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ADDRESSING GAPS IN PARENTAL ENGAGEMENT IN LEARNING AT INTEGRITAS BANGSA ELEMENTARY SCHOOL: A SWOT ANALYSIS APPROACH FOR EVALUATION AND SOLUTIONS

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A B S T R A C T

This study explores the challenges in parental engagement at Integritas Bangsa Elementary School and proposes solutions through a SWOT analysis approach. Employing a qualitative descriptive approach with a case study design, data were collected through in-depth interviews with homeroom teachers and validated through source triangulation. SWOT analysis was utilized to identify the strengths, weaknesses, opportunities, and threats related to parental participation in education. The findings reveal a nuanced understanding of the dynamics of parental involvement and its impact on students' development. The study proposes actionable solutions, including seminars highlighting the importance of parental engagement, supported by field-based evidence and inspirational stories. Additionally, regular meetings between parents and homeroom teachers are recommended to foster positive relationships and enhance collaboration on children's development. The research underscores the roles of stakeholders: parents are urged to actively participate in their children's education, homeroom teachers to strengthen partnerships with parents, and school principals to facilitate initiatives that improve educational quality. This study provides structured, data-driven recommendations for developing education policies that actively involve parents, aiming to bridge the gap in parental participation and enhance the overall quality of education.

A R T I C L E   I N F O

1. INTRODUCTION

1.1 Background

Education is a fundamental pillar in shaping a competitive and capable generation, equipping individuals with essential skills and knowledge necessary for navigating an increasingly complex world (Ilhami et al., 2022; Rahayu et al., 2023; Roos et al., 2020). Education, particularly at the elementary level, is crucial in shaping a competitive generation by providing foundational skills and knowledge essential for future success (Kuswanto et al., 2024; Marini et al., 2022). Elementary education institutions foster not only academic skills but also character development, which is vital for personal and social growth (Akhwani & Romdloni, 2021; Sari & Ikhlas, 2024). Research indicates that character education significantly influences students' overall personality and ethical development, preparing them to navigate complex societal challenges (Junaidi & Rohmani, 2024).

Parental involvement is crucial in elementary education as it significantly shapes children's academic success and social development. Research demonstrates that active parental engagement correlates with improved academic performance, as parents who participate in their children's education foster a supportive learning environment (Brajša-Žganec et al., 2019). This involvement can take various forms, including helping with homework, attending school events, and communicating with teachers, all of which contribute to a child's motivation and achievement (Park, 2023).

Moreover, parental self-efficacy, or parents' belief in their ability to positively influence their child's development, plays a vital role in this process. Higher levels of parental self-efficacy are associated with more effective parenting practices, which in turn enhance children's social competence and emotional well-being (Albanese et al., 2019; Fung et al., 2022). Additionally, the quality of parent-child relationships is linked to children's social skills; a strong bond promotes better social adaptation and reduces behavioral issues (Xu et al., 2018). Thus, fostering parental involvement not only enhances academic outcomes but also supports the holistic development of children, preparing them for future challenges in an increasingly complex world.

Furthermore, different parenting styles affect the nature and extent of parental involvement, with authoritative parenting being linked to more positive educational outcomes (Hardianto et al., 2022; Resnik et al., 2023). Parents who are actively involved in their children's education tend to foster a supportive learning environment, which enhances children's motivation and self-efficacy (Lee & Lee, 2021; Resnik et al., 2023). Furthermore, schools that promote family-school partnerships can leverage parental support to create a more conducive learning atmosphere, ultimately benefiting students' academic performance and emotional well-being (Reinke et al., 2019; Smith et al., 2019; Werang et al., 2024). Thus, fostering strong collaboration between parents and schools is essential for nurturing a generation equipped to thrive in a complex world.

