

PARENT EMPOWERMENT PROGRAM IN SUPPORTING CHILDREN'S LEARNING PROCESS AT HOME

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ABSTRACT The parental empowerment program in supporting children's learning at home is designed to enhance parents' capacity to create a conducive learning environment, strengthen communication with their children, and overcome learning challenges. This program involves 40 parents of elementary school students through intensive training, mentoring, and periodic evaluations. The results show significant improvements in parents' understanding of learning methods (85%), their active involvement in supporting their children's learning (75%), and a 15% average increase in children's academic performance. However, challenges such as time constraints and differences in parents' understanding remain. The program also highlights the importance of flexible implementation and a community-based approach to address these barriers. In conclusion, parental empowerment positively contributes to children's academic achievements and character development. Collaboration between schools, communities, and the government, as well as improved access to learning resources, is necessary to ensure the sustainability and expansion of the benefits of this program.

KEYWORDS: *Parental Empowerment, Children's Learning, Home Education, Academic Achievement, Parental Involvement, Learning Environment, Training Program, Mentoring, Community-Based Approach, Educational Support.*

1. INTRODUCTION

Education is one of the essential pillars in the development of high-quality human resources. In the educational process, the role of parents as the primary companions of children at home is very significant. The home environment, as the first place where children receive informal education, has a substantial impact on the success of formal learning at school (Epstein, 2001).

However, not all parents have the adequate knowledge and skills to optimally support their children's learning process at home.

The role of parents in children's education is crucial, especially in supporting the learning process at home. Parents who are actively involved in their children's education can reinforce the educational foundation acquired at school, help children overcome learning difficulties, and increase their motivation to learn (Epstein, 2018). However, many parents lack the knowledge or skills needed to effectively support their children's learning process.

The COVID-19 pandemic has highlighted the importance of parents' role in children's education, especially when remote learning systems were widely implemented. Many parents faced challenges in assisting their children with learning, including time, knowledge, and patience (UNICEF, 2020). This disparity became more apparent in communities with low education and economic levels, who often lacked access to learning support resources (Brossard et al., 2020).

Various studies have shown that parental involvement in children's education has a positive impact on academic achievement, learning motivation, and children's character development (Fan & Chen, 2001). However, without adequate empowerment, many parents feel insecure or confused about performing their roles effectively. Therefore, an empowerment program is needed to enhance parents' capacity to support their children's learning at home (Desforges & Abouchaar, 2003).

This empowerment program aims to provide parents with the knowledge, skills, and motivation to create a conducive learning environment, build effective communication with their children, and address challenges during the learning process.

2. METHOD

The parent empowerment program was designed to involve 40 parents of elementary school students, utilizing a combination of training and mentoring approaches. The program aimed to enhance parents' understanding of the significance of their involvement in children's education and equip them with the necessary skills to effectively support home-based learning.

1. Preparation Stage

The preparation stage focused on developing the foundational aspects of the program to ensure its relevance and effectiveness.

- a. **Development of Training Materials:** Comprehensive training materials were created, addressing key areas such as effective techniques for assisting children with their learning, strategies for creating a conducive learning environment at home, and methods for building effective communication between parents and their children. The content of these materials

was designed to ensure that parents could support their children in ways that foster a positive and productive learning atmosphere.

- b. Identification of Parents: The selection of parents to be involved in the program was conducted through an initial survey. This survey assessed the parents' current level of involvement in their children's education and identified those who would benefit the most from increased support and training. Based on this survey, 40 parents were selected to participate in the program.

2. Implementation Stage

The implementation stage was focused on delivering the program's core activities, including training, mentoring, and outreach, to equip parents with the tools necessary for effective involvement in their children's education.

- a. Training Sessions: The core of the program was a series of training sessions designed to increase parental knowledge and engagement. These sessions were conducted in both face-to-face and online formats to accommodate various schedules and accessibility needs. Parents were provided with the opportunity to learn best practices in supporting their children's education in a flexible and interactive environment.
- b. Outreach on Supporting Learning at Home: A key component of the program was educating parents on how to assist their children with learning at home using available resources. This outreach included practical tips on utilizing everyday materials, helping children stay on task, and creating routines that promote effective learning.
- c. Individual Mentoring: Recognizing that every family faces unique challenges, the program included personalized mentoring sessions. During these one-on-one sessions, parents received tailored support and guidance to address specific obstacles they faced in assisting their children. This mentorship helped parents develop solutions to time management issues, communication challenges, and other difficulties they encountered.

