

Research Article

The Role of Family Education in Supporting Students' Learning at STQ Munawwaroh Nganjuk

Bagus Jamroji,^{1*}

¹ STIT Muhammadiyah Kediri, Indonesia.

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Abstract

Family education plays a vital role in shaping children's academic achievement, learning motivation, and character development, especially at the elementary level where students rely heavily on close environmental support. In faith-based institutions like STQ Munawwaroh Nganjuk, family involvement is even more essential, as learning extends beyond the classroom and requires reinforcement at home through both religious and academic activities. However, variations in parental engagement, educational background, and available time often affect how effectively families support learning. This study aims to explore the role of family education in supporting student learning at STQ Munawwaroh Nganjuk, identify forms of parental involvement, and examine factors influencing its effectiveness. A qualitative approach with a case study design was used. Data were collected through in-depth interviews, observations, and documentation involving parents, teachers, and students selected via purposive sampling. Analysis followed an interactive model: data reduction, display, and conclusion drawing, while triangulation and member checking ensured credibility. The results show that family education strongly supports learning through home-based assistance, internalization of religious values, a conducive learning environment, and effective parent-teacher communication. These practices positively impact academic performance, learning discipline, motivation, and character building. Key challenges include limited time, differing educational backgrounds, and lack of pedagogical knowledge among parents. The study concludes that family education is a core element of effective learning, and strong collaboration between families, schools, and communities is necessary to build a sustainable learning ecosystem. These findings offer practical insights for developing parent education programs and strengthening family-school partnerships to foster holistic student development.

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INTRODUCTION

Children's learning at the elementary school level is significantly influenced by the quality of family education as a primary support system both at home and in school contexts. Within contemporary educational research, the concept of family-school engagement has emerged as a key theoretical framework to understand this dynamic. This framework emphasizes bidirectional relationships between families and schools, as well as the diverse forms of parental involvement, including parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Sheridan et al., 2019).

¹Corresponding Author: bagus0354@gmail.com

Empirical studies consistently demonstrate that family involvement is positively associated with students' academic achievement, school behavior, and socio-emotional development across educational levels, particularly in elementary education (Reinke et al., 2019). At this stage, children are highly dependent on structured support systems, making family engagement a critical factor in shaping learning habits, motivation, and overall educational outcomes. In the specific context of STQ Munawwaroh Nganjuk, a faith-based educational institution focusing on Qur'anic learning and religious literacy, the role of family education becomes even more crucial. Learning processes in such institutions extend beyond formal classroom instruction to include home-based reinforcement, particularly in activities such as Qur'an recitation, memorization (*tahfidz*), and the development of Islamic values. Consequently, families are expected to act not only as facilitators of academic learning but also as agents of moral and spiritual development.

Existing literature suggests that family involvement at the elementary level tends to be more direct and structured, particularly through home-based learning activities and regular communication with teachers (Garbacz et al., 2019; Kirby & DiPaola, 2011; Smith et al., 2019). In many contexts, especially within religious or community-based educational settings, parental engagement often manifests in routine communication with educators, participation in school-related activities, and active support for learning at home. These practices align closely with Epstein's model of parental involvement, which provides a comprehensive framework for understanding how families contribute to children's educational experiences (Minke & Woodford, 2020; Sheridan et al., 2019).

Furthermore, family support plays a fundamental role in fostering children's learning success through both structural and interpersonal mechanisms. Structurally, families provide learning environments, routines, and resources that facilitate academic engagement. Interpersonally, they offer emotional support, motivation, and guidance that enhance students' confidence and resilience in learning processes. Meta-analytic evidence indicates that interventions combining these dimensions—home-based involvement and family-school collaboration—yield significant improvements in both academic outcomes and socio-emotional well-being (Sheridan et al., 2019). Despite its importance, the implementation of effective family education is not without challenges. Variations in socio-economic status, parental education levels, and cultural backgrounds may influence the quality and form of parental involvement. Therefore, understanding how family education operates within specific local contexts, such as STQ Munawwaroh Nganjuk, is essential for developing contextually relevant and effective engagement strategies.

Based on this background, this study aims to explore the role of family education in supporting elementary students' learning at STQ Munawwaroh Nganjuk. Specifically, it examines the forms of family involvement, their contribution to students' learning processes, and the contextual factors influencing their effectiveness. This study is expected to contribute to the development of a contextualized model of family education that integrates academic, social, and religious dimensions within elementary education settings.

METHOD

This study employs a qualitative research approach, which aims to explore and understand a phenomenon in depth. The approaches used in this research are a case study and a literature review. Data were collected through observation, interviews, and documentation. Observation refers to the systematic process of observing and recording an object or phenomenon under investigation to obtain comprehensive and accurate information regarding the research subject.