1.2 Problem of Study

Education is the main pillar in producing a quality and competitive generation (Caena & Redecker, 2019; Ikhlas & Dela Rosa, 2023). The success of the education process does not only depend on schools and teachers as the main agents, but also requires the active involvement of parents (Ikhlas & Rosa, 2023; Lara & Saracostti, 2019). Parents have an important role in supporting children's learning through supervision, motivation and providing a conducive learning environment (Okello, 2023; Pinquart & Ebeling, 2020). However, in practice, there are significant gaps in parental participation across different educational contexts. This gap is influenced by various factors, ranging from differences in socio-economic backgrounds, education levels, to parents' lack of understanding of the importance of their involvement in their children's education process (Delgado, 2023; Gibb et al., 2019; Soto-Lara & Simpkins, 2022). This situation can hinder the optimization of student learning, especially in the midst of modern challenges such as technological developments and educational paradigm shifts. These gaps can be attributed to various factors, including socio-economic disparities and differing levels of parental education, which affect their understanding of the importance of involvement in their children's education (Hadi & Netrawati, 2021).

For this reason, a systematic approach is needed to analyze and address gaps in parental participation in learning. The SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis approach offers a comprehensive evaluation framework to identify internal and external factors that influence parental participation (Ekinci-Vural & Dogan-Altun, 2021; Ubogu, 2023). It can also provide relevant strategic solutions for both educational institutions and parents to support a more effective learning process (Husna & Karimah, 2023). This study aims to explore the gaps in parental participation in learning and utilize SWOT Analysis as an evaluation tool to formulate strategies that can overcome these problems. The results of the study are expected to serve as a guide for education stakeholders in improving synergy between schools and families to achieve optimal educational goals.

Parental engagement in primary education is crucial for student achievement and holistic development. Integritas Bangsa Elementary School has identified concerns regarding inconsistent parent involvement in learning activities. While existing literature emphasizes the positive impact of engaged parenting, real-world implementation remains inconsistent across socio-economic groups. This study examines the institutional and social barriers affecting engagement and proposes solutions. The research aims to identify patterns, structural issues, and opportunities for strengthening collaboration.

Research question: What are the strengths, weaknesses, opportunities, and threats related to parental engagement at Integritas Bangsa Elementary School, and what strategies can be derived?

1.3 State of the Art

Previous studies have highlighted the importance of parental participation in children's education as one of the key factors for student success. Parental involvement in children's education is critical for student success, as emphasized by Epstein's School-Family-Community Partnerships model, which advocates for structured collaborations among schools, families, and communities to enhance learning outcomes (Cranston et al., 2021). Henderson and Mapp's research corroborates this, demonstrating that parental engagement significantly boosts student achievement, although barriers such as time constraints and communication issues often hinder this involvement (Goss, 2019). Hornby and Lafaele further elaborate on these barriers, identifying factors like lack of information, negative perceptions of parental roles, and social and cultural differences that impede parental participation (Teleman et al., 2021).

Additionally, studies have shown that schools bear a significant responsibility in facilitating parental involvement by addressing these barriers through effective communication and support systems. For instance, Goss highlights the importance of schools taking responsibility for overcoming barriers to parental involvement, such as language acquisition and economic status, which are often more difficult to change (Busiku & Matafwali, 2022). Thus, overcoming barriers to parental involvement is essential for fostering educational success and ensuring equitable opportunities for all students.

The integration of evaluation tools such as SWOT analysis can significantly enhance home-school partnerships by identifying strengths, weaknesses, opportunities, and threats in educational settings (Hanif & Alwi, 2019). This approach aligns with the findings of Santillan and Bearneza, which emphasize that parents' involvement in their children's education plays a vital role in their academic achievement and overall development (Santillan & Bearneza, 2023). Research indicates that parental involvement positively influences children's academic performance and enhances the overall effectiveness of the school environment (Gu et al., 2024; McKernan et al., 2020). Furthermore, the emotional and social support provided by parents fosters a nurturing atmosphere that promotes student engagement and persistence in learning (Hermanto & Pamungkas, 2023; Sharabi & Marom-Golan, 2018). Thus, fostering effective home-school collaboration, driven by both parental motivation and strategic evaluation, is essential for improving educational outcomes. Based on these findings, it is important to identify gaps in parental participation in learning by using SWOT analysis, which is not only able to evaluate the current situation but also offer strategic solutions to improve the relationship between schools and families.

