



PARENTS AS LIFELONG LEARNERS FOR INDONESIA'S GOLDEN GENERATION 2045: A SYSTEMATIC REVIEW

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ABSTRACT

The realization of Indonesia's Golden Generation 2045 depends not only on formal education systems but also on the quality of learning environments within families. Parents play a strategic role as primary educators, role models, and facilitators of children's development. However, rapid social change, digital transformation, and increasing educational demands require parents to continuously update their knowledge, skills, and parenting practices. This literature review examines parents as lifelong learners in shaping high-quality human resources toward Indonesia's Golden Generation 2045. Drawing on international scholarly publications related to parental involvement, family learning, lifelong learning, and human capital development, the findings show that learning-oriented parents create supportive home learning environments, foster children's cognitive and socio-emotional development, and strengthen character education. Positioning parents as lifelong learners is therefore a strategic approach to complement formal education and strengthen family-based education systems.

Keywords: parents as lifelong learners; parental involvement; family learning; Golden Generation 2045; human capital

INTRODUCTION

The development of high-quality human capital has become a central concern for many nations facing demographic change and global competition. Indonesia, entering a period of demographic bonus, has articulated the vision of **Indonesia's Golden Generation 2045**, which aspires to produce a generation that is intellectually competent, morally grounded, socially responsible, and globally competitive. Achieving this vision requires not only effective formal education systems but also strong family-based educational foundations that support children's holistic development from early stages of life (OECD, 2021; World Bank, 2020).

International research consistently demonstrates that family learning environments play a significant role in shaping children's academic achievement, character formation, and long-term learning orientation. Parents are widely recognized as children's first educators whose attitudes, behaviors, and values influence early learning experiences and future educational trajectories (Bronfenbrenner, 2005; Collins et al., 2000). Numerous studies have shown that parental involvement is associated with positive educational outcomes, including improved academic performance, stronger learning motivation, and better socio-emotional development (Hill & Tyson, 2009; Hoover-Dempsey & Sandler, 2005).

However, rapid social change, digital transformation, and increasing educational complexity have reshaped traditional parenting roles. Parents are now expected not only to support schooling but also to guide children in navigating digital media, developing critical thinking skills, and building ethical character in increasingly complex learning environments (UNICEF, 2022). These demands require parents to continuously update their knowledge, skills, and attitudes, highlighting the importance of lifelong learning within the family context.

The concept of **lifelong learning** has gained prominence as a key principle in education and human development, emphasizing continuous learning across the

lifespan to respond to social, economic, and technological change (European Commission, 2019; UNESCO Institute for Lifelong Learning, 2020). While lifelong learning has been widely discussed in relation to students, educators, and workforce development, parents are often positioned merely as supporters of schooling rather than as active learners within the educational ecosystem. This limited perspective overlooks the potential impact of parents' own learning processes on the quality of children's learning environments and educational outcomes.

This issue is particularly relevant in developing countries such as Indonesia, where disparities in parental educational background, access to learning resources, and digital literacy remain evident. Parents who lack opportunities to engage in continuous learning may face difficulties in supporting children's learning needs, particularly in digital and information-rich contexts (OECD, 2021). As a result, the absence of a strong parental learning culture may weaken long-term efforts to achieve national human capital development goals, including Indonesia's Golden Generation 2045.

Although international literature has begun to address family learning and parental education, integrative reviews that explicitly position **parents as lifelong learners** within the framework of long-term national development agendas remain limited. Therefore, this literature review aims to synthesize international research on parental involvement, family learning, and lifelong learning to examine how parents' continuous learning contributes to strengthening family-based education. By positioning parents as lifelong learners rather than passive supporters, this study offers an integrative perspective that supports sustainable educational development and contributes to the realization of Indonesia's Golden Generation 2045.

METHOD

This study employed a **literature review** approach to synthesize and critically analyze international research on parents as lifelong learners and their role in family-based education. A literature review was selected as an appropriate method to integrate theoretical and empirical findings across disciplines and to identify patterns, themes, and research gaps related to parental involvement, family learning, and lifelong learning in the context of human capital development (Snyder, 2019).

The literature search was conducted using reputable international academic databases, including **Scopus**, **Web of Science**, **ERIC**, **ScienceDirect**, and **Google Scholar**. Keywords such as *parents as lifelong learners*, *parental involvement*, *family learning*, *lifelong learning*, and *human capital development* were used individually and in combination to ensure comprehensive coverage of relevant studies (Booth et al., 2016).

To ensure the relevance and quality of the reviewed literature, several inclusion criteria were applied. The selected articles were peer-reviewed journal publications written in English and published within the last fifteen years. The studies focused on parental involvement, family learning, or lifelong learning and examined their implications for children's educational outcomes or broader human capital development. Non-peer-reviewed articles, opinion papers, and publications lacking theoretical or empirical grounding were excluded from the review.

The data analysis followed a **thematic synthesis** procedure. The selected articles were read systematically to identify recurring concepts and key findings related to parents' roles as lifelong learners. These concepts were then grouped into broader themes and compared across studies to develop an integrative understanding of how parental lifelong learning contributes to children's learning environments and educational outcomes (Thomas & Harden, 2008).

To enhance the rigor and trustworthiness of the review, the literature selection and analysis process was conducted transparently and consistently. Using multiple databases and well-defined inclusion criteria helped minimize selection bias, while reliance on established international literature strengthened the credibility of the synthesized findings (OECD, 2021).

