

## Exploring Parental Involvement in Students' Learning: A Mixed-Methods Approach from Students' Perspectives

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**ABSTRACT:** This research is motivated by the importance of parental involvement in supporting student learning, as well as the limited number of studies that comprehensively integrate student perspectives. This study aims to analyze the level and form of parental involvement and explore students' experiences and perceptions of their role in learning. A mixed-methods approach with a convergent parallel design was used. Quantitative data were collected through a Likert-scale questionnaire from 247 students, while qualitative data were obtained through semi-structured interviews. Data analysis was conducted using descriptive statistics and thematic analysis. The results showed that parental involvement was in the high category with an average score of 1051.31 (85.06%). The motivational and emotional support indicator received the highest score ( $M = 4.55$ ; 91.02%), followed by learning assistance ( $M = 4.25$ ; 84.98%), communication ( $M = 4.20$ ; 83.99%), academic monitoring ( $M = 4.17$ ; 83.35%), and learning environment support ( $M = 4.16$ ; 83.19%). Qualitatively, students perceived parental involvement as caring, moral support, and supervision, which increased motivation, discipline, and learning engagement. However, excessive control can create stress. These findings emphasize that effective parental involvement needs to be balanced, supportive, and communicative, and schools are encouraged to strengthen partnerships with parents to create a conducive and sustainable learning environment.

**Keywords:** mixed methods, parental involvement, secondary education, student learning, students' perceptions

**ABSTRAK:** Penelitian ini dilatarbelakangi oleh pentingnya keterlibatan orang tua dalam mendukung proses pembelajaran siswa, serta masih terbatasnya kajian yang mengintegrasikan perspektif siswa secara komprehensif. Penelitian ini bertujuan untuk menganalisis tingkat dan bentuk keterlibatan orang tua serta mengeksplorasi pengalaman dan persepsi siswa terhadap peran orang tua dalam pembelajaran. Metode yang digunakan adalah mixed-methods dengan desain convergent parallel. Data kuantitatif dikumpulkan melalui kuesioner skala Likert kepada 247 siswa, sedangkan data kualitatif diperoleh melalui wawancara semi-terstruktur. Analisis data dilakukan menggunakan statistik deskriptif dan analisis tematik. Hasil penelitian menunjukkan bahwa keterlibatan orang tua berada pada kategori tinggi dengan rata-rata skor sebesar 1051,31 (85,06%). Indikator dukungan motivasi dan emosional memperoleh nilai tertinggi ( $M = 4,55$ ; 91,02%), diikuti oleh bantuan belajar ( $M = 4,25$ ; 84,98%), komunikasi ( $M = 4,20$ ; 83,99%), pemantauan akademik ( $M = 4,17$ ; 83,35%), dan dukungan lingkungan belajar ( $M = 4,16$ ; 83,19%). Secara kualitatif, siswa memaknai keterlibatan orang tua sebagai perhatian, dukungan moral, dan pengawasan yang meningkatkan motivasi, disiplin, dan keterlibatan belajar. Namun, kontrol yang berlebihan dapat menimbulkan tekanan. Temuan ini menegaskan bahwa keterlibatan orang tua yang efektif perlu bersifat seimbang, suportif, dan komunikatif serta sekolah didorong untuk memperkuat kemitraan dengan orang tua guna menciptakan lingkungan belajar yang kondusif dan berkelanjutan.