2. METHODS

2.1 Type and Design

This research employed a qualitative case study design. Data were gathered through in-depth interviews with class teachers and stakeholders, along with document analysis. A purposive sampling technique was used, involving 6 teachers from grades 1 to 6. This design

was chosen to explore in depth the perceptions and experiences of a classroom teacher regarding the factors that influence parental participation in learning (Bogale, 2024). Case studies allow researchers to gain more specific and comprehensive insights into the dynamics of parental participation in the context of children's learning (Creswell et al., 2007; Zulqarnain et al., 2022). This study conducted the research at Integritas Bangsa Elementary School located in Medan City, Indonesia.
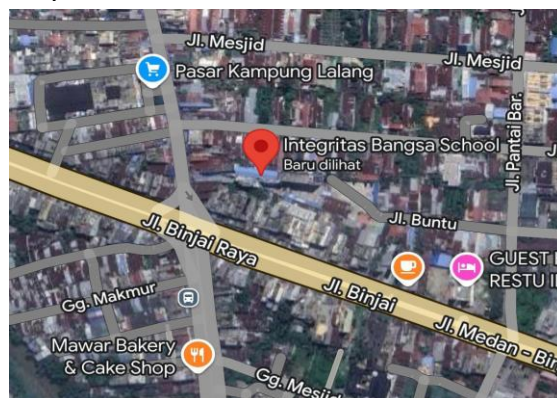

Figure 1. Research Location

2.2 Data and Data Sources

The main data source in this study is a homeroom teacher who has experience in managing learning and interacting with parents. Homeroom teachers were chosen because they are directly involved in the learning process and have a deep understanding of parental involvement in children's education. The homeroom teachers were selected to explore the perspectives of representative individuals on the topic of this research.

2.3 Data collection technique

The main data collection technique used in this research is in-depth interviews. The interviews were conducted in a semi-structured manner using interview guidelines that focused on the components in the SWOT analysis, such as strengths, weaknesses, opportunities and threats related to parents' participation in learning (Jaiswal, 2018). The interview questions were designed to explore teachers' experiences in interacting with parents, challenges faced and efforts that can be made to improve parental involvement in education. SWOT analysis served as the main analytical tool. Interview data were coded manually, grouped into thematic categories aligned with the SWOT matrix. Triangulation was applied by comparing interview responses with school documents. Each interview lasted approximately 45–60 minutes.

2.4 Data collection procedure

The data collection procedure in this study was carried out in three main steps. First, during the preparation phase, the researcher developed an interview instrument based on the SWOT analysis framework, incorporating questions that explored strengths, weaknesses, opportunities, and threats related to parental participation in learning. Additionally, the researcher obtained permission to conduct interviews with the selected homeroom teachers. Second, the interviews were implemented online using WhatsApp to accommodate the busy

schedules of the homeroom teachers. This method provided flexibility in terms of time and location, allowing the teachers to freely express their views on the dynamics of parental participation in learning. Finally, the interviews were transcribed to ensure the data collected was accurate and complete, providing a reliable basis for further analysis.

2.5 Data Validity

To ensure the validity of the data, this study used source triangulation techniques. Although the main data came from interviews with homeroom teachers, triangulation was done by asking the homeroom teachers to double-check the interview transcripts and provide feedback or clarification on the findings expressed. This was done to ensure the accuracy and compatibility of data interpretation with the teachers' views.

2.6 Data analysis

The data analysis procedure in this study utilized SWOT analysis techniques to evaluate the findings from the interviews. The process began with the identification of strengths, focusing on factors that were considered positive and supportive of parental participation in learning, as perceived by the homeroom teachers. Next, the weaknesses were analyzed, highlighting barriers or challenges that hindered parental involvement in the learning process based on the teachers' experiences. Following this, opportunities were identified, emphasizing potential areas or strategies that could be leveraged to enhance parental engagement in education, according to the teachers' perspectives. Lastly, threats were analyzed to uncover external factors that might obstruct or diminish parental participation, as reflected in the teachers' insights. These steps provided a comprehensive framework for understanding and addressing the dynamics of parental involvement in education.

