UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN IMPROVING PARENTAL INVOLVEMENT IN CHILDREN'S EDUCATION

Firmansyah *[1]
Universitas Islam Negeri Raden Fatah Palembang
firmansyah_uin@radenfatah.ac.id

Ferianto
Universitas Singaperbangsa Karawang
ferianto@fai.unsika.ac.id

Syarifuddin
Universitas Muhammadiyah Papua
syarif1572@gmail.com

Abstract

In the last two decades, Information and Communication Technology (ICT) has transformed the education landscape, opening up new opportunities to increase parental involvement in children's education. This study aims to explore how ICT can be used to support parental involvement in children's learning and identify possible challenges and strategies to overcome them. The study was conducted through a comprehensive literature review, collecting and analyzing data from various sources, including peer-reviewed journals, academic conferences, research reports and case studies relevant to the use of ICT in education. The results of the literature show that ICT plays an important role in enhancing parental engagement through communication tools such as email, parent portals, and mobile applications that enable access to educational information and communication between school and home. It was found that enhanced parental involvement through ICT contributes to increased student learning motivation and better educational outcomes. However, challenges such as technology access gaps, lack of digital literacy skills among parents, and privacy and data security concerns were also revealed. Strategies to address these challenges include increased investment in ICT infrastructure, digital literacy training programs for parents, and implementation of strong privacy and security policies.

Keywords: Information and Communication Technology, Education, Parental Involvement.

Introduction

In the current era of globalization, parental participation in children's education is increasingly recognized as one of the key factors that can improve the quality of the learning process and support children's academic success (Aslan, 2019). Parental

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[1] Correspondence author.

involvement in children's education has been recognized as an important factor influencing the quality of children's learning and educational outcomes. This involvement is not only limited to participation in school activities but also includes supporting children's emotional and academic development at home. For example, actively involved parents can help their children prepare homework, read together and help develop good learning behaviors (Dhiyanti et al., 2024). In addition, their presence in school activities and regular communication with teachers strengthens the link between home and school, which contributes to improving children's academic performance and social adjustment (Asidiqi, 2024).

Research shows that when parents are involved in their children's education, children are more likely to have higher academic achievement, have positive attitudes towards school and behave better in educational settings. Such involvement also has an impact on children's motivation to learn and their future educational aspirations (Yanti et al., 2022). Conversely, a lack of parental participation can negatively impact children's school attendance, skill acquisition and graduation rates. Therefore, ensuring that parents are involved in education is an important component of creating a supportive and resource-rich learning environment for children's overall development (Supriandi & Pujowati, 2024).

The increasing access and use of Information and Communication Technology (ICT) in everyday life, especially in education, has opened up new opportunities to develop more innovative and interactive learning processes (Nurdiana et al., 2023). With the internet, computers, smartphones and educational apps, students, teachers and parents can now access unlimited learning resources from anywhere at any time. ICT enables the development of more flexible and personalized learning methods, enriches materials with multimedia such as videos, animations and simulations, and facilitates virtual learning spaces that reach learners in various geographical locations. Its use also supports the development of digital literacy which is now an essential skill in the 21st century, preparing learners to adapt to future work and social environments (Nurhayati et al., 2023).

In addition, ICT also plays an important role in increasing parental involvement in children's education. Through educational apps and online communication platforms, parents can more easily monitor their children's academic progress, communicate with teachers and schools, and provide learning support at home. Learning management systems (LMS) and educational platforms provide facilities for parents to view assignments, grades, and feedback from teachers, as well as additional learning resources that can help children overcome academic difficulties (DEwi et al., 2024). This increased connectivity and ease of access to information not only increases transparency in the education process but also helps build closer partnerships between home and school, which in turn can provide stronger support for children's educational success (Huda, 2024).

The use of ICT can support parents to access educational information, communicate with teachers and schools, follow their children's academic progress and provide additional learning resources at home. However, there are still various barriers that challenge the effectiveness of ICT utilization in increasing parental involvement, such as limited access to devices and internet connectivity, lack of digital literacy among parents, and privacy and data security issues (Vidiananda & ..., 2024).

In Indonesia, efforts to integrate ICT in the education system, including in the aspect of parental involvement, have received attention from the government and educational institutions. However, its implementation in the field is still classified as variational and needs a more in-depth study (Hikmawati et al., 2024); (Sarmila et al., 2023). Therefore, this study aims to examine in the literature how ICT can be utilized to improve parental involvement in children's education, by identifying potentials, challenges and providing recommendations for best practices based on the study findings.