**Kata kunci:** keterlibatan orang tua, metode campuran, pendidikan menengah, pembelajaran siswa, persepsi siswa.

## INTRODUCTION

Parental involvement has been widely recognized as a key factor influencing students' learning outcomes (Jeynes, 2024; Kantova, 2024; Kocayörük, 2016), academic achievement (Ates, 2021; Cole, 2017; Piskorz-Ryń, 2024), engagement (Parsons & Shim, 2019), and socio-emotional development across global contexts (Martin, 2023). Reports from UNICEF and MICS6 indicate substantial disparities in parental involvement across countries, particularly between high- and low-income groups, with lower participation in school-related activities observed among disadvantaged families (UNICEF, 2020a). Similarly, findings from PISA reveal that parental practices such as reading with children, discussing school matters, and assisting with homework are positively associated with students' cognitive and non-cognitive outcomes across OECD countries (OECD, 2012). Further evidence from *Education at a Glance* highlights that parental involvement, both at home and at school, is closely linked to students' learning motivation and educational attainment, while limited time and communication remain major barriers in many education systems (OECD, 2025). UNICEF also reports that 53% of school-aged children in low- and middle-income countries are unable to read and comprehend simple texts by the end of primary education, emphasizing the critical role of parental support, particularly during school closures caused by the COVID-19 pandemic, which affected approximately 1.6 billion learners worldwide (UNICEF, 2020b).

Empirical studies consistently demonstrate that parental involvement is positively associated with students' academic achievement, learning motivation, and interest in learning (Alfiansya, 2019; Lin, 2025). Parental involvement can be understood as parents' active engagement in their children's lives both at home and at school, which includes positive attitudes, supportive actions, supervision, and the establishment of academic expectations (Ahmed et al., 2022; Hamlin, 2022). Previous studies have demonstrated that parental involvement at home is positively related to students' academic achievement, particularly when parents collaborate with teachers in monitoring and supporting school-related activities (Makin et al., 2018; Rachmaniar et al., 2025). Mothers, in particular, play a central role, as family interaction constitutes one of the earliest and most influential social experiences during a child's developmental stages (Hsieh, 2023; Rocha et al., 2020). Furthermore, empirical evidence suggests that parental involvement is closely associated with children's executive functioning (Vrantsidis et al., 2019), behavioral adjustment (Panda et al., 2021), and mental health outcomes (Talevi et al., 2020), academic performance (Sunaengsih et al., 2021) and positive attitude on learning (Hill & Tyson, 2009; Jeynes, 2012).

Students who receive active support from their parents tend to demonstrate more positive attitudes toward learning, higher self-confidence, and stronger self-regulated learning skills (Hill & Tyson, 2009; Jeynes, 2012). Parental involvement is widely recognized as a key variable in educational research because, according to the theoretical framework developed by Hoover-Dempsey

and Sandler, parental involvement encompasses a range of concrete activities, including learning support at home, school–family communication, participation in school activities, and involvement in educational decision-making. These forms of involvement directly influence students’ motivation, learning strategies, and academic achievement (Boonk et al., 2018; Hoover-Dempsey & Sandler, 1997). Empirical studies have consistently shown that indicators such as homework assistance, provision of learning facilities, emotional support, and communication with teachers are significantly associated with students’ academic performance, learning motivation, and study discipline (Thahir et al., 2024). Meta-analytic evidence further reveals a moderate yet consistent relationship between parental involvement and academic achievement (Fatimaningrum, 2022), (2025). In addition, specific dimensions of parental engagement—such as participation in parent–teacher meetings and the regulation of study time at home—have been found to enhance intrinsic motivation and students’ active engagement in the learning process (Alfiansya, 2019; Mocho et al., 2025). Conversely, low levels of parental involvement are frequently associated with reduced learning interest and weaker self-regulation skills (Wwidya et al., 2023). The significance of parental involvement becomes even more pronounced in the context of online and blended learning, where parental support plays a crucial role in strengthening students’ academic performance and independent learning skills, particularly during periods of limited face-to-face instruction (Rahman, Amalia, & Uswatun, 2022; Banda & Ota, 2025).