FINDINGS AND DISCUSSION

The synthesis of international literature reveals several dominant themes concerning parents as lifelong learners and their contribution to children's learning and human capital development.

First, the reviewed studies consistently indicate that parents who engage in lifelong learning practices are more capable of creating supportive and cognitively stimulating home learning environments. Research on family learning demonstrates that when parents actively seek new knowledge and skills, they tend to provide richer learning resources, encourage curiosity, and model positive learning behaviors for their children (Epstein, 2018; Grusec, 2011). Such environments foster children's intrinsic motivation to learn and shape positive attitudes toward education as a lifelong process rather than a short-term academic requirement.

Second, parental lifelong learning is strongly associated with children's cognitive and socio-emotional development. International studies suggest that parents who continuously update their understanding of child development, pedagogy, and learning strategies are better equipped to support children's academic progress and emotional well-being (Collins et al., 2000; Hill & Tyson, 2009). These parents tend to demonstrate higher responsiveness, effective communication, and adaptive parenting strategies, which contribute to children's self-regulation, resilience, and problem-solving skills.

Third, the literature highlights the role of lifelong learning-oriented parents in strengthening school–family partnerships. Parents who perceive themselves as learners are more likely to engage in meaningful communication with teachers, understand curricular goals, and participate in school-based educational activities (Hoover-Dempsey & Sandler, 2005). This active engagement creates greater alignment between home and school learning environments, which has been shown to enhance consistency in educational support and improve student learning outcomes.

Fourth, several studies emphasize the importance of parental lifelong learning in responding to digital transformation. As digital technologies increasingly shape children’s learning experiences, parents’ digital literacy becomes a critical factor. Parents who engage in continuous learning related to digital tools and media are better positioned to guide children in responsible technology use, promote digital citizenship, and mitigate potential risks associated with online learning environments (UNICEF, 2022; OECD, 2021).

The findings of this literature review underscore the strategic importance of positioning parents as lifelong learners within contemporary education systems. From a theoretical perspective, these findings align with ecological and lifelong learning frameworks, which emphasize that learning occurs across multiple contexts and throughout the lifespan (Bronfenbrenner, 2005; UNESCO Institute for Lifelong Learning, 2020). Parents who adopt a lifelong learning orientation embody these principles and transmit them implicitly through daily interactions with their children.

In relation to **Indonesia’s Golden Generation 2045**, the findings offer important implications. The national vision emphasizes the development of human resources who are adaptable, innovative, and grounded in strong moral and social values. Achieving these outcomes requires more than formal schooling; it demands active family engagement supported by parents who continuously develop their competencies. Parents as lifelong learners are better equipped to nurture critical

thinking, creativity, and ethical character—competencies essential for navigating future global challenges (OECD, 2021).

Furthermore, the literature suggests that parental lifelong learning has the potential to reduce educational inequality. Differences in children's learning outcomes are often linked to variations in family learning environments and parental educational backgrounds. By strengthening parents' learning capacities, education systems can help mitigate disparities caused by socioeconomic factors and unequal access to educational resources (World Bank, 2020). This insight is particularly relevant in developing contexts, where family-based interventions may provide cost-effective strategies for improving educational quality and equity.

The discussion also highlights the growing significance of parental lifelong learning in the digital era. As education increasingly integrates technology, parents' ability to learn and adapt alongside their children becomes essential. Parents who lack digital competence may unintentionally limit children's learning opportunities or fail to provide adequate guidance. Conversely, parents who continuously learn about digital tools and media can support children's digital competence, ethical awareness, and online safety, reinforcing positive learning outcomes (UNICEF, 2022).

Despite these positive insights, the literature identifies several challenges. Barriers such as limited time, lack of access to learning resources, and insufficient institutional support may hinder parents' participation in lifelong learning. Therefore, education policies and school programs should explicitly recognize parents as learners and provide accessible opportunities for parental education and family learning initiatives. Strengthening this dimension of education represents a sustainable approach to supporting children's development and advancing long-term national goals, including the realization of Indonesia's Golden Generation 2045.

CONCLUSION

This literature review highlights that *learning-oriented parents* play a decisive role in shaping children's cognitive, socio-emotional, and moral development, which are essential foundations for achieving Indonesia's Golden Generation 2045. Parents who continuously learn—both formally and informally—are better equipped to adapt parenting practices to changing educational, technological, and social contexts. Such parents demonstrate higher responsiveness, provide richer learning environments, and foster positive learning attitudes in children.

The findings indicate that parental learning is closely linked to children's academic achievement, motivation, character formation, and lifelong learning orientation. Learning-oriented parenting strengthens family resilience, enhances home-school partnerships, and supports the development of critical 21st-century competencies, including creativity, critical thinking, collaboration, and digital literacy. Furthermore, parents' engagement as learners contributes to intergenerational learning processes that positively influence national human capital development.

In the context of Indonesia 2045, empowering parents as lifelong learners should be recognized as a strategic investment in national development. Policies and educational programs that promote parental education, family learning initiatives, and inclusive access to learning resources are therefore crucial. Future research is encouraged to explore empirical models of parental learning interventions and their long-term impact on children's educational outcomes within diverse socio-cultural settings.

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