

Analysis of the Challenges and Efforts of the Al-Hijrah Dwipa Karya Foundation in Improving Parental Participation to Support Children's Education in the Modern Era

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ABSTRACT

This study examines the challenges and efforts made by Yayasan Al-Hijrah Dwipa Karya in enhancing parental involvement in children's education in the modern era. In today's rapidly evolving educational landscape, the role of parents is critical not only in supporting physical well-being but also in engaging with their children's learning at home and in the surrounding environment. The research employed a mixed-method approach, combining qualitative and quantitative data through structured interviews, questionnaires, and observations, focusing on teachers and parents of enrolled students. Findings reveal significant barriers to parental involvement, such as lack of understanding of modern educational methods and limited time due to parents' agricultural work. Despite these challenges, the foundation has implemented strategies like improving communication between parents and teachers, which positively impacts students' academic performance and confidence. The study underscores the importance of creating effective communication channels and training programs for parents to enhance their participation. The results provide insights for improving parental engagement in educational settings, contributing to better educational outcomes for students

INTRODUCTION

Children's education is a very important aspect for the development of future generations. In this increasingly advanced era, the challenges faced by the world of education are increasingly diverse, one of which is how to involve parents in supporting their children's learning process (Arisanti & Sauri, 2022). Along with technological advances and changes in lifestyle, parents are required to adapt to increasingly developing learning methods. Therefore, the role of parents in children's education is no longer limited to the physical aspect, but also to their involvement in the learning process at home and in the surrounding environment. One institution that seeks to increase parental participation in supporting children's education is the Al-Hijrah Dwipa Karya Foundation. This foundation realizes that the success of children's education depends not only on the quality of teaching at school, but also on the support provided by parents.

However, in an effort to optimize parental involvement, the Foundation faces a number of challenges that must be overcome. Home, school are important factors in children's education (Lamadang, 2020) These challenges cover various aspects, ranging from the lack of understanding of parents regarding modern learning methods, to the limited time parents have to accompany their children to study, considering that the majority of them work in the agricultural sector which takes up a lot of time. In addition, there is still a gap in terms of access to information that makes it difficult for some parents to follow the development of their children's education. However, the Al-Hijrah Dwipa Karya Foundation continues to strive to establish close cooperation with parents, especially in the aspect of communication which is key to creating positive synergy between schools and homes. In addition to the challenges, various efforts have been made by the Foundation to support parental involvement in children's education. One of them is by building effective communication between schools and parents, so that parents can better understand the right way to accompany their children. This is expected to increase children's self-confidence and spur their academic achievement. In the modern era, cooperation between teachers, parents, the community and the government is very important to achieve quality education (Lamadang, 2024)

Through this analysis, it is hoped that a clear picture can be found regarding the challenges faced by the Al-Hijrah Dwipa Karya Foundation, as well as the efforts that have been made to increase parental participation in children's education. With a better understanding of this, it is hoped that more effective and targeted solutions can be created to create a more supportive educational environment for children in the modern era.

LITERATURE REVIEW

Along with the development of the times, the role of parents in children's education is increasingly dynamic, especially in the modern era which is full of various challenges. In this context, parental participation is expected to support children's development, both academically and socially (Hidayat, 2023). Al-Hijrah Dwipa Karya Foundation as an educational institution also faces a number of challenges in optimizing parental involvement. For this reason, it is important

to understand the various theories that lead to increasing parental participation and to analyze the efforts that can be made by this foundation.

The theory of parental involvement in children's education has been widely put forward by various experts. (Qodir & Hasan, 2024) in the theory of parental involvement states that parental participation covers various aspects, ranging from open communication between parents and schools, to direct support for children's educational activities at home. According to him, parental involvement can increase children's motivation and learning outcomes, as well as strengthen the relationship between school and family. On the other hand, (Puspasari, 2023 in Hoover-Dempsey and Sandler) also states that parental involvement has a significant impact on children's academic achievement, especially in terms of developing positive attitudes towards education.

Research conducted by (Fathoni, 2024) also highlights the importance of parental participation in the educational process. They found that the level of parental involvement is directly related to students' academic achievement. Research conducted by (Akhmad Lutfi & Benny Prasetya, 2024) shows that parental involvement in children's daily activities, such as reading books or helping with schoolwork, can accelerate children's cognitive and social development. In this study, the Al-Hijrah Dwipa Karya foundation has its own challenges in involving parents optimally. Based on research conducted by (Budiman, 2020) there are various factors that influence the level of parental involvement, such as socio-economic factors, parental education, and parental busyness which are often obstacles. Research conducted by (Asiva Noor Rachmayani, 2023) shows that parents who have a higher level of education tend to be more active in supporting their children's education. In addition, the time factor is also a major obstacle for parents in participating.