Recent studies consistently indicate that parental involvement is significantly associated with students’ learning outcomes, although its effects vary across contexts and indicators. Research at the elementary level shows that home-based learning support and emotional involvement positively influence academic achievement and early reading skills (Martinez-Yarza et al., 2024; Zulparis et al., 2021). Similarly, parental involvement in online learning has been linked to higher learning motivation and interest among students (Lee, 2025; Shebani et al., 2025; Zulparis et al., 2021). Meta-analytic and systematic reviews further confirm a positive relationship between parental involvement and academic achievement, although the strength of this relationship differs across subject areas and contexts (Fatimaningrum, 2022; Hernández-Padilla et al., 2023). More recent research has shifted attention toward students’ motivation and engagement, identifying motivation as a key mediating factor between parental involvement and academic performance, particularly in language and online learning contexts (Shebani et al., 2025). However, much of the existing literature relies heavily on quantitative measures that capture limited aspects of parental involvement, such as homework assistance or school attendance. Consequently, students’ perspectives on the quality of parental support, perceived pressure, and emotional dynamics remain underexplored. This gap highlights the need for mixed-methods studies that more comprehensively examine how students experience parental involvement and how it shapes learning processes in everyday educational contexts (Shebani et al., 2025; Thahir et al., 2025; Yang et al., 2023).

The novelty of this study lies in its effort to examine parental involvement in students' learning processes in a more comprehensive manner through a mixed-methods approach that explicitly places students' perspectives as the primary source of analysis. This aspect remains relatively underexplored in previous studies, which have largely been dominated by quantitative approaches and the viewpoints of parents or teachers. Unlike prior research, this study not only measures the level and forms of parental involvement statistically, but also explores the meaning, quality, and dynamics of such involvement as experienced and perceived by students in real learning contexts, both at home and at school. From the perspective of educational management and policy analysis, this study is particularly significant as it provides empirical evidence that is more contextual and grounded in students' lived experiences regarding how parental involvement policies and practices are implemented at the micro level. Furthermore, it reveals the gap between policy design related to parental participation and its actual implementation in educational practice. The findings are expected to enrich the analytical framework of educational policy by incorporating students' perceptual and relational dimensions, thereby supporting the development of more responsive, inclusive, and student-oriented educational management policies aimed at improving the quality of learning processes and outcomes.

Despite the extensive body of research highlighting the importance of parental involvement, several critical gaps remain. First, much of the existing literature predominantly relies on quantitative approaches that focus on measurable indicators such as homework assistance, school attendance, and frequency of parent-teacher interactions. While these indicators provide valuable insights into the level of parental involvement, they often fail to capture the complexity, quality, and relational dynamics of such involvement as experienced by students. As a result, the nuanced ways in which parental support, communication, and control are perceived and how these perceptions influence students' motivation and engagement remain insufficiently explored.

Second, previous studies tend to prioritize the perspectives of parents, teachers, or institutional stakeholders, with relatively limited attention given to students as primary recipients of parental involvement. This creates a gap between how parental involvement is conceptualized at the policy or theoretical level and how it is actually experienced in students' daily learning contexts. Moreover, the potential negative dimensions of parental involvement, such as excessive control or pressure, are often underrepresented in the literature. Therefore, there is a need for a more comprehensive and balanced investigation that integrates both quantitative patterns and students' lived experiences to better understand the multifaceted nature of parental involvement and its implications for students' learning processes.

This study aims to analyze the level of parental involvement in supporting students' learning processes and to identify various forms of parental involvement from the students' perspectives. In addition, the study seeks to explore students' experiences and perceptions regarding the role of parents in supporting learning activities, both in the home environment and within the school context. Through

a mixed-methods approach, this study seeks to develop a comprehensive and in-depth understanding of parental involvement by integrating quantitative and qualitative findings, thereby providing a holistic depiction of how parental involvement is perceived, experienced, and contributes to students' learning processes.

## RESEARCH METHOD

### Research Design

This study employed a mixed-methods approach using a convergent parallel design, in which quantitative and qualitative data were collected and analyzed simultaneously and then integrated at the interpretation stage (Creswell & Clark, 2017; Östlund et al., 2010). This approach was selected to obtain a comprehensive understanding of parental involvement in supporting students' learning processes, both in terms of measurable patterns and students' subjective experiences.

