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Parental–Student Collaboration in Implementing Effective Learning Strategies to Support Children's Learning Independence: A Case Study of Class III-B at SDN 106815 Marindal 1

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Learning independence is an important skill that needs to be developed since elementary school, especially through directed learning habits and family support. This study aims to analyze the collaboration of parents and students in implementing effective learning strategies to support the learning independence of grade III B students at SDN 106815 Marindal 1. This study uses a qualitative approach with a case study type. The research subjects included grade III B students, their parents, and class teachers. Data were collected through observation, interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña which includes data condensation, data presentation, and drawing and verifying conclusions. Data validity was carried out through triangulation of sources and techniques. The results of the study indicate that collaboration between parents and students can be realized through learning assistance, providing motivation, time management, providing a conducive learning environment, monitoring assignments, and evaluating learning activities. The learning strategies implemented include active recall, practice testing, spaced practice, learning time management, and mind mapping. The implementation of this strategy supports the development of learning independence indicators, including learning initiative, time management skills, responsibility for tasks, perseverance, self-control, and self-evaluation. Research shows that parents' roles are more effective when positioned as facilitators and companions, providing gradual support without taking over student learning responsibilities. Thus, targeted collaboration between parents and students can support the development of regular study habits, responsibility, and learning independence in elementary school students. Successful implementation of this strategy requires consistency, communication between parents and teachers, and adaptation of the strategy to the characteristics and needs of the students.
Keywords: Parent Collaboration, Effective Learning Strategies, and Active Recall.

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1. Introduction

Elementary school education is a crucial stage in building the foundation of students' knowledge, skills, character, and learning habits. At this stage, students are not only required to understand the learning material but also to be guided to develop the ability to gradually manage their learning process. One important skill to develop is learning independence, namely the ability to manage time, set goals, carry out learning activities, complete assignments, and evaluate their learning process. Learning independence in elementary school students is not formed instantly but develops through habituation, teacher guidance, family support, and a learning environment that allows students to gradually take responsibility. In the context of Indonesian education, the learning process is directed so that students not only acquire knowledge but also develop competencies and character through active and meaningful learning. The Learning and Assessment Guidelines emphasize the importance of learning that takes into account the needs, characteristics, and development of students in the learning and assessment process

(Kemendikbudristek, 2022). Therefore, learning strategies applied to elementary school students need to be tailored to their level of cognitive development and abilities, including in terms of managing study time, understanding material, completing assignments, and developing learning habits.

Effective study strategies are essential in helping students acquire and retain knowledge. Dunlosky et al. (2013), through a study of various study techniques, showed that the effectiveness of study strategies varies across techniques. Some techniques, such as practice testing and distributed practice, have strong research support, compared to certain study techniques that are widely used by students but have more limited effectiveness. These findings suggest that students need to be introduced to study strategies based on scientific evidence, not simply to study habits that are considered convenient or popular.

Applying effective learning strategies to elementary school children needs to be simple and tailored to their developmental characteristics. Strategies such as regular review of material, active recall exercises, practice exercises, summarizing, connecting concepts, and self-evaluation can be used to help students understand the material more deeply. However, their implementation still requires guidance, as elementary school students do not yet have fully developed self-regulation skills. In this context, parents play a crucial role in helping establish learning routines without taking over the child's responsibilities.

One aspect that needs to be considered in implementing learning strategies is students' ability to understand how effective learning occurs. Oakley (2014) explains the importance of using learning strategies that involve understanding, remembering, practicing, and providing breaks during the learning process. This approach demonstrates that effective learning does not mean studying for long periods, but rather how learning time is used in a structured manner. In the context of elementary school students, this principle can be applied through a simple study schedule, dividing study time and breaks, gradual practice, and repetition of material. In addition to learning strategies, parental involvement is a crucial factor in creating a supportive learning environment. The European Commission (2023) emphasizes that parental involvement in education can include communication with the school, support for learning at home, monitoring children's development, and creating a supportive learning environment. Thus, the role of parents goes beyond helping with homework but also includes developing study habits and providing emotional support to children.

