

## THE PARENTS' ROLE OF ENGLISH LEARNING ACHIEVEMENT: STUDENTS' AND TEACHERS' VOICES A CASE STUDY AT SD N 1 SENDANGMULYO SLUKE REMBANG

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### Abstrak

Penelitian ini bertujuan untuk menginvestigasi peran orang tua dalam mendukung capaian pembelajaran bahasa Inggris siswa sekolah dasar di daerah terpencil. Dengan menggunakan pendekatan kualitatif deskriptif, penelitian ini melibatkan 20 siswa kelas lima dan seorang guru bahasa Inggris di SDN 1 Sendangmulyo sebagai partisipan. Data dikumpulkan melalui kuesioner, wawancara semi-terstruktur, dan dokumentasi akademik, kemudian dianalisis menggunakan model interaktif kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peran orang tua terutama bermanifestasi sebagai motivator emosional dan fasilitator digital yang menyediakan perangkat ponsel pintar serta akses internet untuk mengatasi hambatan geografis. Meskipun kendala linguistik membatasi pendampingan akademik secara langsung, orang tua bertindak sebagai koordinator strategis dengan memanfaatkan "modal sosial" melalui bantuan anggota keluarga yang lebih kompeten. Simpulan penelitian ini menegaskan bahwa dukungan emosional dan mediasi teknologi sangat krusial dalam meningkatkan hasil belajar bahasa di lingkungan pedesaan. Temuan ini memberikan wawasan praktis bagi pendidik untuk menyelaraskan komunikasi antara sekolah dan rumah guna mengoptimalkan potensi siswa di wilayah yang kurang terlayani.

**Kata Kunci:** mediator digital; prestasi belajar bahasa Inggris; keterlibatan orang tua; pendidikan pedesaan; suara siswa

### Abstract

*This study investigates parental roles in supporting students' English learning achievement in a remote primary school setting. Using a descriptive qualitative approach, data were collected from twenty fifth-grade students and an English teacher at SD N 1 Sendangmulyo through questionnaires, semi-structured interviews, and academic documentation. The data were analyzed using the interactive model of condensation, display, and conclusion drawing. The results reveal that parental roles primarily manifest as emotional motivators and digital facilitators, providing smartphones and internet access to compensate for geographical barriers. While significant linguistic barriers limit direct academic tutoring, parents act as strategic coordinators by utilizing "social capital," such as more proficient siblings. These findings underscore the importance of emotional anchoring and technological mediation in enhancing language outcomes in rural EFL contexts. This study provides practical insights for educators to synchronize home-school communication in underserved regions.*

**Keywords:** digital mediator; english learning achievement; parental involvement; rural education; students' voice.



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## **INTRODUCTION**

In recent years, the development of English competence has attracted increasing attention in the Indonesian educational landscape, particularly in primary education. This development is driven by the transition of English from a secondary skill to an absolute necessity in the contemporary globalized era, which has reshaped instructional standards and commercial enterprises. While formal schooling provides the pedagogical framework, the domestic environment serves as the primary support system that determines a child's academic success. Understanding parental involvement has thus become essential for improving students' learning achievement and ensuring sustainable language competence in an increasingly competitive environment.

Previous studies have extensively examined the positive correlation between parental involvement and academic success, demonstrating that parental expectations and aspirations are among the strongest predictors of student achievement. However, the existing literature remains inconclusive about the specific, nuanced roles of parents in the unique context of small, remote schools, where resources are inherently limited. Moreover, most prior research has predominantly focused on large-scale urban populations using rigid quantitative methods, leaving the authentic "Students' Voice" and the adaptive strategies of rural families insufficiently explored. This gap highlights the need for further empirical investigation to provide a more comprehensive understanding of how parental support operates under geographical and socio-economic constraints.

The core problem lies in the significant linguistic and geographic barriers families face in underserved regions. In rural contexts, such as the one studied at SD N 1 Sendangmulyo, parents often lack technical English proficiency due to their backgrounds, which limits their ability to provide direct academic tutoring. To address this gap, the present study proposes a solution by investigating parental roles through the lens of digital mediation and strategic coordination. Using a descriptive qualitative approach, this research examines how parents compensate for traditional educational limitations by leveraging technology and social capital.

The primary objective of this study is to investigate the specific forms of parental involvement that contribute to English learning achievement, specifically examining roles as motivators, facilitators, models, sources of knowledge, and coordinators. The findings are expected to redefine parental roles within rural English as a Foreign Language (EFL) contexts and offer practical insights for educators to synchronize home-school communication. Ultimately, this research seeks to advance scholarly discourse on how emotional anchoring and technological mediation can enhance language outcomes in underserved environments.