### Research Site and Participants

The study was conducted at SMP Al Ma'soem. The research participants consisted of students from grades VII, VIII, and IX. The population included all students enrolled at SMP Al Ma'soem, totaling 645 students. The distribution of the population is presented in the following table:

**Table 1.** Population Distribution

Grade	Male	Female	Total
VII	114	103	217
VIII	120	96	216
IX	125	87	212
<b>Total (N)</b>	<b>359</b>	<b>286</b>	<b>645</b>

The research sample was determined using stratified random sampling, with grade level as the stratification basis to ensure proportional representation across all grades. The sample size was calculated using the Slovin formula, resulting in a total sample of 247 students. The distribution of the research sample is presented in Table 2.

**Table 2.** Sample Distribution

Grade	Male	Female	Total
VII	44	39	83
VIII	46	37	83
IX	48	33	81
Total	138	109	247

For the qualitative component, participants were selected using purposive sampling, considering variations in grade level and student characteristics. This approach was employed to obtain in-depth information that could enrich the interpretation of quantitative findings.

### Data Collection Techniques

Quantitative data were collected using a questionnaire developed in the form of a Likert-scale instrument to measure students' perceptions of parental involvement in supporting the learning process. The questionnaire covered several dimensions, including learning assistance, motivation and emotional support, academic monitoring, parent-child communication, and support for the home learning environment. Qualitative data were collected through interviews and/or focus group discussions (FGDs). Semi-structured interviews were conducted to explore students' experiences in greater depth, particularly regarding forms of parental involvement, challenges encountered, and students' expectations of their parents' roles in supporting learning.

### Data Analysis Techniques

Quantitative data were analyzed using descriptive statistics, including percentages, mean scores, and frequency distributions, to describe the level of parental involvement. Qualitative data were analyzed using thematic analysis, which involved data reduction, coding, theme categorization, and conclusion drawing. The results of the quantitative and qualitative analyses were then integrated to obtain a comprehensive understanding of parental involvement in students' learning processes. The validity and reliability of the quantitative data were ensured through instrument validity and reliability testing. Meanwhile, the trustworthiness of the qualitative data was maintained through source triangulation, member checking, and maintaining an audit trail of the analytical process.

## RESULT AND DISCUSSION

### Quantitative Findings

To describe the general level of parental involvement in supporting students' learning processes, a descriptive statistical analysis was conducted using data obtained from the questionnaire. This analysis aimed to identify trends in parental involvement scores based on minimum and maximum values, mean scores, and categorical levels.

**Table 3.** Descriptive Statistics of Parental Involvement

Variable	N	Minimum Score	Maximum Score	Mean	Category
Parental Involvement	247	247	1235	1051.31	High

The results of the descriptive statistical analysis are presented in Table 3. As shown in the table, a total of 247 students participated in the study. The parental involvement scores ranged from 247 to 1235, with a mean score of 1051.31. This mean value indicates that the level of parental involvement in supporting students' learning falls within the high category. These findings suggest that, in general, parents have demonstrated a substantial role in supporting their children's learning activities, including learning assistance, motivational support,

academic monitoring, and the provision of a conducive learning environment at home. To obtain a more detailed understanding of parental involvement, further analysis was conducted for each indicator of involvement. The descriptive statistical results for each indicator are presented in Table 4.

