

The Role of Parents as Guides, Facilitators, and Motivators in Online Islamic Religious Education Learning

Vini Oktavini¹, Molyano²

¹Department Department of Islamic Religious Education, Universitas Islam An Nur Lampung, South Lampung, Lampung, Indonesia

²Islamic Religious Education Teacher, MTs Al-Ishlah Sukadamai, South Lampung, Lampung, Indonesia

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ABSTRACT

Purpose of the study: This study aims to examine the role of parents as guides, facilitators, and motivators in supporting the implementation of online Islamic Religious Education (PAI) learning. The study also identifies the forms of parental involvement, obstacles encountered, and efforts made to support students during online PAI learning.

Methodology: This study employed a qualitative descriptive approach. Data were collected through semi-structured interviews, observations, and documentation involving parents, students, and PAI teachers. The research instrument consisted of interview and observation guidelines. Data were analyzed through data condensation, data presentation, and conclusion drawing, with source and technique triangulation used to ensure data validity.

Main Findings: The findings indicate that parents perform three main roles in online PAI learning: guiding, facilitating, and motivating. Parents provide learning assistance, supervision, learning devices, internet access, and emotional support. Several obstacles were identified, including limited time, technological skills, learning facilities, internet access, and understanding of PAI materials. Parents respond by managing time, using additional learning resources, and communicating with teachers.

Novelty/Originality of this study: The novelty of this study lies in integrating the roles of parents as guides, facilitators, and motivators specifically within online PAI learning. This integrated perspective extends previous studies that generally examine parental involvement in online learning separately or in general education. The findings highlight parents as educational partners supporting both academic learning and religious character development.

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Corresponding Author:

Vini Oktavini,

Department Department of Islamic Religious Education, Universitas Islam An Nur Lampung, South Lampung, Lampung, Indonesia,

Jl. Pesantren, Sidoharjo, Jati Agung, South Lampung, Lampung, Indonesia

Email: vinivini11@gmail.com

1. INTRODUCTION

The development of information and communication technology has brought significant changes to various aspects of life, including the provision of education [1]. The utilization of digital technology enables learning processes to be conducted flexibly without being constrained by space and time [2]. These changes have encouraged educational institutions to develop various forms of online learning as an alternative to support the continuity of the educational process. In the context of Islamic education, the utilization of digital technology

also provides opportunities for Islamic Religious Education (IRE) to reach students more broadly and adapt to the evolving needs of learning.

Online Islamic Religious Education (IRE) is not only oriented toward the delivery of religious content but is also directed toward developing students' knowledge, attitudes, and behavior in accordance with Islamic values [3]. The online learning process means that interaction between teachers and students does not always occur directly, resulting in more limited supervision and learning assistance [4]. This condition places the family environment in an important position in helping students participate in the learning process optimally [5], [6]. Therefore, parental involvement is necessary to support the success of online IRE learning, particularly in terms of learning assistance, provision of learning resources, and encouragement for students.

Parents' roles are not limited to fulfilling children's material needs but also include educational and supportive functions throughout the learning process [7]. In online IRE learning, parents can act as guides by helping children understand learning materials and directing their learning activities in an organized manner [8]. Parents also act as facilitators by providing devices, internet access, a suitable learning space, and an environment that supports the implementation of learning activities. In addition, parents serve as motivators by providing attention, encouragement, appreciation, and reinforcement so that students remain enthusiastic about participating in the learning process.

However, the implementation of these roles does not always proceed optimally in online learning practices. Some parents face limitations in terms of time, technological skills, understanding of IRE materials, and the ability to provide consistent learning assistance [9], [10]. These conditions may cause students to experience difficulties in understanding learning materials, become less disciplined in participating in learning activities, and experience decreased learning motivation [11]. These challenges indicate that the success of online IRE learning is influenced not only by teacher competence and the availability of technology but also by the quality of parental involvement in supporting children's learning processes.

Several studies have examined parental involvement in education and online learning, particularly in relation to learning assistance, provision of facilities, and motivation for students. Nevertheless, the role of parents as an integrated combination of guides, facilitators, and motivators in the context of online IRE learning requires further investigation [12]. This research gap indicates the need for a discussion that examines parental involvement not only from the perspective of academic assistance but also in relation to the specific needs of IRE learning, which encompasses the dimensions of knowledge, attitudes, and the development of religious character. Accordingly, this study seeks to expand the discussion of family involvement in IRE learning by focusing on three primary parental roles.