This study employed a qualitative approach with a case study design to explore the role of family education in supporting elementary school students' learning at STQ Munawwaroh Nganjuk. The participants consisted of parents, students, and teachers selected through purposive sampling based on their active involvement in children's learning activities, particularly home-based practices such as Qur'an recitation, memorization, and structured study routines. The qualitative case study approach enabled an in-depth understanding of family-school engagement within a religious-based educational setting where family involvement plays a significant role in students' academic and character development. This selection is consistent with previous research emphasizing the importance of home-based involvement and parent-teacher relationships in elementary education contexts (Garbacz et al., 2019; Smith et al., 2019).

Data were collected through in-depth interviews, observations, and documentation, including student progress reports and parent–teacher communication records. The data were analyzed using an interactive model involving data reduction, data display, and conclusion drawing, with interpretation guided by the family–school engagement framework. To ensure the credibility of the findings, source and method triangulation as well as member checking, were applied. This methodological approach provided a comprehensive and contextual understanding of how family education contributes to students' learning outcomes at STQ Munawwaroh Nganjuk. The interpretation of findings was guided by the six types of parental involvement framework, including parenting, communicating, learning at home, decision-making, and collaboration with the community, which provides a comprehensive lens for understanding family engagement in education (Minke & Woodford, 2020; Sheridan et al., 2019).

RESULTS

Family Educational Practices in Supporting Students' Learning

The findings of this study reveal that family education plays a central role in supporting elementary students' learning at STQ Munawwaroh Nganjuk. The results indicate that parental involvement is manifested through several interconnected dimensions, including home-based learning support, religious value internalization, the creation of a conducive learning environment, and active communication with the school. These forms of involvement collectively contribute to students' academic progress, learning motivation, and character development.

First, in terms of learning at home, parents actively engage in supporting their children's academic and religious learning activities. This includes assisting with homework, guiding Qur'an recitation and memorization (tahfidz), and establishing structured study routines. The findings show that parental support can take both direct and indirect forms. Direct involvement includes supervising learning activities, correcting mistakes, and providing immediate feedback, while indirect involvement includes organizing study schedules, preparing learning materials, and monitoring progress. These practices are consistent with the concept of home-based involvement, which has been widely recognized as a key contributor to improved learning outcomes and literacy development in elementary education (Caban et al., 2024).

Second, the internalization of religious values within the family context emerges as a significant factor influencing students' learning behavior. Parents consistently integrate religious practices into daily routines, such as encouraging regular prayer, Qur'an reading, and memorization of short surahs and daily supplications. These practices not only reinforce the learning objectives of STQ but also contribute to the development of discipline, responsibility, and moral character (Anam et al., 2019). The findings align with previous studies indicating that family-based religious habituation plays an important role in shaping children's character and supporting their engagement in learning activities (Aeni et al., 2016; Sahuri, 2022; Santosa, 2023).

Third, the creation of a conducive learning environment at home is identified as another critical factor. Parents provide basic learning facilities such as a quiet study space, access to Qur'anic learning materials, and structured time for study and memorization. The organization of time and space for learning supports students' concentration and consistency in their study habits. The findings suggest that students who have access to a structured and supportive home environment demonstrate better engagement and learning discipline. This supports prior research highlighting the importance of home learning environments in enhancing academic performance and students' well-being (Adhariani et al., 2023; Sari et al., 2022).

Fourth, effective communication between parents and teachers plays a crucial role in monitoring and supporting students' learning progress. Communication occurs through both formal and informal channels, including direct meetings, messaging platforms, and periodic progress reports. This communication enables parents to stay informed about their children's academic performance and behavioral development, particularly in relation to Qur'an memorization and reading skills. Furthermore, consistent parent–teacher interaction facilitates collaborative problem-solving when students encounter learning difficulties. These findings are consistent with the family–school engagement framework, which emphasizes communication as a key mechanism for enhancing student outcomes (Harpaz & Grinshtain, 2020; Minke & Woodford, 2020; Sheridan et al., 2019).

Challenges and Contributions of Family Education to Student Learning Outcomes

In addition to these positive contributions, the study also identifies several challenges that influence the effectiveness of family education. One of the primary challenges is the limited time availability of parents, particularly those with demanding work schedules, which restricts their ability to support their children's learning consistently. Another challenge relates to variations in parents' educational backgrounds, which affect their ability to understand learning materials and provide effective guidance. Furthermore, some parents demonstrate limited pedagogical knowledge, resulting in less effective learning support strategies at home. These challenges are consistent with previous findings that highlight time constraints, educational disparities, and limited pedagogical competence as significant barriers to effective parental involvement (Prasetyo et al., 2023; Sinurat, 2021; Wahrudin et al., 2021).

Overall, the results suggest that family education at STQ Munawwaroh Nganjuk serves as a multifaceted support system, integrating academic assistance, religious guidance, environmental structuring, and collaborative communication. Despite existing challenges, the active involvement of families remains a critical factor in enhancing students' learning experiences and outcomes, particularly within the context of religious-based elementary education.