**Table 4.** Indicator-Based Analysis of Parental Involvement

Indicator	Total Score	Mean	Percentage	Category
Parental Involvement in Learning Assistance	1049.50	4.25	84.98%	High
Parental Involvement in Motivation and Emotional Support	1147.00	4.55	91.02%	Very High
Parental Involvement in Academic Monitoring	1029.33	4.17	83.35%	High
Parent–Child and School Communication	1037.33	4.20	83.99%	High
Support for the Home Learning Environment	1018.00	4.16	83.19%	High
General Perception of Parental Role	1026.67	4.19	83.81%	High
<b>Overall Average</b>	<b>1051.31</b>	<b>4.25</b>	<b>85.06%</b>	<b>High</b>

Based on Table 4, all indicators of parental involvement fall within the high to very high categories, indicating that students generally perceive parental involvement in the learning process positively. The indicator of parental involvement in motivation and emotional support obtained the highest mean score ( $M = 4.55$ ; 91.02%), placing it in the *very high* category. This finding suggests that students strongly perceive moral support, encouragement, and emotional attention from their parents. It also indicates that the emotional dimension of parental involvement is the most dominant form experienced by students. Meanwhile, parental involvement in learning assistance recorded a mean score of 4.25 (84.98%), categorized as high. This result indicates that parents are active in accompanying their children’s learning activities, including supervising study time and providing assistance with school assignments.

The indicator of academic monitoring achieved a mean score of 4.17 (83.35%), suggesting that parents consistently monitor their children’s academic progress, such as grades and school assignments. However, its lower value compared to emotional support implies that parental involvement is more prominent in affective aspects than in technical academic supervision. Furthermore, parent–child and school communication obtained a mean score of 4.20 (83.99%), indicating a high level of communication. Although communication between parents and children is generally well established, the results suggest that there remains room for improvement, particularly in communication between parents and schools. The indicator of support for the home learning environment yielded a mean score of 4.16 (83.19%), reflecting that most parents have provided a

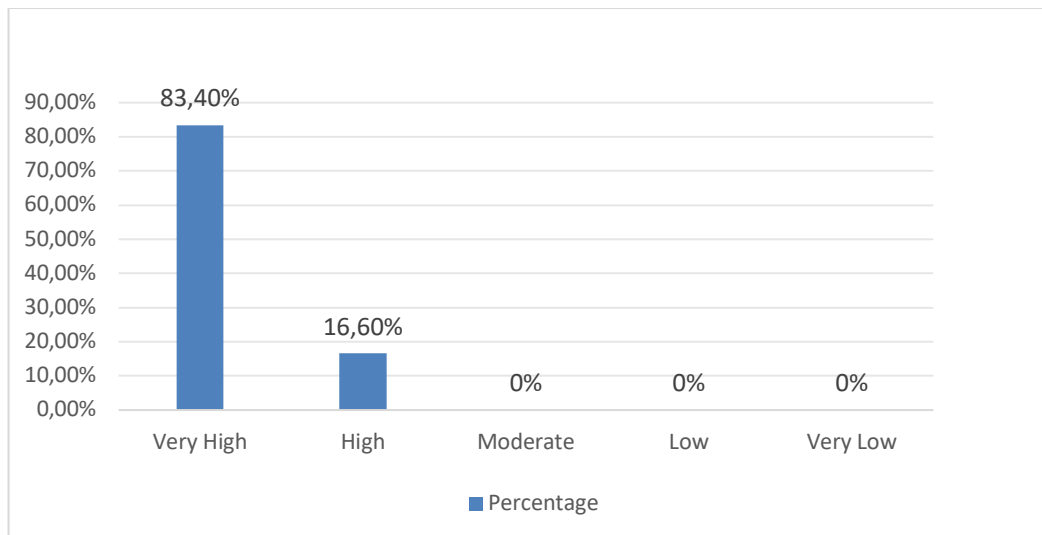
relatively conducive learning environment, including adequate learning facilities, time allocation, and supportive home conditions.

Finally, the general perception of parental roles indicator recorded a mean score of 4.19 (83.81%), categorized as high. This finding indicates that students generally hold positive views regarding their parents' roles in supporting their academic success. To further clarify the overall trend, parental involvement scores were subsequently classified into five categorical levels, which are presented in the following table.