Many parents are busy working and find it difficult to take the time to participate in their children's school activities. However, efforts can be made to increase parental involvement in children's education. One strategy that can be implemented is to provide an effective communication platform between the school and parents. (Anisa Amalia Maisaroh & Sri Untari, 2024) suggest that schools create space for parents to interact with teachers and other school parties. This can be in the form of regular meetings, school newsletters, or the use of technology such as communication applications that allow parents to stay informed even though they cannot attend in person. In addition, education and training for parents can also be an important step in increasing their understanding of their role in children's education. According to (Dinayanti et al., 2024), training programs aimed at increasing parents' understanding of the importance of their involvement can help create awareness of the positive impacts of their participation in children's education. This can cover a variety of topics, from how to support children's learning at home to understanding the curriculum taught at school.

Research by (Hasanah et al., 2024) shows that parental involvement in extracurricular or social activities at school can affect children's social development. Parents who participate in these activities can provide a positive example for their children about the importance of interacting with the community and the surrounding environment. However, the biggest challenge faced by this foundation is creating awareness and motivation among parents to be more involved. Not infrequently, parents feel that they do not have enough knowledge to participate in their children's education (Fadly & Islawati, 2024). Therefore, providing clear and easily accessible information and knowledge is very important. Schools must also realize that each family has different needs, so a flexible and personalized approach will be more effective. In an effort to increase parental participation, the Al-Hijrah Dwipa Karya foundation can collaborate with related parties, such as the government or non-governmental organizations, to create programs that support parental participation.

According to (Johan et al., 2024), collaboration between schools, families, and communities can create an environment that supports children's overall development. Parental involvement in children's education is not only the responsibility of parents and schools, but also involves the community as an important element in creating an environment that supports child development. The existing challenges must be seen as opportunities to create better programs and strategies to increase parental participation, with the hope of improving the quality of children's education in this modern era.

METHODOLOGY

This study uses a descriptive design to analyze the challenges and efforts made by the Al-Hijrah Dwipa Karya Foundation in increasing parental participation in children's education in the modern era. With a qualitative and quantitative approach, this study involved teachers and parents of students registered at the institution as the population, and used purposive sampling to select samples based on certain criteria relevant to the research objectives. Data were collected through structured interviews, questionnaires, and observations to obtain in-depth information on the challenges, strategies, and levels of parental participation. Qualitative data were analyzed using thematic analysis, while quantitative data were processed using descriptive statistics to measure the level of parental participation and its impact on children's academic achievement. This study focuses on the relationship between strategies implemented by schools to increase parental participation and the level of parental involvement, considering factors such as parental knowledge, time constraints, and school communication strategies. The validity and reliability of the research instrument were tested through a preliminary trial, which showed that the instrument used had an adequate level of validity and reliability for the purpose of this study.

RESULTS AND DISCUSSION

Teachers' Efforts in Building Cooperation to Increase Parental Participation in Education in the Modern Era

In the modern era, teachers play a major role in creating an environment that supports student development. At the Al-Hijrah Dwipa Karya Foundation, teachers focus on getting closer to students and encouraging their participation in education. They realize that a good relationship with students can increase their involvement in the learning process, so that learning can be maximized. One approach applied is to get to know the character and needs of each student. Teachers at Dwipa Karya strive to create a pleasant and supportive atmosphere in the classroom. In this way, students feel more appreciated and motivated to be active in every lesson. Teachers do not only teach the material, but also invite students to discuss, ask questions, and provide responses. This kind of interaction makes students feel more involved and have a sense of responsibility for their learning. The learning methods used by teachers also focus on student interaction and involvement. Project-based learning, group discussions, and the use of technology are part of the teacher's strategy to directly involve students. This approach encourages students to not only receive information, but also to think critically, work together, and develop other skills needed outside of the subject matter. In addition, with this method, students feel given space to express themselves and develop their abilities.



Figure 1. PPL Students Delivering Learning Materials

Teachers also understand that each student has a different way of learning. Some students may understand material better through pictures or visuals, while others may be more effective with a practical or discussion approach. Therefore, teachers at Dwipa Karya strive to adjust their teaching methods to students' learning styles, so that they can be more involved in each learning process. This kind of personal approach makes students feel cared for and appreciated. In addition to the classroom, teachers also encourage students to participate in extracurricular activities at school. These activities are not only a place to develop students' interests and talents, but also serve to increase their self-confidence. Through these activities, students can feel more appreciated and involved in various activities that can enrich their experiences.

The efforts of teachers at the Al-Hijrah Dwipa Karya Foundation in building closer relationships with students have proven effective in increasing their participation in education. With a more personal, interactive approach, and tailored to the needs of each student, teachers can create a conducive atmosphere for learning. This not only has an impact on students' academic progress, but also supports their personal development as individuals who are ready to face the challenges of education in the modern era.

Main Challenges for Teachers in Involving Parents to Support Children's Education in the Modern Era

The main challenges in involving parents to support children's education in the modern era are very diverse. One significant problem is the obstacle in accessing accurate and relevant data on the conditions of students' families (Kurniawan et al., 2024). This is a barrier to designing appropriate interventions to involve parents more effectively. In addition, some parents in this foundation do not understand the modern learning methods applied in schools. Most parents work in the agricultural sector and have limited time to accompany their children in the learning process, so their involvement in children's education is limited.