DISCUSSION

Family Educational Practices in Supporting Students' Learning

The findings of this study confirm that family education plays a crucial and multidimensional role in supporting students' learning at STQ Munawwaroh Nganjuk. These findings can be interpreted through established theoretical frameworks, particularly the ecological systems theory and the family-school engagement model, which emphasize the interaction between family, school, and community as determinants of children's development. The results demonstrate that family involvement operates through both structural and interpersonal mechanisms, aligning with previous research highlighting the importance of home-based learning support and collaborative engagement with schools (Minke & Woodford, 2020; Sheridan et al., 2019).

From a theoretical perspective, the findings are consistent with the ecological systems approach, where the family and school function as core components of the child's microsystem, and their interaction forms a mesosystem that significantly influences learning outcomes. The strong relationship observed between home-based practices, communication patterns, and student outcomes reflects the importance of these interconnected environments in shaping both academic and socio-emotional development (Reinke et al., 2019; Smith et al., 2019). The integration of religious practices within the family context further strengthens this interaction by embedding learning within a broader moral and cultural framework, which is particularly relevant in faith-based educational settings such as STQ.

The study also reinforces the relevance of Epstein's six types of parental involvement, especially learning at home, parenting, and communicating, which emerged as dominant forms of engagement in this context. The active role of parents in guiding Qur'an memorization, organizing study routines, and maintaining communication with teachers reflects the practical application of these dimensions. Furthermore, the findings support meta-analytic evidence suggesting that the combination of interpersonal elements (e.g., communication and relationships) and structural components (e.g., home learning support) produces more significant impacts on student outcomes than isolated forms of involvement (Garbacz et al., 2019; Sheridan et al., 2019).

In addition, the integration of religious values within family education highlights the compatibility between modern educational theories and Islamic educational principles. The consistent practice of religious routines, such as Qur'an recitation and prayer, contributes not only to cognitive development but also to the formation of discipline, responsibility, and moral character. This finding is in line with previous studies indicating that religious-based family education strengthens character formation and supports academic engagement (Aeni et al., 2016; Sahuri, 2022; Santosa, 2023). In the context of STQ, this integration creates a holistic learning environment that combines academic achievement with spiritual development.

Challenges and Contributions of Family Education to Student Learning Outcomes

Despite these positive contributions, the study also reveals several challenges that moderate the effectiveness of family education. Time constraints due to parents' work commitments, variations in

educational background, and limited pedagogical knowledge reduce the consistency and quality of parental involvement. These findings are consistent with prior research identifying similar barriers, particularly in contexts where parents have limited access to educational resources or lack confidence in supporting their children's learning (Prasetyo et al., 2023; Sinurat, 2021; Wahrudin et al., 2021). These constraints highlight the need for structured support systems that can assist parents in fulfilling their educational roles more effectively.

Another important aspect emerging from the findings is the need to balance parental involvement and children's autonomy. While active parental engagement is beneficial, excessive control may hinder the development of independent learning skills. Previous studies have emphasized that effective family involvement should support, rather than replace, children's learning agency (Smith et al., 2019). Therefore, family education practices should aim to foster self-regulation and independent learning alongside guided support.

In terms of practical implications, the findings suggest the importance of strengthening family-school partnerships through structured programs, such as parent education workshops, communication guidelines, and collaborative learning initiatives. Schools, particularly institutions like STQ Munawwaroh Nganjuk, can play a proactive role in equipping parents with the necessary knowledge and skills to support their children's learning at home. Additionally, community-based support systems, including religious institutions and local learning networks, can enhance the effectiveness of family education by providing additional resources and reinforcement.

Overall, this study contributes to the growing body of literature on family-school engagement by providing empirical insights from a faith-based educational context. It highlights that family education is not merely a supplementary factor but a foundational component of effective learning systems. The integration of academic support, religious values, and collaborative engagement creates a comprehensive framework for improving student outcomes. However, the effectiveness of this framework depends on the ability to address contextual challenges and to design inclusive, adaptive strategies that accommodate the diverse needs of families within the STQ community.

CONCLUSION

This study concludes that family education plays a fundamental role in supporting elementary students' learning at STQ Munawwaroh Nganjuk. Parental involvement through learning at home, the integration of religious values, the provision of a conducive learning environment, and effective communication with the school significantly contribute to students' academic achievement, motivation, and character development. These findings reinforce the relevance of the family-school engagement framework and ecological perspectives, which emphasize the interaction between family and school as key determinants of student outcomes.

However, the effectiveness of family education is influenced by several challenges, including parents' limited time, variations in educational background, and insufficient pedagogical knowledge. These constraints highlight that parental involvement requires structured support to be effective. Additionally, maintaining a balance between parental guidance and the development of children's learning autonomy is essential to ensure sustainable learning outcomes and avoid overdependence.

Therefore, this study emphasizes the importance of strengthening collaboration among families, schools, and communities to build an integrated learning ecosystem. Practical strategies such as parent education programs, structured communication systems, and community-based support should be implemented to enhance the quality of family involvement. In the context of STQ Munawwaroh Nganjuk, such efforts are particularly important to integrate academic learning with religious values, thereby fostering holistic student development.

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