The novelty of this study lies in examining the integration of parents' roles as guides, facilitators, and motivators in supporting the implementation of online IRE learning [13], [14]. These three roles are viewed as interconnected components that contribute to creating a supportive learning environment for achieving the objectives of IRE learning. This approach provides added value by positioning parents not merely as individuals who assist children in completing school assignments but as educational partners who contribute to the learning process and the development of students' character. This study is expected to provide a more comprehensive understanding of the forms of parental involvement and their contribution to the continuity of IRE learning within a digital environment.

The study of parental roles in online IRE learning is important because the development of digital learning requires synergy among teachers, students, and families [15]. Understanding parental roles can serve as a basis for developing more effective forms of learning support, particularly in helping students address challenges associated with technology-based learning. Based on these problems, research gaps, and the urgency of the issue, this study aims to examine the roles of parents as guides, facilitators, and motivators in online Islamic Religious Education learning. The findings are expected to contribute to the development of IRE learning and serve as a consideration for teachers and parents in establishing more effective family involvement in online learning.

2. RESEARCH METHOD

2.1 Research Design

This study employed a qualitative approach with a descriptive research design to obtain an in-depth understanding of the roles of parents as guides, facilitators, and motivators in online Islamic Religious Education (PAI) learning. A qualitative approach was selected because the study focused on understanding parents' experiences, forms of involvement, and actions in assisting students during online PAI learning [16]. The descriptive design was used to systematically describe the conditions identified in the field based on information obtained from the research participants [17]. Through this design, the study not only described the forms of parental involvement but also identified various factors that supported and hindered the implementation of parental roles in the learning process.

2.2 Research Subjects, Object, and Focus

The subjects of this study were parents who assisted their children in participating in online PAI learning, while students and PAI teachers served as supporting informants to obtain more comprehensive information [18]. The subjects were selected purposively by considering their direct involvement in assisting children during online PAI learning activities. The research object was the role of parents in implementing online PAI learning, particularly their roles as guides, facilitators, and motivators. The research focused on forms of learning assistance, provision of learning facilities, motivation, challenges faced by parents, and efforts made to support the successful implementation of online PAI learning.

2.3 Data Sources

The data sources consisted of primary and secondary data. Primary data were obtained directly from parents as the main informants, as well as students and PAI teachers as supporting informants, through interviews and observations. Secondary data were obtained from documents related to the implementation of online PAI learning, including teaching materials, documentation of learning activities, students' assignment records, and relevant literature [19]. The use of multiple data sources was intended to obtain more comprehensive information and enhance data validity by comparing information obtained from different sources.

2.4 Data Collection Techniques

Data were collected through observation, interviews, and documentation. Observations were conducted to obtain information regarding parental assistance during online PAI learning, including their involvement in helping children understand learning materials, providing learning facilities, and motivating them to study [20]. Semi-structured interviews were conducted with parents, students, and PAI teachers to explore their experiences, forms of involvement, challenges, and strategies related to online learning. Documentation was used as supporting data, including photographs of learning activities, learning records, students' assignments, teaching materials, and other documents relevant to the research focus.

2.5 Research Instruments

In qualitative research, the researcher serves as the primary instrument responsible for determining the research focus, collecting data, interpreting information, and drawing conclusions. To support the data collection process, supporting instruments were used, including observation guidelines, interview guidelines, and documentation sheets. These instruments were developed based on three main indicators of parental roles: guide, facilitator, and motivator. The research instrument framework is presented in Table 1.

Table 1. Research Instrument Framework

No.	Parental Role	Indicators Examined	Data Collection Techniques
1	Guide	Assisting children while participating in online PAI learning	Observation, interview
2	Guide	Helping children understand PAI learning materials	Interview, documentation
3	Guide	Directing and supervising children's learning activities	Observation, interview
4	Facilitator	Providing devices used for online learning	Interview, documentation
5	Facilitator	Providing internet access and learning necessities	Interview, documentation
6	Facilitator	Creating a supportive learning environment	Observation, interview
7	Motivator	Providing encouragement and enthusiasm for learning	Observation, interview
8	Motivator	Providing rewards or appreciation for children's efforts	Interview
9	Motivator	Helping improve learning discipline and responsibility	Observation, interview
10	Challenges	Parents' difficulties in assisting online learning	Interview
11	Efforts	Parents' strategies for overcoming learning-related challenges	Interview, documentation

Table 1 shows that the research instruments were developed based on three main forms of parental roles, as well as the challenges and efforts related to the implementation of online PAI learning. Each indicator served as a basis for developing interview questions and determining the aspects observed during the research process. These instruments enabled the researcher to obtain focused data while still providing informants with opportunities to describe their experiences more broadly. Thus, the data obtained could provide a deeper description of parental roles in accordance with the conditions identified in the field.