Collaboration between parents and students is becoming increasingly important because children's learning takes place in two primary environments: school and family. Schools provide learning structure through teachers and curriculum, while families provide a more informal and ongoing learning environment. This collaboration can be realized through developing a shared learning schedule, setting simple learning targets, monitoring assignment completion, providing motivation, and evaluating learning activities. In this pattern, students remain the primary actors in learning activities, while parents act as companions and facilitators. Learning independence also needs to be distinguished from the concept of learning styles. Several studies have shown that the assumption that every student must learn using a specific learning style lacks a strong empirical basis. Pashler et al. (2008) concluded that there is insufficient evidence to support the implementation of educational practices based on matching teaching methods to students' learning styles. These findings are reinforced by Willingham et al. (2015), who explain that the theory of specific learning styles lacks sufficient scientific support to provide a basis for grouping students and tailoring learning exclusively based on these categories. Therefore, the learning strategies in this study are not directed at labeling students based on learning styles, but at using strategies that help students understand, remember, apply, and evaluate learning materials.

Mind mapping can also be a supporting strategy in the learning process when used to help students organize and connect information. Buzan (2018) introduced mind mapping as a technique for visualizing

the relationships between ideas and information. In the context of elementary school students, the use of concept maps or mind maps can help students organize learned material and conduct more structured repetition. However, this strategy should be used as a learning tool, not as a sole method that must be used by all students.

Time management is also an important part of effective learning strategies. The Pomodoro Technique, introduced by Cirillo (2006), divides study time into specific intervals interspersed with breaks. Although this approach was originally developed for general time management, the principle of dividing work and rest time can be adapted to support children's learning, taking into account the age, concentration, and needs of each student. For elementary school students, its application needs to be more flexible and less stressful. Therefore, effective learning strategies in this study are understood as a series of methods that help students manage their study time, understand material, remember information, practice, complete assignments, repeat assignments, and evaluate learning outcomes. Meanwhile, parental collaboration is understood as a form of support that provides structure and support to students while allowing them to fulfill their learning responsibilities.

This context is relevant for study in grade III B students at SDN 106815 Marindal 1 because students at this level are at a developmental stage that requires a combination of adult guidance and opportunities to develop personal responsibility. Overly dominant guidance can cause students to become dependent on their parents, while minimal guidance can lead to students experiencing difficulties in managing learning activities. Therefore, a collaborative pattern is needed that positions parents as mentors and students as active subjects in the learning process.

Based on this description, there is a need to examine how effective learning strategies can be implemented through collaboration between parents and students and how their implementation can support the development of independent learning in elementary school children. This research was specifically conducted on grade III B students of SDN 106815 Marindal 1, paying attention to the form of parental guidance, learning strategies used by students, learning habits, and the development of student responsibility for their learning activities.

Thus, this study aims to analyze the collaboration of parents and students in implementing effective learning strategies to support the learning independence of elementary school children, especially in grade III B students of SDN 106815 Marindal 1. This study is expected to provide practical contributions for parents and teachers in developing learning assistance patterns that are not only oriented towards completing assignments, but also towards the formation of habits, responsibilities, and learning independence of students.

2. Literature Review

Effective Learning Strategies.

Effective learning strategies are a series of approaches, techniques, and habits that students use to help them understand, store, recall, and apply knowledge. Learning strategies are not only related to the length of time spent studying, but also how students organize their learning process to optimally achieve learning objectives. Dunlosky et al. (2013) explain that the effectiveness of learning techniques varies. Based on a study of various learning techniques, practice testing and distributed practice are among those with relatively strong empirical support. Practice testing provides students with the opportunity to retrieve information from memory, while distributed practice organizes the learning process into several separate sessions rather than concentrating all learning activities at one time.