Research Methods

The study in this research uses literature. The literature research method is an approach in research that collects, evaluates, and critically analyzes scientific works relevant to the research topic (Gökçearslan et al., 2024). This involves literature that can be in the form of books, journal articles, dissertations, theses, research reports, as well as credible online sources. This method is important in providing a theoretical basis for research, determining research gaps (gaps that still need to be researched), and assisting in formulating hypotheses or research questions (Teixeira & Carvalho, 2024).

Literature research methods are not only necessary for fully theory-based research, but also an important part of empirical research as a theoretical basis and comparison to the primary data collected. The ability to synthesize and analyze comprehensive literature is a key skill in scientific research (Dong et al., 2024).

Results and Discussion
The concept of parental involvement in education

Parental involvement in children's education refers to the various activities undertaken by parents to support their child's academic and socio-emotional development, both at home and at school (Jonathan & Yugopuspito, 2024). It includes various forms of participation, such as helping with homework, communicating with teachers, attending parent-teacher meetings, and participating in school activities. This kind of involvement is recognized as an important factor contributing to better academic performance, more positive attitudes towards school, better attendance, and higher levels of educational attainment in children. Parental involvement brings significant influence not only in children's learning achievement, but also in their character development and independence in learning (Situmorang et al., 2024).

The dimensions of parental involvement in education can be divided into several main aspects, which include involvement at home, involvement at school, and communication between parents and educational institutions. Home involvement includes activities such as reading together, helping with schoolwork and providing a supportive environment for learning. Meanwhile, involvement at school can include participation in parent-teacher meetings, volunteering in school activities, and supporting extracurricular programs (Anggraini & Nurhasanah, 2024). Effective communication between parents and teachers and schools is also an important dimension, including monitoring children's learning progress and discussing children's potential and learning needs with teachers. All of these dimensions contribute to a holistic educational environment where children receive comprehensive support for academic success and personal development (Wahyuni, 2024).

Parental involvement in children's education has a significant positive influence on children's academic achievement. Research has shown that children whose parents are actively involved in their education tend to have better judgment, higher test scores and greater graduation rates. This involvement creates clear expectations and standards regarding home education, leading to increased motivation and a positive attitude towards learning (Nurhayati et al., 2023). It also helps children build effective study skills and a better work ethic. Furthermore, when parents work closely with teachers and schools, they can help identify children's academic strengths and weaknesses early, so that appropriate interventions can be implemented to support children's success (Rodiyah et al., 2024).

From a child well-being perspective, parental involvement is also very important. Children whose parents are involved with their education tend to have better social behavior, higher levels of self-confidence, and lower levels of stress and behavioral problems. Involved parents can support a child's emotional well-being by providing necessary encouragement, recognition and guidance amidst educational challenges (Yanti et al., 2022). Overall, emotional support and the provision of a stable environment at home strengthens children's mental well-being, which supports their psychological health and allows them to focus on academic achievement. Parental involvement creates a safety net for the child, which is crucial in the face of pressure and competition in the modern world of education (Ismiya et al., 2024).

Thus, parental involvement in children's education is not only beneficial but also an important aspect in improving children's academic achievement and well-being. Children whose parents are actively involved tend to show better learning outcomes, higher motivation and more positive attitudes towards education. In addition, consistent parental involvement helps in the development of children's emotional and social health, reduces problem behaviors, and increases self-confidence. Therefore, collaboration between parents, teachers and schools is key in shaping a bright future for children, both in terms of their academic performance and general well-being.

Information and Communication Technology in Education

Information and Communication Technology (ICT) has played a revolutionary role in the education sector, redefining the way teaching and learning are conducted. ICT not only helps in simplifying access to abundant educational resources, but also facilitates more effective interactions between teachers and students, both in traditional classrooms and in online learning environments (Nugraha et al., 2021). With the utilization of ICT, educational materials can be presented in a variety of engaging multimedia formats, such as videos, podcasts and interactive presentations, all of which can enhance students' understanding and keep them engaged. In addition, ICT enables personalization of learning, where students can learn according to their own pace and learning style, making education more inclusive and helping students reach their full potential (Haddar et al., 2023).