## **METHODS**

The research was conducted at SD N 1 Sendangmulyo, Sluke, Rembang, during the second semester of the 2025/2026 academic year. The subjects

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included 19 fifth-grade students (11 female and 8 male), 5 selected parents, and 1 English teacher. Participants were selected using a combination of purposive and random sampling techniques to ensure data relevance and to capture a representative range of "Students' Voices". Inclusion criteria were restricted to active fifth-grade students with homogeneous academic levels and parents who coordinate home-based English learning.

Data were gathered through three primary techniques: (1) Questionnaires: A "Students' Voice" questionnaire consisting of 20 closed-ended items in Indonesian and English, measuring five dimensions: motivator, facilitator, model, source of knowledge, and coordinator. (2) Semi-structured Interviews: Conducted with parents and the teacher to cross-check and deepen the findings from the student questionnaires. (3) Documentation: Review of students' academic records to assess English learning achievement levels. The validity of the instruments was established through expert judgment and content adoption from established frameworks, while reliability was ensured through data source triangulation.

The data were analyzed using the interactive model consisting of three concurrent flows of activity: (1) Data Condensation: Selecting, focusing, and simplifying raw information from questionnaires and interview transcripts. (2) Data Display: Organizing the condensed data into narrative texts and tables for systematic interpretation. (3) Conclusion Drawing and Verification: Interpreting the displayed data to form valid conclusions.

## **RESULTS AND DISCUSSION**

The research findings at SD N 1 Sendangmulyo indicate that parental roles in supporting English learning achievement are manifested through unique adaptive strategies to overcome geographical and linguistic barriers. Data from students revealed that the highest frequency of parental involvement occurs in the Facilitator and Source of Knowledge dimensions.

### **Parents as Digital Facilitators**

The primary finding identifies the dominant parental role as a digital facilitator. While 84.21% of students in remote areas have no access to external English courses, parents compensate by providing digital tools and internet access.

Table 1. Distribution of Parental Roles as Facilitators

Role dimension	Frequency of "Always"	Percentage
Provision of smartphone/ internet	18	94.7%
Use of AI Tools (ChatGPT/Google)	15	78.9%
Access to External Courses	0	0%

This data confirms that in rural settings, "digital literacy" serves as a substitute for traditional academic support. Parents act as resource managers, ensuring children remain connected to global learning tools to mitigate geographical isolation.

### **Emotional Motivation and Psychological Anchoring**

Beyond physical support, the role of a motivator is a crucial aspect discovered in this study. Parental involvement is characterized more by psychological support than technical assistance, often utilizing a "reward system". For instance, providing material incentives after a student achieves high scores helps lower the "affective filter," allowing students to maintain confidence in learning English despite their remote environment.

### **Linguistic Barriers and Strategic Coordination**

A significant gap exists in direct academic assistance: 57.89% of parents report they "Never" use English at home due to backgrounds in the fishing or farming industries. However, parents demonstrate strategic coordination by leveraging "social capital," such as directing children to study with more proficient siblings to bridge academic gaps.

### **Discussion**

These findings extend existing theories by defining the "Digital Mediator" role within rural EFL contexts. In Sendangmulyo, parents engage in "Passive Supervision"; they focus on the child's presence at the study desk rather than the technical process of language acquisition. This "trust-based education" pattern delegates instructional responsibility to teachers while parents manage tools and moral development. This shows that in resource-limited environments, the parental role as a manager of motivation and technology is as critical as that of an academic tutor in urban settings.

### **CONCLUSION AND SUGGESTION**

Based on the research findings regarding the parents' role in English learning achievement at SD N 1 Sendangmulyo, it can be concluded that parental involvement manifests uniquely through adaptive strategies to overcome geographical and linguistic barriers. Parents primarily serve as psychological and motivational anchors, providing emotional support through praise and rewards rather than technical academic assistance. Furthermore, involvement in this rural context is dominated by digital mediation and strategic coordination, where parents facilitate learning by providing smartphones and internet access to bridge the gap between school and home. Although significant linguistic barriers exist due to the parents' backgrounds, they act as managers of educational resources by directing children to seek help from more proficient family members. These findings confirm that emotional anchoring and technological facilitation are sufficient to sustain high levels of English achievement in a rural EFL environment.

Regarding the findings of this study, several practical suggestions are proposed to enhance student outcomes. It is recommended that parents maintain high motivational support through verbal praise and rewards while optimizing the use of digital tools for educational purposes and AI-based learning. For educators, it is suggested to establish a structured communication loop with parents,

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providing simple bilingual guidance and workshops on using translation apps to support home studies. Additionally, families should continue to leverage social capital by encouraging students to study with more proficient siblings when parents face linguistic barriers. Finally, future researchers are encouraged to conduct comparative studies between rural and urban areas to further explore digital mediation patterns across different socio-economic backgrounds in Indonesia.

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