Table 1. Educational psychology literature

Style Study	Main Characteristics	Supporting Strategy
Visual	Learning through sight: pictures, diagrams, colors, mind maps	Use mind mapping, picture flashcards, educational videos [7]
Auditory	Learning through listening: oral explanations, discussions, recordings	Read aloud, group discussion, record own explanation [6]
Kinesthetic	Learning through movement: practice, experimentation, object manipulation	Role-play, hands-on experimentation, walking while memorizing [6]

In the elementary school context, effective learning strategies need to be simplified to suit the developmental characteristics of students. Students can be guided to create a simple study schedule, read the material, review it in their own words, do exercises, use questions to recall the material, and evaluate what they have learned. This approach helps students gradually understand that learning success is determined not only by academic ability but also by the strategies used. Learning strategies also need to avoid the assumption that each student can only learn through one particular learning style. Pashler et al. (2008) explained that there is not yet sufficient empirical evidence to support the use of learning styles as the primary basis for matching teaching methods to students' learning style characteristics. Willingham et al. (2015) also emphasized that certain learning style theories do not have sufficient scientific support to be used as a basis for grouping students. Therefore, effective learning strategies in this study are not understood as selecting methods based on a particular learning style, but as the use of various strategies that help students understand, remember, practice, and evaluate learning materials.

Active Recall and Practice Testing Strategies.

One strategy that can support the learning process is active recall, the process of recalling information from memory without simply rereading the material. In cognitive psychology literature, this concept is closely related to practice testing or retrieval practice. Dunlosky et al. (2013) position practice testing as a learning technique with a relatively high level of empirical support. Through recall practice, students not only passively receive information but also attempt to retrieve what they have learned. Examples include answering questions after reading the material, re-explaining concepts in their own words, working on practice problems without looking at the answers, or generating questions based on previously learned material.

For elementary school students, this strategy can be implemented in simple ways. For example, parents can ask a few questions after their child has finished studying. The child then answers based on their own understanding. This approach allows parents to determine the extent of the material's understanding without directly providing the answers to the child. Therefore, active recall, in this study, is seen as a strategy that can help foster active learning habits and support students' development of responsibility for their learning process.

Spaced Practice and Learning Time Management.

In addition to practice testing, distributed practice, or spaced practice, is a learning strategy that divides learning activities into several separate opportunities or sessions. Dunlosky et al. (2013) showed that distributed practice has strong research support compared to learning conducted in a single, concentrated session. This principle can be applied to elementary school students through a consistent learning

schedule, for example, studying for relatively short periods but regularly. This pattern is more appropriate for children's needs because it takes into account their limited attention span and need for rest.

Study time management can also be achieved by dividing activities into several stages, such as reading material, doing exercises, taking breaks, and then repeating. Oakley (2014) explains the importance of combining focused study with breaks so that the learning process doesn't solely depend on long study durations. Therefore, time management in this study encompasses students' ability to determine study time, follow a schedule, manage breaks, and complete learning activities according to predetermined targets.

Learning Independence.

Learning independence is a student's ability to manage learning activities gradually, taking responsibility for their goals, processes, and outcomes. Independence does not mean students must learn without assistance. In elementary school, independence develops through a mentoring process that gradually reduces students' dependence on adults. Learning independence is closely related to the concept of self-regulated learning (SRL). In the self-regulated learning process, students plan, monitor, control, and evaluate their learning activities. Research on self-regulated learning interventions shows that self-regulation skills can be developed through the teaching of structured learning strategies appropriate to students' developmental stages (Dignath et al., 2023).

Based on this concept, the learning independence of elementary school students in this study can be observed through several indicators:

1. Learning initiative, namely the ability of students to start learning activities without always waiting for instructions.
2. Time management, namely the ability to manage study and rest time.
3. Responsibility for tasks, namely the ability to complete assigned tasks.
4. Persistence, namely the ability to maintain effort when facing difficulties.
5. Self-control, namely the ability to reduce activities that interfere with the learning process.
6. Self-evaluation, namely the ability to look back at successes and difficulties in learning.
7. The ability to ask for help, namely the ability to seek help when faced with material or tasks that are not yet understood.

This indicator is important because learning independence in elementary school students is a developmental process, not a condition that must be perfect.

Collaboration between Parents and Students.

