

PARENTS INVOLVEMENT ON CHILDREN'S EDUCATION AT ELEMENTARY SCHOOL IN OMESURI, LEMBATA REGENCY

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Abstract

This study was done to know the parents' involvement on children's education at elementary school in Omesuri, Lembata Regency. The aim of the study is to ascertain how does parental involvement on students elementary education. In this case study, a qualitative research was used. Data was gathered by interviewing parents of five different elementary school in Omesuri, who all have children that have good achievement in academic. The study found that all participants are all highly involved with their children's education. However, not all aspects the parents involved. There were three of six aspects that the parents involved, namely parenting, communication, and learning at home. While the other three aspects were not involved, namely volunteering, decision making, and collaborating with community. The study showed that parental involvement has positive effects on students' academic achievement on Elementary Schools in Omesuri.

Keywords: Parents' Involvement, Elementary School, Omesuri.

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INTRODUCTION

Education suppresses on the interaction between the educator and learners. It is expected to create the qualified and empowered learners on this competitive world. The effort of government to build-up the quality of education fixedly prepared through increasing the facilities, instruction system and the materials should be taught and absolutely the qualified educators. On our law of national education system (UU No. 20 Tahun 2003) stated that education is a mindful and organised effort to invent students' learning atmosphere and learning process so they are actively in developing spiritual, self-control, personality, intelligence, virtuous, as well as skills for themselves, society and nation.

On an article entitled "The Impact of Parental Involvement on Children's Education (2008)" stated that

most children have two main educators in their lives: their parents and their teachers. Parents are the prime educators until the child attends an early years setting or starts school and they remain a major influence on their children's learning throughout school and beyond. The school and parents both have crucial roles to play. There is no universal agreement on what parental involvement is, it can take many forms, from involvement at the school (as a governor, helping in the classroom or during lunch breaks) through reading to the child at home, teaching songs or nursery rhymes and assisting with homework. This can be categorised into two broad strands: parents' involvement in the life of the school and their involvement in support of the individual child at home.

Learning at school needs the qualified educators. Through them, hopefully the learning process will run efficiently and effectively. Effectiveness

Learning can be realized through a variety of complex activities. Teacher activities in preparing lesson plan, technique precision or teaching methods in delivering the certain material, the use of adequate tools or media, giving motivation and guidance from teachers and other ancillary factors. Vygotsky (in Cakiroglua and Kuruyerb, 2012) specially emphasizes the importance of adult guidance in children development. The role of the teacher is not to convey the content to the child by simplifying it but to provide bridges to help the child to make strides in his/her developmental endeavors and to create the suitable environment for learning.

Generally, the first relationship of children was the members of family, whom the children express their emotion and on the contrary. If the social relationships and the emotional between the children and family was shattered, they could not develop their integrity, self-control and emotional reasoning in their life (Danim, 2013:41).

Governments, families and communities also have the same responsibility to realize the goals of national education. Family referred as the first environment, since children got their first education, guidance, upbringing, and practice from their parents. But in fact the increasing of parents attention on the students' education was not escorted yet by the parents' awareness on their role as educators. Attention is a basic foundation for good relationship among family members. It as a great psychological effect on children's learning activities. Children will be more active and more eager to learn because they feel motivated by their parents.

Parental involvement in education has been a topic of interest for many years.

Many researchers identify the important role of a strong positive connection between parents and schools play in the development and children's education. Children benefit when parents or family members and teacher get involved in their learning and development. Parents do their best with the information or knowledge that they have to teach their children; help them get ready in school. Teachers also work diligently to nurture their students' academic achievement, social and emotional development. As Pinter (2006: 15-16) stated that learning about the children by talking to them, observing them, and talking to their parents can help teachers to understand the children they are working with. By incorporating variety into everyday practice, teachers can make their lesson full of stimulation for all learner types and intelligences.

Harvard Family Research Project (2006) stated that both participation in preschool based activities and regular communication between families and teachers are related to young children's outcomes. Parent participation practices can include attending parent-teacher conferences, participating in extended class visits, and helping with class activities. Such participation is associated with child language, self-help, social, motor, adaptive, and basic school skills. More frequent parental visit in school activities is important probably because it contributes to parents' greater knowledge of the school program and familiarity with school experiences.

Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with

schools to share information; participation in school events; participation in the work of the school; and participation in school governance. The most important finding from the point of view of this review is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement (Desforges and Abouchaar, 2003:4).

Several studies revealed the similar variables have done before. A study entitled "Effects of Parental Involvement in Education: A Case Study in Namibia" by Guðlaug Erlendsdóttir (2010). He concluded that by staying involved with their children's education in this way the parents do impact positively on the academic achievement. Another study was also conducted by Adri Menheere & Edith H. Hooge (2010) entitled: "Parental Involvement in Children's Education: A Review Study about The Effect of Parental Involvement on Children's school Education with A Focus on The Position of Illiterate Parents". They have found strong evidence of the positive influence of parental involvement in children's education on school achievement, learning motivation, perseverance and social behavior of children. The most determinative factors in parental involvement are good parenthood in the home situation and parents beliefs in and high expectations of their children's success in school.

Omesuri was chose as the subject of the study based on the circumstance of parents from several factors such as home study controls, school learning activities controls, learning motivation and also it was found there are many drop-out elementary students because of the lack of encouragement of parents to their students education (Kupang Post, July 2016).

The problem statements of this study is how does parental involvement on students elementary education in Omesuri, so that the objective is to ascertain how does

parental involvement on students elementary education in Omesuri.

The finding of this study is expected to provide relevant to be advantageous for both theoretical and practical concerns. Theoretically, the study is expected to provide relevant knowledge about the paces of the parents to assist their children at elementary education. Practically, the finding of the study is expected to give beneficial contribution to the parents, Elementary School Institution and especially the researcher himself on how to develop appropriate ways that can be applied to help students on elementary education. Moreover, this finding is also expected providing reference to other researchers who intend to carry out a study in similiar field.

RESEARCH METHOD

The design of this study is descriptive qualitative which is focused on portraying how does parental involvement on students elementary education in Omesuri District. Ary, Jacobs, L.C & Sorensen (2010: 420) stated that qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting. It is an intensely personal kind of research, one that freely acknowledges and admits the subjective perceptions and biases of both participants and researcher.

This research is a case study which is the researcher try to examine Epstein's framework about parents' involvement on students Elementary Education in Omesuri. Adnan Latief, (2014:86) in his book of Research Methods on Language Learning an Introduction defined that, "case study is one of the qualitative research methods used to study in-depth a unit of a person, a family, a social group, a social institution, or a community for the purpose of understanding the life cycle or an important part of the life cycle of the unit".

This study was conducted in Omesuri, Lembata regency. There are twenty-four Elementary Schools in this district which is separated in twenty villages. MIN I Lembata, MIS Nurul Hadi Leubatang, SD Inpres Walangsawa, SD Katolik Hobamatang, and SDN Wowon were chosen to be the research subject because the researcher wants to know how does parental involvement on students' elementary education.

The data taken by the researcher was qualitative. The qualitative data were taken by giving interviews to the parents in different kinds of Elementary School in Omesuri to know how does their involvement on students elementary education.

During qualitative research, it is common to start data analysing along with the data collection. As soon the interview had been transcribed, the researcher read it carefully over a few times in order to gain some feeling for the interview and in order to familiarise himself with what each of his participant had said. In order not to miss any information in the data, the researcher re-read them over carefully and systematically a few times. The researcher then gathered all the information that related to each category: parenting, communicating, volunteering, learning at home, collaborating with the community and decision making.

RESULT AND DISCUSSION

The researcher sum up the main findings from these interviews and discuss them related with theory. The categories discussed are based on Epstein's Framework (in Luchuck, 1998) there are six types of parent involvement are: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Parenting

This helping families to establish a home environment that supports children as students. So, the schools should help parents with information on how to create a conducive learning environment at home. The benefits of the parenting type of involvement to the student include improved discipline, improved school attendance, increased learning time and understanding the importance of schooling later in life (Epstein in Mahuro and Hungu, 2016).

In spite of different socio-economic status, all participants considered education to be important for their children's future. Three of five interviewed parents came from farmer families and the other two were from the teacher families. They all have high expectations for their child's education and want them to reach high goals and to become someone. They all want a better life for their children, than what they themselves had. As Dahlia's mother said that: hopefully, they have better future better than us. Dewi's father also has similar expectations for her daughter: to get qualifications to do a job with some title.

