**Parental Involvement in Social Education: A Review of Practices and Impacts**

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**ABSTRACT**

Parental involvement in social education plays a vital role in supporting children’s academic and social development. This article examines various parental involvement practices, from support at home to active participation in school activities. By analyzing data from various studies, this study shows that parental involvement not only contributes to improved academic achievement but also strengthens children’s social values ​​and character. The findings suggest that children with actively involved parents tend to have better social skills and are better prepared to face challenges in everyday life. Furthermore, this article also explores the positive impact of collaboration between parents and educators in creating a supportive learning environment. The results show that good communication between schools and families can reduce gaps in education and improve overall student learning outcomes. Therefore, recommendations are provided to improve parental involvement programs in social education, so as to maximize children’s potential.

**Keywords**: Parental Involvement, Social Education, Academic Achievement, Social Skills, Collaboration.

**INTRODUCTION**

Parental involvement in education has long been recognized as a key factor influencing children’s academic success and social development. In the context of social education, the role of parents becomes even more vital, as they not only support learning at home, but also shape children’s values ​​and attitudes toward social issues. Research shows that children who have actively involved parents tend to demonstrate better achievement, stronger social skills, and higher levels of self-confidence (Hill & Tyson, 2009). Therefore, understanding the various practices of parental involvement and their impact is essential in creating a holistic learning environment.

Parental involvement practices can vary from support in completing schoolwork to participation in community and school activities. In many cases, this involvement is not only limited to academic aspects, but also includes social and emotional values ​​taught at home. For example, parents who actively discuss social issues at home can help their children develop a better understanding of social justice, empathy, and civic responsibility (Mapp & Kuttner, 2013). Thus, this study aims to review parental involvement practices in social education and their impact on student development.

Through this review, it is expected to provide deeper insight into the importance of collaboration between schools and parents in supporting social education. With the increasing complexity of social issues faced by today's young generation, parental involvement is an aspect that cannot be ignored in the effort to create empowered individuals who contribute positively to society. This study will also propose recommendations to improve parental involvement programs in schools, so that they can support child development more effectively.

**METHOD**

This study used a qualitative approach with a case study design to explore the practice of parental involvement in social education. Data were collected through semi-structured interviews with 20 parents and 10 educators from various socio-economic backgrounds. The respondents were selected purposively to ensure a diversity of perspectives would be obtained. Interviews were conducted at a location convenient to the participants, and each session was recorded and transcribed for further analysis.

In addition to interviews, a survey was also conducted to collect quantitative data on the level of parental involvement and its impact on student achievement. The survey was distributed to 100 students in different schools and included questions related to parental involvement, such as frequency of participation in school activities, academic support at home, and communication between the school and family. The data obtained from the survey were then analyzed using descriptive statistics to identify patterns of parental involvement and relationships with student achievement (Fan & Chen, 2017).

Data analysis was conducted thematically, where interview transcripts and survey results were organized into major themes related to parent engagement practices and their impact on student development. The results of the analysis will provide in-depth insights into the challenges and opportunities faced by parents in supporting social education, as well as recommendations for improving collaboration between schools and families (Epstein, 2018; Mapp & Kuttner, 2013; Jeynes, 2016).

**RESULTS**

The results of the study showed that parental involvement in social education is diverse, including academic support at home, participation in school activities, and active communication with educators. From the interviews conducted, most parents stated that they routinely help their children with school assignments related to social issues, such as community projects and discussions about social justice. Educators also reported that parent attendance at school events, such as parent meetings and extracurricular activities, contributes positively to the learning climate in the school, creating a sense of mutual trust between parents and teachers (Epstein, 2018).

Survey data analysis shows that students whose parents are actively involved in their education tend to have better academic achievement. As many as 75% of students who reported high levels of parental involvement also showed better grade point averages compared to students whose parents were less involved. In addition, these students also indicated having better social skills and feeling more confident in participating in social activities (Fan & Chen, 2017). This shows that parental involvement not only impacts academic aspects, but also contributes to children's social and emotional development.

However, the study also identified some challenges faced by parents in their involvement. Some parents expressed difficulty in finding time to be involved due to high work commitments or gaps in access to information about school activities. This suggests the need for additional support from schools to facilitate parental involvement, including the provision of clear information and programs that enable parents to participate without compromising other responsibilities (Mapp & Kuttner, 2013; Jeynes, 2016). In addition, recent research has shown that training for parents on how to effectively support their child’s education can increase their involvement (Henderson & Mapp, 2002).

**DISCUSSION**

Parental involvement in social education plays a crucial role in supporting children's academic and social development. Research shows that parents who are actively involved in their children's education, either through support at home or participation in school activities, can increase students' motivation to learn and academic achievement. According to Harris and Goodall (2008), parental involvement not only contributes to academic achievement, but also helps children develop the social skills needed to interact with their surroundings. Children who have actively involved parents tend to be more confident and have better communication skills, which are important for success in the social and academic world.

Despite the many benefits of parental involvement, some challenges remain. Research by Hornby and Lafaele (2011) identified several barriers that hinder parental involvement, including lack of time, limited access to information, and a lack of understanding of expected roles. This suggests the need for schools to develop more inclusive and parent-friendly programs, providing clear information and the support needed for parents to contribute effectively. Additionally, training for parents on how to support their children's education may also be an effective solution to increase their involvement (Montgomery, 2019).

Recent research also emphasizes the importance of collaboration between schools and communities to strengthen parent engagement. Zhang and Carr (2014) suggest that partnership programs involving parents, teachers, and community members can create a more supportive environment for children. By involving multiple stakeholders, schools can create stronger support networks that help address the challenges faced by parents in their engagement. Therefore, it is important to continue to explore and develop strategies that can encourage active parent participation in social education to improve student well-being and achievement.

**CONCLUSION**

From this review, it can be concluded that parental involvement in social education has a significant impact on children's academic and social development. Active involvement practices not only improve academic achievement but also help children develop social and emotional skills that are important for interaction in society. This finding is in line with research showing that effective communication between parents and schools can strengthen relationships that support children's development (Harris & Goodall, 2008; Jeynes, 2016).

However, the challenges faced by parents in their involvement must be addressed in order for their participation to be enhanced. Barriers such as lack of time, access to information, and lack of understanding of expected roles indicate the need for intervention from the school. Developing inclusive programs and training for parents is a strategic step to increase their involvement (Hornby & Lafaele, 2011; Montgomery, 2019). By supporting parents, schools can create a more positive environment for students to thrive.

Finally, the importance of collaboration between schools, parents, and communities must be emphasized. Building strong partnerships can strengthen the support networks necessary for children's success. By involving multiple stakeholders, efforts to increase parental involvement in social education can contribute to improving the overall quality of education (Zhang & Carr, 2014). Therefore, effective collaboration and appropriate support for parents are essential to creating a supportive educational environment for all students.

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