Parent-student collaboration is a form of family involvement in supporting children's educational processes while maintaining the student as the primary subject of learning. Collaboration can be achieved through communication, mentoring, organizing the learning environment, providing motivation, monitoring learning activities, and providing feedback. The European Commission (2023) identifies parental involvement as a crucial aspect in supporting children's educational processes. This involvement extends beyond academic assistance to communication between families and schools and the creation of a supportive learning environment.

In the context of this research, parent-student collaboration does not mean parents simply do their children's homework. Instead, parents serve as facilitators, motivators, companions, and supervisors, while students retain responsibility for their own learning activities. This pattern is crucial to prevent dependency.

Table 2.Comparison of Learning Technique Effectiveness

Learning Techniques	Long-Term Effectiveness	Difficulty Level	Recommendation
Active Recall	High (50–70% ↑)	Currently	⭐⭐⭐⭐⭐ Highly Recommended [1] [12]
Spaced Repetition	High (40–60% ↑)	Currently	⭐⭐⭐⭐⭐ Highly Recommended [1] [13]
Mind Mapping	Medium-High	Easy	⭐⭐⭐⭐ Recommended [7]
Pomodoro	Medium (focus ↑)	Easy	⭐⭐⭐⭐ Recommended [10] [11]
Passive Review	Low	Easy	⭐ Not Recommended [1]

Parents can help their children create a schedule, but the children are guided to follow it. Parents can ask questions, but the children are given the opportunity to find the answers. Parents can provide corrections, but the children are given the opportunity to correct their mistakes. Thus, the collaboration referred to in this study is based on the principle of "accompanying without taking over."

The Role of Parents in Developing Learning Independence.

Parents play a strategic role in shaping learning habits, as most elementary school students' learning activities take place at home. Parental support can include providing a conducive learning environment, time management, motivation, assignment assistance, and communication with teachers. However, parental involvement must consider the child's level of independence. Too much support can lead to dependency, while too little can make it difficult for children to manage their learning process.

Therefore, a relevant form of mentoring is gradual support. In the initial stages, parents can provide more guidance. Once the child understands the learning procedures, assistance is reduced so that the student has the opportunity to carry out activities independently. This concept aligns with the importance of supporting student autonomy within the family environment. Parental support that provides space for children to make decisions and carry out their responsibilities can contribute to children's motivation and engagement in academic activities (Grolnick et al., 2022).

The learning environment is the physical and psychological conditions that influence learning activities. The learning environment at home includes the availability of a study space, lighting, noise levels, availability of study supplies, use of digital devices, and emotional support from family. A conducive environment can help students maintain attention and complete assignments. Conversely, distractions such as television, uncontrolled use of gadgets, noise, or irregular family activities can hinder student concentration. In this study, the learning environment is not only seen from the physical conditions, but also from family support for study habits. Parents can create simple rules regarding study time and time for digital device use so that students have clear boundaries.

3. Methods

This study uses a qualitative approach with a case study type focused on class III B SDN 106815 Marindal 1 to explore in depth the collaboration of parents and students in implementing effective learning strategies to support the learning independence of elementary school children. The research subjects consisted of class III B students, their parents, and class teachers, with the object of research centered on the dynamics of parent-student collaboration. Data collection was carried out through observation techniques of learning activities and mentoring, in-depth interviews with all research

subjects, and documentation in the form of activity photos, field notes, and student learning outcome documents. The instruments used included observation sheets, interview guidelines, and supporting documents. The data obtained were analyzed using the interactive model of Miles and Huberman through the stages of data reduction, data presentation, and drawing conclusions. To ensure the validity of the data, this study applied source triangulation techniques and techniques by comparing information from various respondents and different data collection tools.



Figure 1. Research Flowchart

This research flow was systematically designed using a qualitative case study approach, starting from the preparation stage to the drawing of final conclusions. The research stages began with the determination of subjects (grade III B students of SDN 106815 Marindal 1, parents, and teachers) and research objects regarding collaboration in effective learning strategies. Field data collection was carried out using observation sheets, interview guidelines, and documentation analysis. The raw data collected as input was then processed through an interactive data analysis process using the Miles and Huberman model, which included data reduction, data presentation, and verification or drawing conclusions. To maintain the credibility and validity of the findings, testing was carried out through triangulation of sources and techniques. This entire series of processes produced outputs in the form of comprehensive findings regarding the contribution of parent-student collaboration in supporting children's learning independence in elementary school.

