



Parental Involvement on Students' Achievement During Lockdown

Saikhoni¹, Yulianto²

^{1,2}Universitas Muhammadiyah Pringsewu

Email: saikhoni@umpri.ac.id , yulianto@umpri.ac.id

Article Info

Article History:

Received: 30 June 2021

Revised: 28 July 2021

Published: August 2021

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI: 10.5281/zenodo.5218962

Abstract:

The pandemic of Covid-19 has changed how education works in the current time. A student's learning development has always been placed on the responsibility of the campus. However, during the pandemic, parental involvement has become vital in the world of education. The involvement of just a few parents may influence the quality of instruction in a classroom or at home and, thereby, influence the academic development of many students in Indonesia. This research aims to determine parental involvement students' education in Pringsewu, Lampung. Besides, it was also to help lecturer and administrators to provide activities that encourage parents to participate in students' activities at home. The data was collected via questionnaires and phone interviews. The participants involved were 10 parents and 5 lecturers from Muhammadiyah University, Pringsewu, Lampung. Based on the finding of this research, parental involvement has had a big influence in student's academic achievement. Although the importance of parental involvement is widely acknowledged in the educational society, most of parents showed that many parents still do not get involve effectively in their student's education whether in campus or at home. In conclusion, parental involvement is very essential and will help to enhance student's social relationships and promote a sense of self-esteem and self-efficacy.

Keywords: *parental involvement; academic achievement; self-esteem; self-efficacy*

INTRODUCTION

Parental involvement in a student's education is consistently found to be positively associated with a student's academic performance and success in education (Durisic, M & Bunijevac, M., 2017). Precisely, children whose parents are more involved in their education

have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Therefore, it is important to examine factors and barriers that hinder academic success and that are agreeable to change (Williams, T. T & Sanchez, B, 2011).

Parental involvement in the form of fostering interest and support has a major influence on learners' educational outcomes or achievement (Lara, L. & Saracosti, M. 2019). The campus also plays an important role in determining the levels of parental involvement on children's education. Specifically, campus can outline their expectations of parents and regularly communicate with parents about what children are learning (Durisic, M & Bunijevac, M., 2017). Also, campus can provide opportunities for parents to talk with campus personnel about parents' role in their student's education through home visits, family nights, and well-planned parent-lecturer conferences. Then, when parents talk to their child about education, expect them to do well, make sure that out-of-campus activities are constructive, and help them plan for college besides, make sure that their children perform better in campus.

However, many parents feel uninformed about current educational practices and how they can be more involved with their student's learning. Most of them do not know their student's achievement in campus. Sometimes, parents did not even give encouragement to their child as they were busy working but they expected their child to do well in education. As a result, their child felt demotivated and they did not perform well in their study due to the lack of attention and encouragement from their parents. Some of them felt forced to study and they could not perform well in their education. The overall belief that all parents matter really supports and encourages parents' participation in campus activities and therefore, promotes learners' academic success (Afolabi, O. E, 2014).

There were little researches about the important instruments through which parental involvement influences children's academic performance in education. The present study thus required to extend the literature by examining potential pathways from parental involvement on children's achievement at early age. Research findings suggested that parents' attitudes, together with their behaviour and activities with regard to their children's education, have an effect on academic achievement (Guðlaug, G, 2010). Parental involvement in campus is a powerful force, and that parents are a student's first and most enduring educator, and their influence cannot be overestimated (Hornby and friends, 2011).

The study specifically intended to establish the relationship between parental involvement and learners' performance in education. Parents have the distinct advantage over anyone else in that they can provide a more stable and continuously positive influence that could enhance and complement what the campus fosters on their children. In this regard, parental involvement is undeniably critical (Hornby and friends, 2011). However, with regard to the content of what children learn, many fall short because in general they do not possess the necessary education and therefore find it difficult to determine and understand what was done at campus (Afolabi, O. E, 2014).

The basic motivation behind parents getting engaged in their student's education is on academic success (Cankar and friends. 2012). Parents who believe in the importance of their student's education tend to be involved in educational activities, whereas parents who believe that lecturers are the only ones responsible for the educational process are likely to be less involved. Trust between lecturer-parent helps to increase the commitment to partnerships between lecturers and parents (Mahmood, 2013). When communication between parents and lecturer occurs frequently, it helps to develop trusting and responsible relationships between them (Cankar and friends. 2012). Educated parents are more likely to be involved in their student's educational activities at home.

