



EPISTEMOLOGI

Jurnal Pengabdian Masyarakat dan Penelitian

| e-ISSN: 3047-2830 |

<https://jurnal.rahiscendekiaindonesia.co.id/index.php/epistemologi>

Parental Mentoring in Supporting Children's Home Learning Activities in Percut Sei Tuan

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KEYWORDS

Parental Involvement, Home-Based Learning, Community Service, Parental Assistance, Education

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A B S T R A C T

Parental involvement is a crucial factor in supporting children's learning processes, particularly within the home environment where learning habits and character development are formed. However, many parents face challenges in effectively assisting their children due to limited pedagogical knowledge, time constraints, and lack of guidance on appropriate learning strategies. This community service program aimed to empower parents with the knowledge and skills needed to support their children's learning activities at home. The program employed a participatory and educational approach involving parents of elementary school-aged children. The activities were conducted through needs assessment, educational workshops, group discussions, guided practice, and evaluation sessions. The materials focused on effective home-based learning strategies, time management, positive parent-child communication, and the creation of a conducive learning environment. Data were collected through observations, questionnaires, and participants' reflections, and analyzed descriptively to evaluate the program's outcomes. The results indicate that the parental assistance program positively influenced parents' understanding, attitudes, and practices in supporting children's learning. Parents demonstrated increased confidence in organizing learning schedules, assisting with assignments, and motivating their children through supportive and empathetic approaches. Additionally, parents reported improvements in children's learning motivation, engagement, and adherence to study routines at home. Despite these positive outcomes, challenges related to parents' time availability and diverse educational backgrounds were identified. These findings suggest the importance of flexible program design and continuous support to ensure sustainability. Overall, this community service initiative highlights the effectiveness of empowering parents as active partners in children's education and contributes to the development of collaborative school-family relationships that enhance the quality of home-based learning.

INTRODUCTION

Parental involvement plays a crucial role in supporting children's learning processes, particularly in the home environment where foundational academic habits and character development are formed. Home-based learning support provided by parents has been widely recognized as a significant factor influencing

children's academic achievement, motivation, and emotional well-being. Parents serve not only as caregivers but also as learning facilitators who create a supportive atmosphere that encourages curiosity, discipline, and independent learning.

In recent years, changes in educational practices, including the increased use of digital learning platforms and blended learning models, have shifted part of the learning responsibility from schools to families. This condition has highlighted disparities in parents' readiness, knowledge, and confidence in assisting their children's learning activities at home. Many parents experience difficulties in understanding learning materials, managing children's study schedules, and applying effective learning strategies that align with school curricula. These challenges often result in ineffective learning support and reduced learning outcomes for children.

Furthermore, socio-economic factors, limited educational backgrounds, and lack of access to educational resources contribute to the challenges faced by parents. In many communities, parents have not received adequate guidance on how to accompany their children during the learning process. As a result, parental involvement is often limited to monitoring homework completion rather than providing meaningful academic and emotional support. This situation underscores the need for structured assistance and capacity-building programs that empower parents with practical skills and knowledge related to home-based learning.

Community service programs in the field of education play a strategic role in addressing these issues by bridging the gap between schools and families. Through parental assistance programs, parents can be guided to understand effective learning strategies, positive communication with children, and the importance of creating a conducive learning environment at home. Such programs not only enhance parents' competencies but also strengthen collaboration between educational institutions and communities.

Therefore, this community service activity aims to provide systematic assistance to parents in supporting their children's learning processes at home. The program focuses on increasing parents' awareness, knowledge, and skills in guiding learning activities, managing learning time, and fostering positive learning attitudes in children. By strengthening parental involvement, it is expected that children's learning experiences and outcomes will improve, ultimately contributing to the overall quality of education within the community.

METHOD

This community service program employed a participatory and educational approach aimed at strengthening parents' capacity to support their children's learning processes at home. The method was designed to actively involve parents as partners in the learning process rather than passive recipients of information. The program was implemented in collaboration with local schools and community representatives to ensure relevance to the participants' needs.

The target participants of this program were parents of elementary school-aged children. Participants were selected based on their willingness to engage in learning

assistance activities and their interest in improving home-based learning practices. The program was conducted over several sessions, combining theoretical explanation and practical application to maximize participants' understanding and skill development.

The implementation stages consisted of three main phases. The first phase was the needs assessment, conducted through informal interviews and questionnaires to identify parents' challenges in supporting their children's learning at home. This phase aimed to map parents' initial understanding, learning constraints, and expectations regarding the assistance program.