The types of ICT in education vary from Learning Management Systems (LMS) software such as Moodle and Blackboard, which provide platforms for online courses, to collaboration tools such as Google Classroom and Microsoft Teams, which facilitate communication and cooperation between teachers and students (Maulani et al., 2024). Supporting tools such as quiz maker apps, simulation software, and game-based educational platforms, such as Kahoot and Quizizz, also add interactive methods to the learning process. In addition, the use of tablets, smartphones and interactive whiteboards (IWBs) in classrooms enriches the learning experience by providing instant access to world information and interactive learning tools. Thus, ICT brings a new dimension to education, transforming it into a more dynamic, interactive and affordable process for learners around the world (Ahmad et al., 2024).

The utilization of Information and Communication Technology (ICT) in the learning process has provided convenience and effectiveness in the delivery of educational materials as well as interaction between teachers and learners. ICT tools such as interactive whiteboards, tablets, and computers help teachers present subject matter more interestingly through multimedia and animation, which can clarify difficult and abstract concepts (Afianti, 2024). In addition, the internet provides unlimited access to learning resources, including e-books, journals and educational videos that can be accessed anytime and anywhere, providing opportunities for students to learn according to their own wants and needs. This technology also supports adaptive and differentiated learning, allowing teachers to customize materials and learning pace according to students' individual abilities (Hia et al., 2024).

Furthermore, technologies such as Learning Management Systems (LMS) enable education to be more organized and structured. Platforms such as Google Classroom, Moodle, and Edmodo facilitate class management, assignment distribution, sharing of teaching materials, and online assessment. This not only streamlines time and resources, but also gives students the opportunity to interact and collaborate on shared

projects remotely. The communication features integrated in this platform make it easy for students to consult with their teachers, obtain feedback, and conduct peer-to-peer discussions (Qomariah & Yulia, 2023). Therefore, ICT not only extends the reach of education but also complements the traditional learning process by providing tools that optimize learning and teaching in a dynamic and interactive environment.

Effectiveness of different types of ICT in improving parental engagement

The effectiveness of various types of Information and Communication Technology (ICT) in enhancing parental involvement in their children's education cannot be underestimated. The use of digital communication platforms such as email, instant messaging apps and school websites has eased communication between school and home, allowing parents to stay informed about their children's progress and achievements easily and quickly (Zulfa et al., n.d.). Education-specific mobile apps offer features such as academic calendars, school announcements, and direct access to grade reports, all of which provide a means for parents to proactively engage in their children's educational journey. As such, ICT empowers parents to be active partners in the learning process, ensuring they can properly support learning at home and help address academic issues that may arise (Ambarwati & Badrih, 2024).

Furthermore, Learning Management Systems (LMS) and platforms such as Google Classroom not only provide tools for teachers to manage virtual classes and distribute teaching materials, but also facilitate parents' participation by providing insights into the educational materials and activities their children are engaged in. Parents can monitor online attendance, participation in class discussions, and assignment progress, which allows for early intervention if needed to help their children stay on track (Fauziya et al., 2024). With features such as video conferencing, parents also have the opportunity to meet virtually with teachers, simplifying the communication process and making it more inclusive and accessible for all parents, regardless of their possibly busy work schedules. This strengthens the relationship between school and family, designing a collaborative approach in supporting students' academic achievement and socio-emotional development (Nuroniah et al., 2024).

Furthermore, the utilization of social media as part of ICT has become another effective tool in improving parental engagement. Schools and teachers who utilize social media platforms such as Facebook, Instagram, and Twitter to post updates regarding school activities, important announcements, and student successes, create a more relatable and accessible communication channel (Rumodar et al., 2024). Parents who are active on social media can interact with this content through likes, comments and shares, strengthening the school community and increasing a sense of belonging and engagement. In addition, specialized parent groups or forums on social media can be a valuable resource where information, advice and support are shared between

parents, strengthening community relationships and providing a social safety net for families (Arsy et al., 2024).

The adoption and integration of smart technologies in the education system, such as push notifications from educational apps or school information systems that provide realtime updates on student attendance or emergency notifications, offer further convenience for parents (Huraerah et al., 2024). Thus, ICT not only strengthens the relationship between parents and schools through enhanced communication, but also through empowering parents with the tools they need to support their children's education more effectively. This creates a truly collaborative educational environment, where technology is not only used to enrich students' learning experiences but also to integrate families more deeply in the learning process (Fauziya et al., 2024).