**Table 5.** Distribution of Parental Involvement Levels

Category	Score Range	Frequency	Percentage
Very High	81–100	206	83.4%
High	61–80	41	16.6%
Moderate	41–60	0	0%
Low	21–40	0	0%
Very Low	≤20	0	0%

Table 5 presents the distribution of parental involvement levels based on the scores obtained from the questionnaire responses. The results indicate that the majority of respondents fall into the very high category, with 206 students (83.4%), while the remaining 41 students (16.6%) are classified in the high category. No respondents were categorized as moderate, low, or very low. This finding can be seen in the following graphic.



**Figure 1.** Distribution of Parental Involvement Levels

These findings suggest that parental involvement in students' learning processes is at a highly optimal level. The dominance of the very high category indicates that most students perceive strong parental support, including learning assistance, motivational encouragement, academic supervision, and the provision of a supportive learning environment at home. This pattern reflects a consistently positive role of parents in supporting students' educational experiences.

### **Qualitative Findings**

Based on the interview data collected from students at SMP Al Ma'soem, parental involvement is generally perceived as an important factor in supporting the learning process. Most students indicated that parental attention and support positively influence their learning motivation, discipline, and academic responsibility. Students did not perceive parental involvement merely as assistance with school assignments, but also as encouragement, supervision, and communication related to their academic progress. One student stated: "My parents usually ask about my homework and grades. When I feel lazy to study, they remind me. That makes me more motivated." (Grade VIII student)

This statement illustrates that students interpret parental involvement as a form of care that directly affects their learning attitudes. Similarly, a Grade VII student expressed: "For me, parental involvement doesn't always mean teaching. It's more about caring, asking about school, or just checking if I'm tired or not." Other students emphasized that such involvement makes them feel valued and supported, which in turn strengthens their confidence in learning. "When my parents ask about school, I feel cared for, and it makes me more motivated to study." (Grade IX student)

These findings indicate that students perceive parental involvement not only in academic terms but also as emotional support that contributes to their learning engagement.

### **Variations in Forms of Parental Involvement**

The interviews revealed that parental involvement takes diverse forms. Some students reported that their parents actively accompany them during study time, particularly when preparing for exams or completing assignments. "When I have a test, my parents usually remind me to study and ask if I'm ready." (Grade VII student). However, other students described a more indirect form of involvement, such as providing learning facilities or regulating study time. "My parents don't usually sit with me when I study, but they make sure I have time to study and don't spend too much time on my phone." (Grade VIII student)

These responses suggest that parental involvement does not always manifest as direct academic assistance, but can also take the form of creating a supportive learning environment at home.

### **Impact of Parental Involvement on Motivation and Learning Discipline**

Most students reported that parental involvement positively influences their learning motivation. When parents show interest in academic progress, students feel encouraged to put more effort into their studies. "When my parents ask about my grades, I feel motivated to study harder so I don't disappoint them." (Grade IX student). Several students also mentioned that parental supervision helps them manage their study time more effectively and become more disciplined. "If my parents don't remind me, I tend to postpone studying. But when they do, I become more disciplined." (Grade IX student)

Nevertheless, some students expressed discomfort when parental control became excessive. “Sometimes when they ask too often, I feel pressured and can’t focus well.” (Grade VIII student). This indicates that effective parental involvement should be supportive rather than controlling, as excessive supervision may reduce students’ learning comfort.

### **Barriers to Parental Involvement from Students’ Perspectives**

The interviews also revealed several barriers to parental involvement. The most frequently mentioned constraint was parents’ limited time due to work commitments. “My parents are busy working, so they rarely have time to accompany me while studying.” (Grade IX student)

Another challenge reported by students was parents’ limited understanding of certain school subjects, which made it difficult for them to provide direct academic assistance. “Sometimes my parents don’t understand the subject, so they just tell me to study by myself.” (Grade VIII student)

In addition, limited communication between parents and children regarding school activities was identified as a factor that reduced parents’ awareness of students’ academic progress.

