompanying Children's Learning Activities at Home. *Holistic Science*, 4(2), 231–235.

Rahmawati, D. & D. Darmawan. (2024). The Relationship Between Assignment Methods and Social Interaction with the Level of Student Learning Activeness at Madrasah Ibtidaiyah Darul Ulum Tandes. *International Journal of Islamic Thought and Humanities,* 3(1), 49-58.

Rifaid, M., Hariani, M., Aliyah, N. D., & Khayru, R. K. (2024). Islamic Preaching and Education in the Digital Space: Unraveling Opportunities, Obstacles, and Ethical Governance. *Journal of Social Science Studies*, 4(2), 101-112.

Rojak, J. A., & Khayru, R. K. (2022). Disparities in Access to Education in Developing Countries: Determinants, Impacts, and Solution

Strategies. *Journal of Social Science Studies*, 2(1), 31-38.

Rojak, J. A., Fajar, A. S. M., & Darmawan, D. (2024). A comprehensive review of counseling's contribution to student character development in university education. *International Journal of Service Science, Management, Engineering, and Technology*, *6*(1), 13-18.

Rozikin, M. Z., Ghozali, S., & Darmawan, D. (2023). Teacher Adaptation and the Role of Educational Institutions to Foster Learner Discipline and Participation in the Classroom. *Journal of Social Science Studies*, 3(1), 199-212.

Sajjapong, T., Darmawan, D., & Marsal, A. P. (2022). The Role of Social Stereotypes in Shaping Opportunities and Inequalities in Society: Their Impact on Education, Employment, and Intergroup Interactions. *Bulletin of Science, Technology and Society*, 1(1), 44–49.

Saputra, R. T., El-Yunusi, M. Y. M., Mardikaningsih, R., Hariani, M., & Aliyah, N. D. (2023). Time Pressure in School Leadership: Principals Experiences in Managing Organizational Demands. *Journal of Social Science Studies*, 3(2), 373-382.

Silverman, L. K. (2021). Honoring the Precious Uniqueness of Your Gifted Child. *Gifted Education International,* 37(1), 67–79.

Sivabalan, Y., Pek, L. S., Nadarajan, N. T. M., Khusni, H. K., Mee, R. W. M., & Ismail, M. R. (2024). Parental Involvement on Children's Educational Achievement: A Scoping. *International Journal*, 6(4), 555-574.

Sivabalan, Y., Pek, L. S., Nadarajan, N.-T. M., Khusni, H., Mee, R. W. M., & Ismail, M. R. (2024). Parental Involvement on Children's Educational Achievement: A Scoping Review. *International Journal on Studies in Education*, 6(4), 555–574.

Syakhrani, A. W., & Aslan, A. (2024). The Impact of Informal Family Education on Children's Social and Emotional Skills. *Indonesian Journal of Education (INJOE)*, 3(3), 619-631.

Trinidad, J. E. R. (2019). Understanding When Parental Aspirations Negatively Affect Student Outcomes: The Case of Aspiration-Expectation Inconsistency. *Studies in Educational Evaluation*, 60, 179–188.

Umroh, U., & Darmawan, D. (2024). The Dynamics of School Environment and The Impact of Parental Attention on the Academic Achievement of Students at SMA Negeri 1 Ketapang Sampang. *Fondatia*, 8(1), 77-87.

Wahib, A. (2021). The Role of Parents in Guiding Children to Learn Online During the Covid 19 Pandemic. *Deleted Journal*, 13(2), 177–182.

Wang, B. (2022). Analysis of Parent Involvement in Homework. *BCP Social Sciences & Humanities*, 17, 26–30.

Wang, J., & Bai, B. (2023). Whose Goal Emphases Play a More Important Role in ESL/EFL Learners' Motivation, Self-Regulated Learning and Achievement?: Teachers' or Parents'. *Research Papers in Education*, 38(4), 520-542.

Wanti, M. W., & Darmawan, D. (2024). The Influence of School Culture on the Character of Junior High School Students. *Journal of Islamic Elementary Education*, 2(2), 201-214.

Wei, W., & Wang, W. (2024). The Impact of Parental Educational Involvement on Children's Education. *Journal of Education and Educational Research*, 9(2), 114–116.

Wigfield, A., & Eccles, J. S. (2000). Expectancy–Value Theory of Achievement Motivation. *Contemporary Educational Psychology*, 25(1), 68-81.

Wildmon, M. E., Anthony, K., & Kamau, Z. (2024). Identifying and Navigating the Barriers of Parental Involvement in Early Childhood Education. *Current Issues in Education*, 25(1), 1-24.

Wildmon, M., Anthony, K., & Kamau, Z. (2024). Identifying and Navigating the Barriers of Parental Involvement in Early Childhood Education. *Current Issues in Education*, 25(1), 1-24.

Хайдаров, С. (2024). Spiritual Influence on Child Education in Families. *Web of Teachers: Inderscience Research*, 2(11), 203-205.

***Warin, A. K. (2025). Parental Education Level and Busyness toward Awareness in Supporting Children's Learning, *Journal of Social Science Studies*, 5(1), 67 – 76.**