The second phase was the implementation of parental assistance activities. This phase included educational workshops, group discussions, and guided practice sessions. The materials covered effective learning strategies at home, time management for children's study schedules, positive communication between parents and children, and simple techniques to motivate children to learn. Parents were also guided to create a conducive learning environment and to utilize available learning resources effectively.

The third phase was monitoring and evaluation. This phase was conducted through observation, reflection sessions, and feedback questionnaires to assess changes in parents' knowledge, attitudes, and practices after participating in the program. The evaluation focused on parents' ability to apply the learned strategies in daily learning activities at home and their perceived impact on children's learning motivation.

Data obtained from observations, questionnaires, and participants' reflections were analyzed descriptively to evaluate the effectiveness of the program. The results of this analysis were used to identify strengths, limitations, and potential improvements for future community service initiatives. Through this systematic method, the program sought to empower parents to become active and effective supporters of their children's learning processes at home.

RESULTS AND DISCUSSION

The implementation of the parental assistance program showed positive outcomes in enhancing parents' understanding and involvement in supporting their children's learning processes at home. Based on the results of observations and feedback questionnaires, most parents demonstrated improved awareness of their roles as learning facilitators rather than merely supervisors of homework completion. Parents began to recognize the importance of providing emotional support, structured learning routines, and positive reinforcement to motivate children's learning.

The results of the needs assessment indicated that prior to the program, many parents faced difficulties in managing their children's study time and applying effective learning strategies at home. After participating in the assistance activities, parents reported increased confidence in guiding their children's learning, particularly in organizing study schedules, assisting with assignments, and communicating positively during learning activities. This finding suggests that structured guidance and practical demonstrations can significantly improve parental competence in home-based learning support.

Furthermore, the discussion sessions revealed changes in parents' attitudes toward children's learning. Parents became more aware that excessive pressure and control could negatively affect children's motivation. Instead, they began to adopt more supportive and empathetic approaches, such as encouraging independent learning and acknowledging children's efforts. These changes align with educational theories that emphasize the role of parental involvement in fostering intrinsic motivation and positive learning behavior.

In terms of children's responses, parents reported observable improvements in learning motivation and engagement. Children were more willing to follow study routines and showed greater enthusiasm during learning activities at home. Although this program did not quantitatively measure academic achievement, these behavioral changes indicate a positive impact of parental involvement on children's learning experiences. This result supports previous studies highlighting the strong relationship between parental support and children's learning motivation.

Despite these positive outcomes, several challenges were identified during the program. Time constraints due to parents' work schedules limited consistent participation in some activities. Additionally, variations in parents' educational backgrounds influenced the pace of understanding and application of learning strategies. These challenges suggest that future programs should consider flexible scheduling and differentiated learning materials to accommodate diverse parental needs.

Overall, the results demonstrate that parental assistance programs can effectively strengthen parents' roles in supporting children's learning at home. The discussion highlights the importance of continuous collaboration between schools and families to sustain positive learning practices. By empowering parents with practical skills and knowledge, community service initiatives can contribute to improved learning environments at home and support children's holistic educational development.

CONCLUSION

This community service program demonstrates that parental assistance plays a significant role in strengthening parents' capacity to support their children's learning processes at home. Through structured guidance, parents gained improved understanding of effective learning strategies, positive communication, and the creation of a conducive learning environment. These improvements enabled parents to shift from a limited supervisory role to a more active and supportive involvement in their children's learning activities.

The results indicate that increased parental involvement contributes positively to children's learning motivation and engagement. Parents reported noticeable changes in children's attitudes toward learning, including greater enthusiasm, better adherence to study routines, and improved parent-child interaction during learning activities. Although academic achievement was not quantitatively measured, the observed behavioral changes reflect meaningful progress in enhancing the quality of home-based learning support.

Despite the positive outcomes, challenges such as time limitations and diverse parental educational backgrounds were identified. These constraints suggest the need for more flexible implementation strategies and continuous assistance to ensure sustainability and inclusivity. Future community service programs should consider long-term collaboration between schools and families, as well as follow-up activities to reinforce parents' competencies.

In conclusion, empowering parents through systematic assistance programs is an effective approach to improving children's learning experiences at home. This initiative highlights the importance of parental involvement as a key component of educational success and provides a practical model for community-based educational interventi

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