2.6 Data Analysis Techniques

The research data were analyzed qualitatively through three main stages: data condensation, data display, and conclusion drawing. During the data condensation stage, the researcher selected, focused, simplified, and categorized data obtained from observations, interviews, and documentation according to the research focus. The data were then displayed in narrative descriptions and categorized into three parental roles: guide, facilitator, and motivator, as well as categories of challenges and efforts to overcome them. The final stage involved drawing conclusions gradually by comparing findings from various data sources to obtain a consistent description of the role of parents in online PAI learning.

To enhance data validity, the study employed source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from parents, students, and PAI teachers. Meanwhile, technique triangulation was conducted by comparing the results of observations, interviews, and documentation related to the research focus. The data were considered to have a higher level of credibility when information obtained through different sources and techniques demonstrated consistency.

2.7 Research Procedure

The research procedure was conducted systematically from the preparation stage to the formulation of conclusions [21]. The first stage was preparation, which involved identifying the research problem, conducting a literature review, determining the research focus, selecting the research subjects, and developing data collection instruments. The second stage was the implementation of the research, which involved collecting data through observations, interviews, and documentation involving the research subjects and supporting informants. The third stage consisted of data processing and analysis, while the final stage involved interpreting the findings, drawing conclusions, and preparing the research report.

Chronologically, the research procedure consisted of the following stages: (1) identifying problems in online PAI learning; (2) reviewing literature on the role of parents in learning; (3) determining the research subjects and focus; (4) developing the research instruments; (5) collecting data through observation, interviews, and documentation; (6) verifying data validity through triangulation; (7) condensing and categorizing data based on the research indicators; (8) displaying the data; (9) interpreting the findings and drawing conclusions; and (10) preparing the research article. These procedures were carried out sequentially to ensure that the data obtained were consistent with the research focus. The research procedure also served as the basis for developing the discussion of parents' roles as guides, facilitators, and motivators in online PAI learning..

3. RESULTS AND DISCUSSION

3.1 The Role of Parents as Guides

The findings show that parents were involved in guiding students during online Islamic Religious Education (PAI) learning. The forms of guidance included accompanying children during learning activities, reminding them of learning schedules, monitoring attendance, helping them understand difficult materials, and directing students in completing assignments given by teachers. Assistance was also provided when students experienced difficulties in understanding learning instructions or using online learning media. This involvement indicates that parents served as parties who helped provide direction to students so that learning activities could continue in an organized manner even though the learning process was conducted at home.

In addition to providing direct assistance, parents also attempted to help students develop more organized learning habits. Parents reminded their children to participate in learning activities according to the schedule, complete assignments, and prepare learning needs before activities began. When children experienced difficulties in understanding PAI materials, parents provided assistance according to their abilities or directed them to use other learning resources. Thus, the findings indicate that the role of parents as guides encompasses learning assistance, direction, supervision, and support for students during online PAI learning.

3.2 The Role of Parents as Facilitators

The findings show that parents served as facilitators by providing learning devices, internet access, learning materials, and an environment that supported online PAI learning. Parents also regulated the use of learning devices and created a conducive learning atmosphere so that students could participate in learning activities, access materials, and complete assignments effectively. These findings indicate that the facilitator role is not limited to providing learning facilities but also includes efforts to create learning conditions that support the continuity of online PAI learning.

3.3 The Role of Parents as Motivators

The findings show that parents provided motivation to students to increase their involvement and maintain their enthusiasm for participating in online PAI learning. The forms of motivation included advice, attention, encouragement, reminders to study, and appreciation for students' efforts and achievements. Parents

also provided support when children experienced boredom, difficulties in understanding learning materials, or a lack of enthusiasm for participating in learning activities. Such motivation was provided to help students maintain their willingness to learn and fulfill the learning responsibilities assigned by teachers.

Parental motivation was also associated with the development of students' discipline and responsibility. Parents reminded their children to participate in learning activities on time, complete assignments, and avoid using learning devices for activities unrelated to learning while classes were in progress. Emotional support was provided when students experienced difficulties so that they would not easily give up during the learning process. The findings indicate that the role of parents as motivators constitutes an important form of support in helping students maintain consistency in participating in online PAI learning.