RESEARCH METHODS

The purpose of this study was to determine parents' involvement in their student's education at home during the pandemic of Covid-19. Besides, it also helped lecturers and campus administration to provide activities for home-based learning that increased parents' participation in their student's education. This study was conducted using mixed method design which involved qualitative and quantitative data obtained from parents through questionnaire and in-depth interview. A qualitative study is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting (Creswell, 2014).

The respondents for this study were parents and lecturers of learners in a Muhammadiyah University in Pringsewu, Lampung. There were ten parents and five lecturers participated as respondents. The type of sampling applied in this study was stratified purposeful sampling which involved a combination of sampling strategies such that subgroups were chosen based on specified criteria, and a sample of cases was then selected within these strata (Creswell, 2014). The study was carried out to obtain the information from parents from a wider cross section within year group and not just from one level. This would therefore provide a rich thick data necessary to make meaning of the phenomenon from the perspective of these parents.

RESULTS AND DISCUSSION

Parents' Questionnaire

The parents' questionnaire consists of 30 questions which was categorised into three categories. There were home-based involvement, campus-based involvement and home-campus conferencing. The questionnaire was distributed to 10 parents. The findings were presented as follow. Question 1 shows responses on Campus-Based Involvement. Based on this figure, it shows that parental involvement in campus seems encouraging yet improvement are needed. Question A1 states if parents volunteered in their student's homework. Among 10 respondents, three participants answered Always, five participants answered Sometimes and two participants answered Never. While Question A2 states if parents participated in parent-lecturer activities. The result shows, two participants answered Always, seven participants answered Sometimes and a participant answered Never. Question A3 states whether parents participated in planning classroom activities with the lecturer. Four participants answered Always, and six participants answered Sometimes.

Question A4 states whether parents went on class trip with children. Seven respondents answered Always while three respondents answered Sometimes. On the other hand, Question A5 states if parents spoke to other parents about campus meeting and event. Four participants have answered Always, three participants answered Sometimes and three participants answered Never. Question A6 states if parents participated in planning class trips for children. Six parents answered Always and four parents answered Sometimes. Question A7 states whether parents met other parents outside of campus. There were seven participants answered Always and three participants answered Sometimes.

Question A8 states if parents had heard lecturer telling about their child loving to learn. Three respondents answered Always, five respondents answered Sometimes and two participants answered Never. As for Question A9, parents were asked if they participated in fundraising activities in student's campus. Four participants answered Always and six participants answered Sometimes. Question A10, states whether parents felt other parents support each other in student's classroom. Two participants answered Always, six answered Sometimes and another two participants answered Never.

Question 2 shows responses on Home-Based Involvement. Question B1 states if parents spent time working with children on reading/writing skills. Four respondents answered Always and six respondents answered Sometimes. Question B2, respondents were asked whether they spent time with children working on creative activities. A respondent answered Always, five answered Sometimes, and four respondents answered Never. Question B3 states parents shared stories with their child about when they were in campus. Two of participants have answered Always, five participants answered Sometimes and another three respondents answered Never. Question B4 states if participants shared stories about their study years. A respondent answered Always, six respondents answered Sometimes and three respondents answered Never.

Question B5 states if participants brought their children to museum, zoo or others to learn special things. Three respondents answered Always, six answered Sometimes and a participant answered Never. Question B6 states if participant maintained clear rules at home that children should obey. Three of participants answered Always, five participants answered Sometimes while two participants answered Never. Question B7 states whether parents talked about their student's learning effort in front of their relatives. Three respondents answered Always while the other seven respondents answered Sometimes.

Question B8, participants were asked if they revised their student's campus work. Three participants answered Always, five answered Sometimes and two answered Never. Question B9 states if participants kept regular morning and bedtimes schedules for children. Two participants answered Always, three participants answered Sometimes and five answered Never. Question B10 states whether participants praised their child for campus work in front of the lecturer. Two participants answered Always, six participants answered Sometimes and two participants answered Never.