### **Students’ Expectations of Parental Involvement**

Most students expressed a desire for more consistent parental involvement, even if it is not always in the form of academic assistance. They emphasized the importance of attention, encouragement, and open communication. “I hope my parents ask more about school, not just about grades.” (Grade VII student). “If my parents talked more about school with me, I think I would feel more motivated.” (Grade VIII student)

Students also expected better cooperation between parents and schools to support learning more effectively. Overall, these findings suggest that effective parental involvement is not only defined by the intensity of supervision but also by the quality of interaction, emotional support, and responsiveness to students’ needs. The results reinforce the view that parental involvement is a multidimensional construct shaped by relational, contextual, and emotional factors, underscoring the importance of examining it from students’ perspectives to better understand its role in contemporary learning contexts.

### **Discussion**

The findings of this study indicate that parental involvement in supporting students’ learning at SMP Al Ma’soem is generally high to very high, with motivation and emotional support emerging as the most prominent dimensions. These quantitative results are reinforced by qualitative evidence showing that students frequently experience parental encouragement, attention, and light supervision, which in turn foster their learning motivation and sense of academic responsibility. This pattern is consistent with previous meta-analytic evidence demonstrating a positive association between parental involvement—particularly home-based and emotionally supportive involvement—and students’ academic

outcomes and motivation (Fan & Chen, 2001a; Hill, 2022; Jeynes, 2022; Jeynes, 2018).

From a theoretical perspective, the dominance of motivational and emotional support can be explained through the parental involvement model proposed by (Hoover-Dempsey & Sandler, 1997) which emphasizes parents' motivational beliefs, perceived efficacy, and life context as key determinants of involvement practices. In the context of SMP Al Ma'soem, although many parents may not engage directly in academic instruction, their emotional support and simple monitoring behaviors—such as reminding students to study or asking about academic progress—appear sufficient to foster students' psychological engagement and learning responsibility. This finding aligns with empirical studies suggesting that parental involvement operates not merely through skill transmission but also through motivational and affective mechanisms (Grolnick & Pomerantz, 2009; Pomerantz et al., 2007)

Although the indicators of academic monitoring, communication, and home learning support also yielded high scores, their values were relatively lower than those of emotional support. This pattern reflects a common trend reported in previous studies, where parents are more likely to provide moral encouragement than to engage in technical or administrative aspects of schooling due to time constraints, work demands, or limited academic competence (Hornby & Blackwell, 2018; Hornby & Lafaele, 2011). Qualitative findings from this study reinforce this interpretation, as students frequently mentioned parental busyness and limited subject knowledge as barriers to more direct academic involvement. These results support the argument that the effectiveness of parental involvement should be assessed not only in terms of intensity but also in terms of quality and appropriateness of involvement (Hill & Tyson, 2009; Pomerantz & Moorman, 2010).

The qualitative data also highlight an important issue discussed in prior literature: overly controlling parental involvement may generate psychological pressure and reduce learning effectiveness. Several students reported discomfort when parental supervision became excessive, echoing findings from cross-cultural studies that differentiate autonomy-supportive involvement from controlling parenting styles (Cheung & Pomerantz, 2011; Grolnick & Pomerantz, 2009). This suggests that supportive and autonomy-enhancing involvement is more beneficial for adolescents, particularly at the junior secondary level, where students begin to develop greater independence in learning.

Comparisons with previous meta-analyses further confirm that while parental involvement is generally associated with positive academic and behavioral outcomes, its effects vary depending on the type of involvement and contextual factors (Fan & Chen, 2001b; Jeynes, 2017). The present study demonstrates that motivation and learning discipline serve as key mediating mechanisms linking parental involvement to academic engagement, consistent with findings by Hill & Tyson (2009) and Green et al., (2007). At the same time, structural constraints such as parents' work schedules and limited school–parent communication remain significant barriers to more intensive involvement (Hornby & Lafaele, 2011).