The parents always monitor their children's schoolwork and most of them consider themselves to have a good relationship with the school and the teachers. The parents have regular discussions with their children about schoolwork and school related matters. When parents participate in their children's education by having regular about their schoolwork and monitoring their work, it may be presumed to affect their motivation to strive to do their best at school. Because by overtly showing their interest in their children's lives, surely can act as a strong factor for encouragement. By spending enough time with their children, the parents also learned about problems faced by the children in school, class, problems with teachers and schoolmates.

When the researcher asked about their opinion of parental involvement in children's education, all parents believe it to be very important to be involved. Khairunnisa's father agreed with this and said that: it is necessary for parents to be involved, because if parents are giving their children to someone else to educate, they need to know what is going on. Some of the parents mentioned that it is not only necessary for them to be involved with their education, but also with their whole life. As Niko's mother said that: parents should be involved for everything. What she is doing in school, even in the street when with friends. All participants considered education to be important for their children's future. They all have discussions with their children of how important it is. Andini's father stated that, without education, her daughter's future will be bleak. Niko's mother has the same thoughts about the importance of education for her son: if you didn't have any education then you are not going to be successful in the future.

The more the parent is involved in the student's academic progress, the more the student will succeed academically and aspire to further their education. The more the parent is involved with the student's school, the more likely the student will succeed academically. Finally, The more the parent is involved with communicating with the student, the more the student will succeed academically. As Chen, 2009; Galindo & Sheldon, 2012 (in Martin, 2013) stated that the interactions between parents and their children are the most common connections held during a child's early years. The relationship formed from these relations is a major force that influences overall development and a child's outcomes, such as academic achievement.

Communication

This involves the two-way information sharing between the school and the parents regarding school programmes and students' progress. Schools are encouraged to devise various modes of relaying information between the school (teachers) and the family (students). In many instances, parents are encouraged to contact schools at onset of each grade entry. Various forms can be adopted which may include periodical parent-teacher meetings, telephone conversation and messaging, social media platform and student's report card. This creates a positive communication link which forms the basis of discussion in case the student develops problems later in the year. Students who enjoy such communication benefits have improved knowledge of their academic progress, improved school attendance, more decisive on courses they are undertaking, improved communication skills and better understanding of school rules, regulations and policies (Epstein in Mahuro and Hungi, 2016)

Communication between Elementary school in Omesuri and parents was more just to inform the parents of what is happening rather than to build a equal partners who can discuss school matters. The study showed that all the parents who participated in this study are being contacted by the school. Three of the participants experienced a lack of regular communication; they were from farmer families and the other two parents spoke more warmly about the school; they were from teacher families. In spite of such lack of communication, Andini's father believes it is very important for the school to have a fair amount of communication with the family. It is very important to be in contact because there's something we don't know but the teacher maybe know.

All of the parents considered to have a good relationship with their child's teachers. Three of five interviewed parents

admitted that they could meet the teachers outside school to discuss their children's problem faced because most of their daily activities were spent in the garden from morning to evening. In contrast to the other two parents who recognized a fairly active communication relationship with the school and the teacher because their daily lives dealt with school and much of their time at home.

Elementary schools in Omesuri have to improve and reach out more actively to parents and develop a relationship with them; includes contacting the parents on a regular basis to discuss their child's progress. After the researcher talking with the parents, they all want open and frequent discussions with the school. Some of the participants in this study mentioned that those parents who attend meetings at school, were those parents whose children are doing well in school. Whereas, the parents of children who are doing less well, do rarely attend. It was also because the parents busy with their farm activities.

Volunteering

A volunteer is any individual who desires to develop or support school goals for the benefit of students' learning. The schools therefore should adopt ways which encourage family individuals to volunteer and participate in school activities and events, especially parents with special talents. Such volunteers could be assigned to be a class parent, mentor students during school open forums, organise school visits with established role models, participate in school communal work and join students during sporting activities. Students who enjoy such voluntary participation by their parents develop enhanced communication skills with older individuals, become exposed to life outside school and they also emulate the volunteers and carry it on in

their future life development (Epstein in Mahuro and Hungi, 2016).

There was no volunteering from parents at Elementary schools in Omesuri, mainly because the school does not approach them. As one of the participants: Khairunnisa's father expressed his desire to do volunteer for the school because parents immediately know the development of their child, knowing how the teacher teaches and educates the children and finally it becomes a reference for parents to apply it back at home. However, the others participant was not agree because they entrusted their children to schools and it was also the did not have capability on it.