3. RESULTS AND DISCUSSION
3.1 Results

Based on the interviews with the homeroom teachers, we found some key findings that illustrate the dynamics of parental participation in education, which is influenced by several internal and external factors. Researchers used SWOT analysis techniques as evaluation material. The following are the results of identification using SWOT analysis:

Table 1. SWOT analysis on parental engagement in learning based on Teacher perception

Strengths	Weaknesses
In the context of strengths, some parents show a strong commitment to supporting their children's education. They regularly communicate with teachers to monitor their children's academic and behavioral development.	Weaknesses were identified, however, in that many parents were unable to actively participate due to time constraints and lack of knowledge of the subject matter or modern teaching methods.
Opportunities	**Threats**
On the opportunities side, schools can organize training programs to improve parents' skills and knowledge of subject matter and learning strategies. Technology can also be utilized to increase parental participation, for	Finally, threats include the digital divide, where not all parents have access or skills to use technology that supports children's learning, as well as economic stress that reduces parents' ability to engage in their children's education.

example through educational apps or online communication platforms that allow parents to monitor their child's progress and assignments.

The results are categorized based on the SWOT analysis:

Strengths:
- Teachers maintain regular communication with parents.
- Supportive school leadership encourages family involvement.

Weaknesses:
- Limited parental availability due to work schedules.
- Lack of parental understanding of learning materials.

Opportunities:
- Integration of digital tools (WhatsApp, Google Classroom).
- Potential for weekend workshops.

Threats:
- Economic disparities affecting engagement.
- Perception of education as solely the school's responsibility.

Direct quotes from participants:

"We want to involve parents more, but many can't come during weekdays."
"Parents sometimes feel lost when helping with homework."

3.2 Discussion

The dynamics of parental participation are influenced by internal and external factors that affect the emergence of parental participation in learning. In the midst of an increasingly developed and advanced era is also an external factor in the birth of existential disparities (Utami, 2022). The polarization of life that is increasingly advanced inevitably makes some parents work hard to meet the financial and livelihood needs of their children (Vadivel et al., 2023). Providing access to education in quality schools, facilitating children's needs and providing what they need is one of the factors that parents pursue in their lives. Unconsciously neglecting other factors such as facilitating spiritual needs, social-emotional needs and children's character needs. Even though all of these things are also very important in the process of child development. The perspective of parents needs to be given a comprehensive picture that fulfilling children's financial and intellectual needs is not enough, other important needs also need to be completed.

Parental participation in children's education is a very important aspect to ensure successful learning (Şengönül, 2022). The level of urgency is very high considering that parents are the first and main educators of children. The influence of learning at school is only a fraction of a percent, the influence of parents is much more impactful.

To assess its urgency, the researcher presents a number of overviews such as, childhood, adolescence and adulthood are fleeting and will not be repeated. Parents have just experienced having a child born but without realizing it, the child has grown into a teenager and even an adult. Money can be found at any time but the golden times with children will never be repeated (Ablasa, 2024). With the challenges of increasingly

advanced technology, it also poses a threat to children's moral development. For this reason, the role of parents is needed in the development of children not only from an intellectual point of view but also from the social-emotional and behavior of children.

The impact of low parental participation is significant on student development. Children who do not receive adequate support from their parents tend to face challenges such as low motivation to learn, emotional instability and reduced academic performance. Lack of parental attention also often leads to children feeling undervalued, which can ultimately affect their psychological well-being.

To address this gap, a systematic approach is needed, one of which is through the application of SWOT Analysis. This approach helps identify strengths, weaknesses, opportunities and threats in parental engagement. By understanding these factors, schools can design more effective strategies to improve communication with parents, provide training to increase their capacity, and create more inclusive programs to accommodate the needs of families from different backgrounds. SWOT analysis is an analytical method to identify internal and external factors of an organization. Internal factors are strengths and weaknesses, while external factors are opportunities and threats (Machali & Hidayat, 2016).