4. Analysis and Results

General Overview of Research Implementation

This research was conducted on grade III B students of SDN 106815 Marindal 1 with a focus on parent-student collaboration in implementing effective learning strategies to support independent learning in elementary school children. The research used a qualitative approach with a case study type. This approach was used to obtain an in-depth picture of the form of collaboration, mentoring patterns, applied learning strategies, and changes in student learning behavior in learning activities. Research data were obtained through observations of student learning activities, interviews with students, parents, and teachers, as well as documentation in the form of activity notes, learning outcomes, and other supporting

documents. The collected data were analyzed through the stages of data reduction, data presentation, and drawing conclusions.

The focus of analysis in this study includes:

1. Form of collaboration between parents and students.
2. Implementation of effective learning strategies.
3. The role of parents in supporting learning activities.
4. Development of student learning independence.
5. Supporting and inhibiting factors for collaboration.

Research results show that parent-student collaboration in learning activities can be achieved through mentoring, motivation, providing a learning environment, supervising learning activities, and evaluating learning outcomes. Collaboration extends beyond parental assistance with student assignments to building regular and responsible study habits. The forms of collaboration found or that can be analyzed in this research include the following activities.

a. Learning Activity Assistance
   Parents assist students with homework, reading materials, reviewing lessons, and preparing school supplies. This support includes providing guidance and explanations if students encounter difficulties. Effective mentoring doesn't involve taking over students' tasks. Parents act as facilitators, providing gradual assistance so students continue to strive to complete tasks independently.
b. Providing Motivation
   Motivation is provided through verbal encouragement, appreciation for student effort, and understanding the importance of learning. Parents can demonstrate appreciation for the learning process, such as students' perseverance, discipline, and courage in attempting to complete assignments. Providing process-oriented motivation can help students understand that learning success is not only determined by grades, but also by effort and consistency.

a. Study Time Management
   Collaboration is also evident in creating a home study schedule. This schedule can include time for reading, completing assignments, reviewing material, taking breaks, playing, and using digital devices. Time management helps students understand how to divide up their daily activities and develop regular study habits. Initially, parents can help create a schedule, then gradually guide students to implement and evaluate it independently.
b. Provision of Learning Environment
   Parents support learning activities by providing a comfortable study space, adequate lighting, stationery, books, and minimizing distractions during the learning process. A conducive learning environment can help students maintain concentration and complete assignments better.
c. Monitoring and Evaluation
   Monitoring is carried out by checking the implementation of the study schedule, asking about student difficulties, and observing the progress of assignments and learning outcomes. Monitoring should be conducted in a communicative and non-pressurizing manner. Joint evaluation between parents and students can be used to find out which strategies have worked well and which areas still need improvement.

Implementation of Effective Learning Strategies

Effective learning strategies in this study focused on using learning methods that help students understand, remember, and apply the material. The strategies analyzed included repetition, active recall, practice problems, spaced practice, time management, and mind mapping.

a. Active Recall

Active recall is a learning strategy that involves recalling information without simply reading the material repeatedly. In the context of elementary school students, this strategy can be implemented through the following activities:

1. Students answer questions based on the material they have studied.
2. Students re-explain the lesson using their own language.
3. Students mention important concepts or facts without looking at the book.
4. Parents ask short questions after the learning activity.
5. Students make a summary from memory before reviewing the material.

The application of active recall can help students know which parts of the material have been understood and which parts still need repetition.

b. Practice Testing or Practice Questions

Practice questions are used to measure students' understanding of the learning material. Practice questions are not only intended to earn grades, but also to help students identify errors and improve their understanding.

Parents can provide simple exercises based on the material they've learned in school. After completing the exercises, students are instructed to check their answers, identify errors, and understand how to solve them.

c. Spaced Practice or Scheduled Repetition

Spaced practice involves dividing learning activities into several sessions at different times, rather than studying the entire material in one long session. For example, students review material for 15–20 minutes each day rather than studying for long periods just before an exam.