From a practical standpoint, these findings imply that schools should facilitate forms of parental involvement that are feasible, meaningful, and aligned with families' real-life conditions. This may include short orientation programs for parents on how to support learning at home, simplified communication channels between schools and families, and guidance on providing autonomy-supportive encouragement rather than direct academic control (Hill & Tyson, 2009; Patrikakou & Weissberg, 2007). Interventions aimed at enhancing parental involvement should therefore consider family context and promote strategies that strengthen students' autonomy rather than undermine it (Cheung & Pomerantz, 2011; Pomerantz et al., 2007).

Theoretically, this study contributes additional empirical support to models of parental involvement that emphasize motivational processes and family context as central mechanisms influencing student (Hoover-Dempsey et al., 2005). The differential weight of involvement dimensions observed in this study also underscores the need for future research to examine moderating variables such as parental education, occupational demands, and long-term developmental outcomes. Longitudinal studies are particularly needed to explore how parental involvement shapes academic achievement and socio-emotional development over time, as suggested by cross-cultural and theoretical research (Cheung & Pomerantz, 2011; Hornby & Blackwell, 2018).

Finally, although this study reveals generally positive patterns of parental involvement, caution is warranted in interpreting high involvement levels as uniformly beneficial. Effective involvement depends not only on frequency but also on its alignment with students' developmental needs. Therefore, strengthening reciprocal communication between schools and parents, providing guidance on autonomy-supportive practices, and conducting further longitudinal investigations are essential steps toward optimizing parental involvement and enhancing students' learning outcomes.

## CONCLUSION

This study concludes that parental involvement in supporting students' learning processes is generally at a high to very high level, as evidenced by both quantitative and qualitative findings. Quantitatively, all dimensions of parental involvement including learning assistance, motivation and emotional support, academic monitoring, communication, and support for the home learning environment – demonstrate high mean scores, with motivation and emotional support emerging as the most dominant aspect. Qualitative findings further confirm that students perceive parental involvement as attention, encouragement, and supervision that positively influence their motivation, discipline, and engagement in learning. However, excessive parental control may lead to psychological pressure, indicating that the effectiveness of parental involvement depends not only on its intensity but also on its quality and balance.

The findings suggest that schools should promote forms of parental involvement that are supportive, communicative, and autonomy-enhancing rather than controlling. Educational institutions are encouraged to strengthen

school – family partnerships through accessible communication channels, parent education programs, and practical guidance on how to support students’ learning at home. From a policy perspective, interventions should consider family contexts, including time constraints and parental capacity, to ensure more inclusive and effective implementation. This study contributes to the literature by providing a comprehensive understanding of parental involvement through a mixed-methods approach that integrates quantitative data with students’ lived experiences. It extends existing research by centering students’ perspectives, thereby capturing the relational, emotional, and contextual dimensions of parental involvement that are often overlooked in predominantly quantitative studies. The findings also enrich the theoretical discussion on parental involvement by highlighting the central role of motivational and affective support in shaping students’ learning engagement. This study is limited to a single school context, which may affect the generalizability of the findings to broader populations. Additionally, the use of self-reported data may introduce response bias, particularly in measuring students’ perceptions. Future research is recommended to involve multiple schools, include perspectives from parents and teachers, and employ longitudinal designs to better understand the long-term impact of parental involvement on students’ academic and socio-emotional development.

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## Authors contribution

Muthahharah Thahir served as the principal investigator and lead author, contributing to the study conception and design, research coordination, data analysis, manuscript preparation, and revision. Aulia Asyifani Putri and Elni Putri Aprilia contributed to data collection, preliminary data processing, literature review, and manuscript drafting. Ananda Rachmaniar provided academic supervision, methodological validation, and critical review of the manuscript. Badrud Tamam contributed to the conceptual development of the study, validation of the research findings, and refinement of the manuscript content. All authors have read, reviewed, and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

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