Based on the SWOT analysis, some solutions are outlined that can be implemented to overcome the gap in parental participation in learning, among others:

1. Improve Communication between School and Parents. Communication is the key to building a good relationship. Schools can utilize technology to make information more accessible to parents. Organizing meetings online or through apps can help busy parents stay connected with their child's educational progress.

2. Organize Seminars. Seminars on the importance of parental participation can be one solution to open parents' minds to the urgency of their role in their child's education and even child development.

3. Training and Workshops for Parents. Organize trainings that focus on ways parents can support their children's learning, both directly and indirectly. This could include techniques for assisting children to learn at home or how to manage time for children's education.

4. Providing Support for Families with Limited Socio-Economic Conditions. Schools can provide scholarships for outstanding students or other assistance to needy families, and organize low-cost activities to avoid disparities between rich and poor families.

5. Building Stronger Partnerships between Schools, Parents and Communities. Organize joint events or activities between parents, students and teachers to build stronger relationships and increase parental involvement in the education process.

By optimizing the role of parents, it is expected that students can receive better support in the learning process, both at school and at home. Collaboration between schools, parents and communities is key to meeting these challenges and ensuring that all children have equal opportunities to succeed academically and thrive emotionally.

Findings align with Epstein's theory of parental involvement, emphasizing communication, volunteering, and learning at home. The SWOT model provides both diagnostic and strategic insight. Addressing weaknesses and threats requires culturally sensitive communication and

flexible school programs. Teachers and administrators must recognize socio-economic constraints and provide inclusive strategies. Limitations include the small sample size and single-school scope. Broader generalization requires wider empirical studies across different educational settings

4. CONCLUSION

Children's education is not only the responsibility of schools and teachers, but also involves the role of parents, who are crucial in supporting the learning process. However, this study shows that there are significant gaps in parental participation, which may affect students' academic success and psychological development. The gap is influenced by various factors, including socioeconomic differences, parents' education level, time constraints caused by work demands, and parents' lack of understanding of the importance of their role in their children's education. In addition, limited communication between schools and parents is also a major barrier to building an effective partnership between the two parties. The impact of low parental participation on children's learning is profound. Children who do not receive adequate support from their parents often face challenges such as low motivation to learn, emotional instability and reduced academic performance. Therefore, it is important to address this gap so that children can receive optimal support from both the school and family environment. For this reason, a systematic approach is needed to analyze and address the factors that influence parental participation.

Through the application of SWOT analysis, this study successfully identified the strengths, weaknesses, opportunities and threats associated with parents' participation in learning. The strengths include parents who are concerned and motivated to support their children's education despite being limited by time and resources. On the other hand, the main weaknesses found were parents' low understanding of the importance of their role in education and the lack of effective communication between schools and parents. There are opportunities to improve parental involvement, for example through the use of technology to strengthen communication, training for parents in supporting their children's education and creating more inclusive programs that take into account parents' social and cultural backgrounds. However, there are threats to be aware of, such as the increasing demands of work, socio-economic differences that hinder parental involvement and the inability of schools to provide tools that support more effective collaboration. SWOT analysis based on teacher responses obtained data that the position of coordinates in quadrant I, namely teachers can utilize strengths to obtain opportunities. While the SWOT results based on the responses of students obtained data that the coordinate position in quadrant II, namely creating a strategy using strengths to overcome threats.

Based on these findings, schools and parents need to work together in a more intensive and coordinated manner. Schools need to develop more inclusive and effective communication channels to accommodate the diverse needs of parents. In addition, training for parents on the importance of children's education and how to support learning at home

is needed, especially for parents with lower levels of education. Schools can also utilize technology to facilitate communication and ensure parents remain engaged despite time constraints. Effective parental engagement is critical to student success. This study provides a situational analysis through SWOT, identifying both internal and external factors affecting collaboration. Limitations should be acknowledged, including the narrow participant base. Future studies could involve multi-school participation or mixed methods for richer insights. Policy recommendation: Schools should institutionalize parental engagement strategies into regular programming, supported by digital tools and community partnerships.

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