In the Al-Hijrah Dwipa Karya Foundation environment, the majority of parents work as farmers. They are often busy with farming activities all day long, from morning to evening, so they do not have much time to interact with their children about the learning process that occurs at school. This causes a lack of parental involvement in supporting their children's education, especially in terms of directing and accompanying them with modern learning methods applied in schools. In addition, parents' limited understanding of modern learning is also a major inhibiting factor. Many parents are more familiar with the traditional educational approach, which only relies on books and direct teaching methods. They tend to find it difficult to adapt to new methods that use technology and interactive approaches in learning. This makes them feel less able to provide the right support at home.



Figure 2. Percentage of Students Lacking Focus in Grades 7 and 8

Based on data from the Al-Hijrah Dwipa Karya Foundation, there are two classes that are the objects of this study, namely class 7 and class 8. Class 7 consists of 13 students, while class 8 consists of 9 students. Of that number, there are around 4 students in class 7 who are often considered naughty and tend to be less focused in following lessons. If calculated, the percentage of students who are less focused in class 7 is around 30.77%. In class 8, there are around 2 students who show similar behavior, which means that around 22.22% of the total number of students in class 8 experience this problem. This behavioral problem is often an additional challenge in educating them, because it requires a more intensive and in-depth approach, including support from parents which is sometimes difficult to achieve. The methods applied by class teachers at the Al-Hijrah Dwipa Karya Foundation generally still use conventional approaches, such as explaining material in class, discussions, and questions and answers.

Although this method is in accordance with the applicable curriculum, obstacles arise when parents cannot be directly involved in accompanying their children in the learning process at home. Most parents find it difficult to keep up with their children's learning progress, especially when the material being taught involves technology or approaches that are new to them. In addition, ineffective communication between schools and parents is also a major obstacle. Despite efforts by schools to hold meetings with parents, parents' lack of understanding of how to support learning at home often prevents them from participating optimally. This causes a mismatch between what is taught at school and what is implemented at home, which ultimately affects the students' learning development.

This study aims to analyze the challenges faced by the Al-Hijrah Dwipa Karya Foundation in increasing parental participation in supporting their children's education in the modern era. Data to be collected through observation, interviews, and questionnaires will provide a clearer picture of the conditions faced by parents and students. It is hoped that this study can produce more effective solutions to overcome existing challenges, as well as increase parental involvement in supporting students' learning processes in the future.

Positive Impact of Education in the Modern Era on Parental Participation and Academic Achievement of School Children

Education in the modern era has a significant positive impact on parental participation and children's academic achievement in schools, especially at the Al-Hijrah Dwipa Karya Foundation. Along with the development of technology and more innovative learning methods, parents are increasingly given the opportunity to be involved in their children's educational process. On the other hand, the implementation of technology-based learning provides easier access for parents to monitor their children's learning progress.

One of the biggest positive impacts is increasing parental awareness of the importance of education. With digital platforms and applications that support the learning process, parents can more easily follow their children's development, even when they don't have time to attend school. This provides space for parents to better understand the learning methods applied and play a role in supporting their children's learning at home. Parents can access learning materials, assignments, and exams online, and see their children's grades and learning progress in real time. This allows them to provide more effective and relevant assistance according to their children's needs. In addition, parental involvement in the teaching and learning process also improves the relationship between school and home. Learning that involves parents in their children's activities provides a sense of togetherness that can encourage children to be more serious about learning. Children who feel supported by their parents tend to have higher learning motivation, which in turn can improve their academic achievement.

The application of technology allows parents to be more active in providing positive support to their children, even though they work in other sectors that take up time. Education using new methods also has the potential to reduce the distance between children and parents, especially for those who have limited time and knowledge about modern learning. With the right training or mentoring for parents, they can follow the development of learning methods and play a more effective role in supporting their children's education. In addition, higher parental participation can accelerate children's understanding of the material being studied. With more intensive guidance from parents at home, children can more easily understand concepts that may be difficult to understand at school. This positive impact not only focuses on academic aspects, but also on children's social and emotional development, which also develops through better interactions between parents and children. The implementation of modern education at the Al-Hijrah Dwipa Karya Foundation has a positive impact on both parental participation and student academic achievement. Through the application of technology and a more flexible learning approach, parents can be more actively involved in supporting their children's education. This is expected to improve the quality of education and make a significant contribution to children's development, both in school and outside of school.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study shows that the Al-Hijrah Dwipa Karya Foundation faces significant challenges in increasing parental participation in children's education, especially related to limited time and parents' understanding of modern learning methods. Nevertheless, the efforts made by the foundation to improve communication between schools and parents have had a positive impact, especially in increasing parental awareness of the importance of their involvement in the educational process. This study also revealed the importance of a more flexible and personalized approach to encourage parental participation, and suggested the need for training and counseling to enrich their understanding of modern education. In the future, the foundation is expected to continue to collaborate with various parties to create more effective solutions, in order to improve the quality of children's education in the digital era.

FURTHER STUDY

This study still has limitations, so further research is needed related to the topic of Analysis of the Challenges and Efforts of the Al-Hijrah Dwipa Karya Foundation in Improving Parental Participation to Support Children's Education in the Modern Era in order to perfect this study and increase insight for readers.

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