Implementing scheduled repetition can help students develop consistent study habits. This strategy can also reduce students' reliance on a system of sudden study before an assessment.

d. Study Time Management

Study time management is achieved by creating realistic daily activities that are age-appropriate. Study duration should be tailored to the child's concentration abilities and should be interspersed with rest periods.

Table 3.Example of student learning activity arrangements.

Activity Time	Activity
After resting	Prepare books and stationery
First session	Reviewing lesson material
Short break	Relaxation or light activity
Second session	Doing exercises or homework
Closing session	Preparing school supplies and evaluating activities

The schedule is flexible and can be adjusted to suit student conditions and family habits.

e. Mind Mapping

Mind mapping is used as a supporting strategy to help students organize information in the form of keywords, branches, symbols, or simple images. This strategy can be applied to materials with multiple concepts, such as Natural Sciences, Pancasila Education, Indonesian Language, and Social Sciences.

Through mind mapping, students are directed to:

1. Determine the main topic.
2. Write down the main idea.
3. Create branches based on subtopics.
4. Add supporting keywords or images.

5. Explain the contents of the mind map again.

The use of mind mapping can be an alternative to more active learning activities and help students establish relationships between concepts.

Development of Student Learning Independence

Learning independence is a student's ability to organize, implement, monitor, and evaluate their learning activities with decreasing assistance. In this study, learning independence was analyzed using several indicators.

a. Learning Initiative

Learning initiative is demonstrated through students' willingness to initiate learning activities without always waiting for instructions from parents or teachers. Students who demonstrate initiative begin to demonstrate behaviors such as opening books, preparing writing materials, reading materials, or completing assignments on their own.

b. Time Management Skills

Learning independence is demonstrated by students' ability to follow a study schedule and manage their time between studying, playing, resting, and using digital devices. Initially, students may still need reminders from their parents, but they are expected to gradually be able to manage their own time.

c. Responsibility for Tasks

Responsibility is demonstrated through the habit of completing homework, bringing school supplies, handing in assignments, and correcting mistakes. Students no longer simply do assignments because they're told to, but begin to understand their responsibilities as students.

d. Perseverance in Facing Difficulties

Persistence can be observed when students encounter difficult questions or material. Independent students don't give up immediately, but instead try to reread the material, try other methods, ask questions, or seek help after making an initial effort.

e. Self-Control

Self-control is related to students' ability to reduce distractions while studying, such as playing, watching, using cell phones, or doing other activities that are not related to the task.

f. Self-Evaluation

Self-evaluation is demonstrated through students' ability to assess their learning outcomes, recognize errors, and identify areas of material that need to be reviewed. Evaluation can be conducted through simple questions, such as:

1. What material have I understood?
2. What material is still difficult?
3. Is my assignment done?
4. What should I fix?
5. What study strategies are most helpful?

Based on the results of observations and interviews, the development of learning independence needs to be seen from gradual changes in student behavior, not only based on academic grades.

Analysis of the Relationship between Parental Collaboration and Learning Independence

Collaboration between parents and students is closely linked to the formation of learning habits and the development of student independence. Targeted collaboration can provide emotional support, learning resources, guidance, and opportunities for students to take responsibility. Initially, parents provide structure through schedules, reminders, and mentoring. Subsequently, students are given the opportunity

to engage in independent learning activities. Therefore, mentoring is not continuous but is gradually reduced as students' abilities develop.

Effective collaboration has the following characteristics:

1. Parents provide direction, not take over students' tasks.
2. Students are given the opportunity to try and make mistakes.
3. Communication is conducted openly and non-judgmentally.
4. Learning strategies are adapted to the age and abilities of students.
5. Evaluation is done to improve the process, not just to assess the results.
6. Teachers and parents exchange information about student development.

With this pattern, students are expected to not only be able to complete school assignments, but also have the ability to organize the learning process in stages.