In conclusion, ICT has opened many doors for parental involvement in education, overcoming traditional barriers such as time and distance. By utilizing the various platforms and tools available, schools can enhance communication, collaboration and community with students' families. It is not just about providing information but also about creating active engagement that contributes to a more inclusive and supportive learning environment for all students.

Challenges in ICT Utilization

While the utilization of Information and Communication Technology (ICT) in education offers significant benefits, there are also challenges that arise in the implementation process. One of the main challenges is the digital divide, which refers to differences in access to and ability to use technology between individuals (Ramadhanti et al., 2024). This is often related to factors such as economic conditions, geographical location and education level. The digital divide may prevent some parents from fully engaging in ICT-based education systems as they may not have access to the necessary devices or a stable internet connection. In addition, some parents may lack technological literacy, making it difficult for them to utilize digital platforms provided by schools to support their children's education (Rukhmana et al., 2024).

In addition to the digital divide, another challenge faced in the utilization of ICT is the issue of data privacy and security. As more students' personal information and communication between schools and parents are conducted through digital platforms, the risk of data leakage increases. This requires schools and ICT service providers to implement strong security protocols and ensure that student data and other information are closely guarded (Simamora et al., 2024). This challenge also raises the need for greater digital literacy among parents, students and school staff, so that they understand the importance of online safety practices and how to protect their personal information. Without adequate legal and policy frameworks in place to protect data in the education system, trust between parents and schools in using ICT may erode,

reducing the effectiveness of its utilization in improving parental engagement in education (Hatiah & Muslimah, 2024).

Responding to these challenges and ensuring effective ICT utilization requires a comprehensive and collaborative strategy. One approach that can be adopted is to increase investment in ICT infrastructure, especially in underserved areas, to reduce the digital divide. Governments and educational institutions need to allocate sufficient resources to ensure every student and their family has access to technology and adequate internet connectivity (Anatasya et al., 2024). In addition, training and education programs for parents and students on technology literacy and internet safety need to be expanded, to help them use technology effectively and safely.

Cooperation between schools, communities and ICT service providers is also important in developing and implementing strong privacy and data security policies. This includes the implementation of encryption technologies, strict access controls and ongoing monitoring of ICT systems to protect against potential security threats. Strengthening this cooperation can increase transparency and trust between all parties involved, ensuring that student privacy and data security are prioritized (Tatubeket et al., 2024).

In addition, the use of ICTs in education should be inclusive and oriented towards the needs of users. This means that the tools and platforms developed should be accessible and easy to use for all parents, regardless of their technological background or specific needs. By listening to feedback from the community and customizing ICT solutions accordingly, schools can ensure that these tools support parental engagement in ways that meet the needs of their families (Febri et al., 2024); (Holilah & Muhammad, 2024).

Finally, collaboration with technology experts, policy developers, and the wider community can facilitate the sharing of best practices and innovations in the utilization of ICT for parental engagement. Thus, a multidisciplinary and adaptive approach is key in navigating the challenges, optimizing the benefits of ICT in education, and ensuring that every student has the opportunity to succeed in a learning environment supported by strong parental engagement.

Overall, despite the challenges in leveraging ICT to improve parental engagement in education, with the right, collaborative and solutions-based approach, the potential of ICT as a unifying and empowering tool can be fully realized. This opens up opportunities to create a richer education ecosystem, where technology acts as a bridge connecting schools, students and families, enabling all children to reach their full potential.

Conclusion

The utilization of Information and Communication Technology (ICT) in education has significant potential to increase parental involvement in their children's learning

process. Through various digital platforms, parents can actively participate in their children's education, monitor learning progress and communicate with teachers more easily and efficiently. ICT offers parents the opportunity to be involved in their children's education without the limitations of time and place, allowing access to learning resources, educational materials and information regarding school activities in real-time. It supports the creation of a more collaborative learning environment between schools, students and families, increases transparency and strengthens the school-home relationship.

However, the implementation of ICT in education also poses challenges, including the digital divide and issues of privacy and data security. Gaps in access to technology between individuals can limit parents' participation in their children's education through ICT, especially among families who are less well-off or located in remote areas. Data security and privacy issues are also a major concern, given the risk of leakage of students' personal information. Addressing these challenges requires a comprehensive approach through equitable ICT infrastructure investment, strong privacy policies and digital literacy training for all parties. Thus, the potential of ICT as a medium to support parental involvement in children's education can be maximized, forming a strong foundation for collaborative and inclusive learning.

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