3.4 Challenges and Efforts of Parents in Online PAI Learning

The findings show that the implementation of parental roles in online PAI learning still faced several challenges. These challenges included parents' limited time to assist their children, limited technological skills, difficulties in understanding certain learning materials, and limitations in learning devices and internet access. Parents also had to divide their attention between work, household responsibilities, and students' learning needs. These conditions resulted in differences in the form and intensity of parental involvement in the learning process.

To overcome these challenges, parents made various efforts according to their respective circumstances. These efforts included managing the time available for learning assistance, providing help when students experienced difficulties, utilizing additional learning resources, and communicating with teachers when certain materials or assignments were not understood. Parents also attempted to adjust their assistance according to students' needs and abilities. The findings indicate that these efforts reflected parental adaptation to ensure that online PAI learning could continue despite limitations in its implementation.

3.5 Discussion

The findings show that parents played the role of guides through assistance, direction, supervision, and support in understanding learning materials and completing online PAI assignments. This finding is consistent with previous research indicating that parental involvement can create a more structured learning environment and support students' academic activities [22], [23]. In PAI learning, this role has a broader scope because parental assistance can also support the development of attitudes, responsibility, and religious values. Thus, parents serve as a bridge between the educational process provided by teachers and students' learning habits within the family environment.

The role of parents as facilitators was reflected in the provision of learning devices, internet access, learning materials, and a supportive learning environment [24]. This finding is consistent with previous research that identifies facility readiness and family support as important factors in online learning [25]. However, limitations in devices, internet connectivity, and family economic conditions indicate a gap between the requirements of digital learning and the ability of some parents to provide adequate facilities. Therefore, the facilitator role is not only concerned with providing resources but also with parents' ability to create learning conditions that enable students to participate in learning continuously.

As motivators, parents provided attention, advice, encouragement, appreciation, and positive reinforcement to maintain students' enthusiasm and discipline. This finding is consistent with previous research showing that family support can increase students' motivation and engagement in learning. In the context of PAI, such motivation is not limited to completing assignments but can also support the development of students' religious habits and attitudes. This demonstrates that parents' emotional support is an important component in sustaining the continuity of online PAI learning.

Compared with previous studies, this research has a more specific focus because it integrates the roles of parents as guides, facilitators, and motivators in online PAI learning [26]. Previous studies have largely discussed parental involvement in online learning in general, whereas this study relates parental involvement to the characteristics of PAI, which encompass knowledge, attitudes, and religious values [27]. This gap indicates that parental involvement in technology-based PAI learning needs to be understood from a multidimensional perspective. The novelty of this study lies in its understanding that the three roles complement one another in supporting the learning process as well as students' character development.

The challenges identified in this study included limitations in time, technological skills, understanding of learning materials, learning facilities, and internet connectivity, which are consistent with previous research concerning challenges in online learning [28], [29]. Nevertheless, parents attempted to overcome these challenges through time management, the use of additional learning resources, and communication with teachers. These findings indicate that adaptability is an important factor in maintaining parental involvement throughout the learning process. Practically, the findings imply the need for more systematic communication among teachers, parents, and schools so that learning assistance at home can be implemented in accordance with the objectives of PAI learning.

This study has limitations because it focuses on three forms of parental roles and relies on data derived from the experiences and perspectives of the informants [30]. Therefore, the findings cannot fully represent all forms of family involvement in PAI learning across different contexts. Future research could expand the research subjects and locations and employ mixed-method approaches to examine the relationships among parental involvement, motivation, learning independence, and PAI learning outcomes. Such development is expected to contribute to the formulation of a more systematic school–family collaboration model for supporting technology-based PAI learning.

4. CONCLUSION

This study demonstrates that parents play a crucial role in supporting online Islamic Religious Education (PAI) learning by acting as guides, facilitators, and motivators. This role is manifested through the provision of learning supervision and support, the supply of devices and internet access, and the encouragement of students' motivation, discipline, and sense of responsibility. Implementation faces challenges such as limited time, technological proficiency, understanding of the subject matter, facilities, and internet access necessitating adjustments and communication between parents and teachers. These findings highlight the importance of strengthening partnerships among parents, teachers, and schools to ensure that online PAI learning support is more effective and well-directed. Future research could expand the scope of subjects and locations and employ mixed methods to examine the relationship between parental involvement and students' motivation, independence, and learning outcomes in PAI.

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