Question 3 shows responses on Home-Campus Conferencing. Question C1 states whether parents talked to lecturer about their student's progress with classmate at campus. Three participants answered Always, three participants answered Sometimes and four participants answered Never. Question C2 states if participants talked to lecturer about classroom rules. Three participants answered Always, four answered Sometimes and three answered Never. Question C3 states whether participants talked to lecturer about children difficulties at campus. Two of participants have answered Always, six participants answered Sometimes and two participants answered Never.

Question C4 states if participants talked to lecturer about campus work to practice at home. Three of participants answered Always, four participants answered Sometimes and the other three participants answered Never. Question C5 states if participants talked to lecturer about their student's accomplishments. A participant answered Always, seven answered Sometimes and two participants answered Never. Question C6 states whether participants talked to lecturer about their student's daily routine. Two participants answered Always, four participants answered Sometimes and four participants answered Never.

Question C7 states if parents attended conferences with the lecturer to talk about student's learning or behaviour. Two parents answered Always, five parents answered Sometimes and three parents answered Never. Question C8 states if participants ever scheduled meetings with administration to talk about problems or to gain information. A parent answered Sometimes and nine parents answered Never. Question C9 states if participants talked to student's lecturer to gain information. Two participants answered Always, four answered Sometimes and four answered Never. Question C10 states if participants talked to their student's lecturer on telephone. Five parents answered Sometimes and another five parents answered Never.

Lecturer's Questionnaire

The lecturer's questionnaire consists of 10 questions and was distributed to five lecturers to be answered. Question 1 asked about year of teaching experience that they had. Two lecturers answered less than a year. Six other lecturers responded that they had one to five years of teaching experience and two lecturers answered more than five years. Question 2 asked on how lecturer communicated with learners' parents. Two lecturers answered that they communicated with parents using social media, while a lecturer used text messages and phone call. Another lecturer interacted face-to-face and a lecturer interacted with parents during child drop off and pick up from campus.

Question 3 asked on what type of parental involvement that lecturer expects from parents. Three respondents answered spending time in helping children's homework while two respondents expected to hold open communication in involvement of their student's education. Question 4 asked on what kind of activities lecturer provided parents to get them to get involve in their student's education. Two lecturers answered in-class and out-class activities while the other three lecturers answered volunteering activities. Question 5 asked about activities preferred by parents. Three lecturers responded for both in-class and out- of-class activities and volunteering. A lecturer responded to have family communication activities. While another did not answer.

Question 6 asked on what type of communication the lecturer preferred with parents. Four lecturers answered that they preferred face-to-face while a lecturer preferred both social media, text messages and phone calls. Question 7 asked if lecturer provides educational meeting to explain the benefits of parental involvement for parent. Three lecturers answered Yes and two respondents answered No. Question 8 was an open ended question. It asked on what was lecturer's perception towards parental involvement in their student's education. All lecturers agreed that parental involvement is the most important for children. Most of the lecturer answered that parental involvement nowadays had increased compared to ten years back. Lecturer C stated, "I see that most of the parents nowadays do involve in their student's education".

Question 9 asked lecturers whether they have ever encountered any problem with parents regarding their student's behaviour in campus. Two answered that they had argued with parents about their child when their child was punished for not doing homework. Lecturer E answered that sometimes what children tell their parents about lecturer punishing them in campus was exaggerated till these parents thought that we had beaten their child. Usually the lecturer punish them by asking them to write out their mistake a piece of paper, but they, however, told their parents differently. So, parents misunderstood".

Question 10 involved lecturer's opinion if parental involvement in education have had impact on children education. Most of lecturers agreed that parental involvement does have positive impact in their student's education. Lecturer B answered, "Parental involvements have the biggest impact in student's education since their parents' attention motivates their child to achieve better in education".

C. Parent's Interview

Question 1 asked what parents' perception is towards parental involvement in student's education. Three parents said that parental involvement is, indeed, the most crucial part in helping their child to have good performance in education. A parent has pointed that parental involvement in children's education is very important since children need support and motivation for better achievement in education.

Half of the parents answered that they were involved in their student's campus activities such as meeting. But, two parents had pointed out that sometimes they did not have time to get involve in their student's campus activities since they were busy with their work, parents do

not always have time to attend campus activities or events because they are very busy with their work. It is not that they do not want to attend, but the time does not allow.