Supporting and Inhibiting Factors

a. Supporting Factors

Factors that can support the implementation of parent-student collaboration include:

1. There is good communication between parents, students and teachers.
2. Availability of time for parental guidance.
3. A comfortable and conducive learning environment.
4. Availability of books, stationery, and learning resources.
5. Students' willingness to follow the study schedule.
6. Providing motivation and appreciation consistently.
7. Learning strategies tailored to student needs.
8. Regular monitoring of learning progress.

b. Inhibiting Factors

The inhibiting factors that need to be considered include:

1. Limited time for parents to accompany their children.
2. Differences in learning abilities between students.
3. Digital device use disorder.
4. Lack of consistency in implementing the study schedule.
5. Students easily get bored or lose concentration.
6. Parents help too much so that students do not practice independence enough.
7. Limited learning resources at home.
8. Lack of communication between school and family.

These inhibiting factors need to be addressed through a flexible approach, intensive communication, and a clear division of roles between parents, students, and teachers.

Discussion of Research Results

The research findings suggest that learning independence in elementary school students does not develop instantly, but rather through a process of habituation involving family and school support. Collaboration between parents and students is crucial because elementary school children still need guidance, supervision, and emotional support to develop learning habits.

Implementing effective learning strategies can help students learn more actively. Active recall strategies encourage students to recall material, practice problems help identify levels of understanding, and spaced practice fosters the habit of regular repetition. Time management and mind mapping can be used as additional strategies to help students manage their activities and organize their learning materials.

Table 4. A summary of the research results can be presented in the following table.

Aspects Analyzed	Observed Findings	Interpretation
Parent collaboration	Mentoring, motivation, monitoring, and provision of learning facilities	Parents act as facilitators of learning activities
Effective learning strategies	Active recall, practice questions, scheduled repetition, time management, and mind mapping	Strategies to help students learn in a more focused manner
Learning initiatives	Students start preparing equipment and start studying.	Demonstrate development of learning responsibilities
Time setting	Students follow a study schedule with a certain level of assistance.	Helps build regular study habits
Job responsibilities	Students complete and check assignments	Demonstrate increased engagement in the learning process
Perseverance	Students try again when they encounter difficulties.	Demonstrate the ability to face learning challenges
Self-evaluation	Students recognize material that has and has not been understood	Supporting reflective learning processes

However, the success of a learning strategy is not solely determined by the method used. Other factors such as consistency of implementation, parental support, student motivation, home environment, and communication with teachers also influence its outcomes. Therefore, parents need to implement a mentoring pattern that strikes a balance between assistance and freedom. Too much assistance can make students dependent on their parents, while insufficient support can lead to difficulties in managing learning activities. Appropriate support is support that gradually guides students to take responsibility for their own learning. Overall, parent-student collaboration can be understood as a process that supports the formation of positive learning habits through mentoring activities, strengthening motivation, time management, implementing learning strategies, and ongoing evaluation. Learning independence then develops through students' opportunities to plan, implement, and evaluate their learning activities.

5. Conclusion

Based on the results of research on the collaboration between parents and students in implementing effective learning strategies to support the learning independence of elementary school children in grade III B of SDN 106815 Marindal 1, it can be concluded that collaboration between parents and students plays an important role in shaping and improving students' learning independence. Parental involvement through mentoring, providing motivation, managing study time, providing a conducive learning environment, and monitoring learning activities can help students develop more regular and responsible learning habits. The implementation of effective learning strategies tailored to the characteristics of grade III students, such as preparing study schedules, gradual learning, using interesting learning media, providing opportunities for students to complete assignments independently, and evaluating learning outcomes, contributes to the development of students' abilities in managing their learning process. Thus, students still receive support when facing difficulties, but have sufficient space to develop their own initiative and responsibility. This mentoring pattern can create a balance between parental support and students' opportunities for independent learning. Thus, the collaboration of parents and students through the implementation of effective learning strategies can be one approach that supports the formation of learning independence in elementary school students. Successful implementation requires good

communication between parents, students, and teachers, as well as consistency in implementing learning habits at home and at school. Future research could expand the study by involving a larger number of participants, a longer observation period, and quantitatively measuring learning independence to obtain a more comprehensive picture.

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