3. Evaluation Stage

The evaluation stage aimed to assess the effectiveness of the program and measure its impact on both parents and children.

- a. Distribution of Questionnaires: To measure the program's impact, questionnaires were distributed to parents at various stages of the program. These questionnaires assessed changes in parents' attitudes, confidence, and skills in supporting their children's learning at home. The feedback collected helped identify areas of improvement and provided valuable insights for future iterations of the program.

- b. Interviews with Parents and Teachers: In addition to the questionnaires, interviews were conducted with both parents and teachers to evaluate the program's effect on children's academic achievement. These interviews provided qualitative data on how the increased parental involvement translated into improved academic outcomes and overall well-being for the children involved in the program.

This structured approach to design, implementation, and evaluation ensured that the program was both effective and adaptable to the diverse needs of parents and children, ultimately contributing to better learning outcomes at home.

3. RESULT AND DISCUSSION

3.1 Result

The parent empowerment program in supporting children's learning at home has been implemented through several stages: (1) intensive training for parents, (2) mentoring during the home learning process, and (3) periodic evaluations to measure program effectiveness. The results from the program implementation revealed several key findings:

- a. Increase in Parental Knowledge: After participating in the training, 85% of parents reported an improvement in their understanding of appropriate learning methods for their children.
- b. Strengthened Parental Involvement: 75% of parents became more active in assisting their children with learning, focusing on creating a conducive learning atmosphere.
- c. Improvement in Children's Academic Achievement: Data on children's learning outcomes showed an average improvement of 15% in their academic scores after parents became more involved.
- d. Challenges Faced: However, around 30% of parents still experienced difficulties in balancing work and assisting their children with learning.

Some challenges faced during the program implementation included:

- a. Time Constraints: Some parents had tight schedules, making it difficult for them to attend training regularly.
- b. Knowledge Gaps: Not all parents had the same understanding of how to assist children with learning, especially regarding the use of learning technology. To address this, training sessions were conducted flexibly, offering both online and face-to-face options, and additional review sessions were provided for parents who struggled to follow the training materials.

3.2 Discussion

The results of this program indicate that the parent empowerment program positively impacts children's learning at home. Survey results showed that 90% of parents who participated in the program felt more confident in assisting their children with learning at home. Most parents reported that they now had a better understanding of how to support their children in completing school tasks and creating a structured learning routine at home.

The improvement in parents' understanding of learning techniques reflects the importance of structured and relevant training. These findings are consistent with Epstein's research (2001), which emphasizes that direct parental involvement improves children's learning outcomes.

Moreover, the increase in parental involvement in children's learning activities not only affected academic aspects but also contributed to character development, such as independence and discipline. This is in line with Bronfenbrenner's ecological model (1979), which underscores that positive interactions in the microsystem, such as family, can strengthen a child's overall development.

Despite challenges such as time constraints and limited resources, 75% of children showed improvements in how they learned and completed school tasks at home. Children became more independent and reported feeling better supported by their parents in their learning (Epstein, 2018).

The challenges faced by parents indicate the need for flexibility in program implementation, particularly for working parents. Community-based approaches, such as parent support groups, could be a solution to address these challenges, as suggested by Desforges and Abouchaar (2003).

Therefore, the sustainability of this program requires collaborative efforts between schools, communities, and the government to support parents in assisting their children's learning at home. Additionally, attention needs to be given to improving access to learning resources, such as modules or supporting technology.

4. CONCLUSION

The parent empowerment program in supporting children's learning at home has shown significant positive impacts. The program successfully enhanced parents' knowledge, skills, and confidence in assisting their children with learning, creating a more conducive learning environment at home. This contributed to improvements in children's academic achievement, learning motivation, and character development, such as independence and discipline.

However, the program faced challenges, particularly time limitations for working parents and varying levels of understanding in assisting children's learning. Flexibility in program

implementation, such as offering both online and face-to-face training options, and community-based approaches, are essential solutions to address these challenges.

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