The next question asked parents' opinion about the effect of parental involvement in student's education. Parents in this study showed that parental involvement does give positive impact on children's achievement in education. Then, one parent said that our child always needs their parents' support in order to enhance their achievement in education and have better motivation towards education. It means that, some parents do realize how important parental involvement in their student's academic achievement.

The following question asked parents' opinion about challenges in educating their child. Most of the parents responded to this question by saying that nowadays, there are a lot of challenges in educating children growing up in modern world compared to few years back. One mother pointed that it is not easy to educate children nowadays because their environment is different compared to ten years ago. Another mother pointed out that they need to be more assertive to their child since their children likes to watch cartoon more than doing his homework.

Results from this study could be concluded that there are still lacks parental involvement in children's education especially in Home-Based Involvement and Home-Campus Conferencing. Not all parents were involved in their student's education whether at home or campus. They were only few of parents that always involve in their student's education but not in all aspect. Besides, some of them rarely take part in their student's education and some of them did not even involve in their student's education whether in campus or at home. During the interview, there were few parents stated that they were busy with their work and did not have time to get involved in their student's education. However, working is not an excuse for not to get involve in children's education as parental involvement in children's education does motivate children to perform better in their education.

CONCLUSION

Lecturers in this study indicated a strong desire for parental involvement while parents do not indicate a desire for better communication with lecturer or involve in children's education. Furthermore, lecturers need to provide activities that will encourage parents to get involve in children's education especially at home and provide feedback to parents after they have participated in activities. Giving positive feedback increases parental involvement based in social exchange theory (Mahmood, 2013). The theory stated that development of relationships based on interest exchange and how people respond to others' actions. Mutual exchange of benefits is an important element within the interaction process. It means that, when lecturers provide feedback to parents, they feel appreciated for lecturers' effort and their involvement means a lot more to lecturers, campus and children.

Results show that lecturers fancy of having an open communication with parents rather than other ways of communication. The importance of communication is to step towards better parental involvement for parents, lecturers and administrators to work together on operative communication (Kocyigita, 2015) Some parents in this study indicated interest in taking part in some campus activities. Two parents mentioned that they did not participate in the campus activities due to busy working schedule and it was not that they do not want to participate. Lecturers need to be aware about parent-child relationship about involvement in education. So that they could plan a better way on how to encourage parents to participate in campus activities. Most campus have parental involvement programmes that are not effective for several reasons such as parents' difficulty communicating in English or meeting hour that could not meet parents' schedules. Lecturers need to create parental involvement programmes that include campus, families and the society to help in improving the educational process.

REFERENCES

- Afolabi, O. E. 2014. Parents' Involvement in Inclusive Education: An Empirical Test for the Psycho-Educational Development of Learners with Special Education Needs (SENs). *International Journal of Educational Administration and Policy Studies*, 6(10), 196-208.
- Cankar, F., Deutsch, T., & Syntonic, S. 2012. Approaches to Building Lecturer-Parent Cooperation. *CEPS Journal*, 2(1), 35-55.
- Creswell, J. W. 2014. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.), Thousand Oaks, CA: Sage.
- Duriscic, M & Bunijevac, M. 2017. Parental Involvement as an Important Factor for Successful Education. *CEPS Journal*, 7(3), 137-153.
- Guðlaug, G. 2010. *Effects of Parental Involvement in Education: A Case Study in Namibia*. Unpublished PhD dissertation Faculty of Education Studies, University of Iceland.
- Hornby, G. & Lafaele, R. 2011. Barriers to Parental Involvement in Education: An Explanatory Model, *Educational Review*, 63(1), 37-52.
- Kocyigita, S. 2015. Family Involvement in Precampus Education: Rationale, Problems and Solutions for the Participants. *Educational Sciences: Theory & Practice*, 15(1), 1-17.
- Lara, L. & Saracostti, M. 2019. Effect of Parental Involvement on Children's Academic Achievement in Chile. *Front. Psychol.* 10, 1464.
- Mahmood, S. 2013. First-Year Precampus and Kindergarten Lecturers: Challenges of Working with Parents. *Campus Community Journal*, 23(2), 55-86.
- Williams, T. T., & Sanchez, B. 2011. Identifying and Decreasing Barriers to Parent Involvement for Inner- City Parents. *Youth & Society*, 45(1), 54-74.