Learning at Home

By nature, home becomes the first school that all students attend as parents actively engage with children during their development cycle. In this regard, schools should help parents with interactive activities which enhance learning activities similar to those taught in school. These may include: assisting parents to understand some activities in the school curriculum which their children require during their schooling progression, devise a mechanism that informs parents on how to monitor their children's practices and behaviour, educate parents on how to train their children on how to set and achieve appropriate career goals and how to choose school programmes that best fit the student's schooling interest. Students who enjoy such parental involvement have improved test scores, improved homework completion and they develop a positive attitude towards schoolwork (Epstein in Mahuro and Hungi, 2016).

According to the participants, they all get involved on their children's homework and have routine discussion about homework with their children. All

participants have learning schedule for their children at home. They helped their children to finish homework even though sometimes just accompany them. As Dahlia's mother said that it is really happy to see how their children think of and solve the problems. Khairunnisa's and Dewi's father very aware that their assistance is more in the form of guidance, rather than telling them the right answers. Dewi's father said that if his daughter has a problem with understanding a certain question, he tries to assist her with comprehending it.

All the parents monitor their child's homework and make sure that the homework is finished. Monitoring their children's homework may also be regarded as a tool for parents to gain information as to what their children are learning at school. In addition, by monitoring their children's homework, the parents show their interest in what their children are doing at school. They really follow their child's progress and how he or she learns.

Decision-Making

For a school to run smoothly, it is of paramount importance to involve parents in the administration, governance and decision-making roles. Schools should engage parents in decision-making by including them through parent-teacher associations, school management committees and school patrons or chairperson. Students who enjoy such parental involvement have improved schooling and learning outcomes and enjoy enactment of some policies on their behalf which favour them (Epstein in Mahuro and Hungi, 2016).

Based on the result of interviews, the participants admitted that there was no place or association to discuss for finding children's education solutions. However, some of the parents discuss with the other parents. Schools also never involved them in decision making such as similar perceptions of curriculum implementation or children's

education problems. When the researcher asked whether they believe that the school really hears what the parents say; Dewi's father said that when he went to a meeting at school, the parents are always asked about their view on things, and he feels that the school listens but only on a certain things; for instance on the sixth grade farewell event meeting. According to Epstein (in Erlendsdottir, 2010), schools need to include parents when it comes to any decisions that affect the students and their education. By being included in this way, makes it more likely for parents to become involved with their children's education.

Collaborating with the Community

Since the schools and families are community-based, they benefit from the resources bestowed in that community while supporting their children's education. The community gatekeeper may be involved in any of the aforementioned involvements. The associated benefits to students include improved learning outcomes, exposure to more learning opportunities, tapping talents for those with extra-curricular potentials, applying the school knowledge with world realities, best choice in career options and ability to associate with other individuals apart from students, teachers and their parents (Epstein in Mahuro and Hungi, 2016).

None of the parents who participated in this study was a member of community associations. None of the schools worked together to accelerate the school programs. The five schools admit that there was cooperation with the village's government where the school was founded but there was no special cooperation for both parties for smoothness of children's education. Epstein (in Erlendsdottir, 2010) claimed that such a cooperation with the community is valuable in order to strengthen school programs, family practices and student learning.

Khairunnisa's father stated that it would be quite beneficial for the school to establish a stronger connection and relationship with organisations in the community. The community, organizations and also company could work closely with the school; for instance offering the students career days, where the students would get an opportunity and to know varied aspects of each community, organisation or company. This would be invaluable for the students in their decision-making with regards to their future career choices.

CONCLUSION

The findings of my research clearly indicate that all participants are all highly involved with their children's education. However, not all aspects the parents involved. There were three of six aspects that the parents involved, namely parenting, communication, and learning at home. While the other three aspects were not involved, namely volunteering, decision making, and collaborating with community.

Based on the result, the study showed that parental involvement has positive effects on students' academic achievement on Elementary Schools in Omesuri. All participants considered education to be important for their children's future. The parents always monitor their children's schoolwork and they considered to have a good relationship with the school and the teachers. They all get involved on their children's homework and have routine discussion about homework with their children. All participants have learning schedule for their children at home. Finally, they all recognised the importance of parental involvement.

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