

PARENTS' INTERVENTION MODEL ON STUDENT'S LEARNING AT HOME: STUDENTS' AND PARENTS VOICES

Rusmita^{1*}, Arapik², Muhammad Iqbal Ripo Putra³

^{1,3}IKIP PGRI Pontianak, Jalan Ampera Nomor 88 Pontianak Kalimantan Barat, Indonesia

²SMPN 6 Putussibau, Indonesia

*correspondence email: rusmitaninito9@gmail.com

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Abstract

This study aims to find out how the model of parental intervention on children's learning at home, parents' challenges to children's learning at home and parental involvement in children's learning, especially in rural schools in Mempawah Regency. This research was conducted using case study research. Data collection technique is direct communication semi-structured-interview while Data Collection Tool is a tool used by researchers to collect data. In this study, researchers will use interview guidelines through interviews and open-ended questions that have been prepared as a tool to collect related data. To find the data, the Parental Intervention Model section is divided into three categories, namely Home Involvement, School Involvement and Child Involvement where each of the three categories has advantages and disadvantages. Meanwhile, in terms of the challenges faced, they are divided into three categories, namely the relationship between school and parents, time between parents and children and parental competence where these three challenges are most often experienced. and the intensity of parental involvement is divided into three criteria, namely High (Very Good), Medium (Good) and Low (Poor) from the three criteria above which are more dominant that parental involvement is Good (Medium). Based on the results of the study showed that the Parental Intervention model in student learning at home is very necessary and important for the academic development and achievement of children. Researchers found that the success rate of a child depends on the extent of parental intervention in the child's.

Keywords: parental intervention, children's learning at home, parents' challenges

INTRODUCTION

Learning shows activities that are carried out by someone who is conscious or intentional. Learning is closely related to students' achievement. Learning achievement is a learning result that is achieved after going through the process of teaching and learning activities and learning achievement can be shown through the value given by a teacher from the number of fields of study that have been studied by students (Fitryana & Yessi, 2019). Achievement is a standard test to measure skills or knowledge for someone in one or more lines of work or study. Thus it can be interpreted that students' achievement is one indicator of school success which lies in students' achievement, because the higher the level of students' achievement, the higher the quality of the school. Therefore, students' achievement plays an important

role in students' success, especially in the academic field and becomes a benchmark for increasing students' motivation in learning.

Many factors affect students' achievement, meaning that the success or failure of students in learning depends on the factors that influence it. One of the most influential is school. The school environment is a unitary space in formal educational institutions that influences the formation of attitudes and the development of students' potential and the school environment must create a conducive atmosphere so that children feel comfortable and can express their potential. According to (Hasbullah, 2012) states that the school environment is the "second main educational environment". Students, teachers, administrators, counselors live together and carry out regular and well-planned education. This means that the more effective and good the school is, the more likely the students will perform well, because the school has the most influence on students' achievement. However, apart from school, there are many other factors that affect student achievement, one of which is the family environment. The family environment is the oldest, informal educational institution, which is first and foremost experienced by children and educational institutions that are natural, parents are responsible for maintaining, caring for, protecting and educating children so that they grow and develop properly.

Previous research indicates that learning achievement is closely linked to student outcomes and is reflected in the grades they receive in various subjects (Ndjebakal Souck & Nji, 2017). The role of parents is not only a personal right and responsibility within the family, but also a societal necessity (Maryani, 2018). This role has become even more crucial during the pandemic, where remote learning has become the norm, making parental involvement in children's learning at home increasingly significant (Lathifah & Helmanto, 2019). Numerous studies have explored the Parental Intervention Model in relation to student learning at home, highlighting the impact of parental interaction on children's academic achievements (Lara & Saracostti, 2019).

In conclusion, previous research has emphasized the importance of parental intervention and involvement in children's learning at home. Learning achievement is closely tied to student outcomes, as demonstrated by the grades they receive in various subjects. Parents have a significant role to play in the academic development of their children, both as a personal responsibility within the family and as a societal need. This role has become even more critical during the pandemic when face-to-face learning is limited, and remote learning has become the norm. The Parental Intervention Model has been extensively studied, highlighting the positive effects of parental interaction on children's academic achievements. Therefore, it can be concluded that parental intervention is essential for the academic success and overall development of children.

METHOD

Research design is a design that followed by the researcher for collecting, analysing, and interpreting data (Creswell, 2012). Therefore, this research used qualitative research with the type of research Multicase study. To data needed in this research, it is fundamental to select appropriate data collection techniques and tools. In collecting data, the researcher adopted direct communication techniques, in form of semi structured-interview techniques. the researcher will use interview guidance through the interview procedures and open-ended questions that have been prepared

as a tool to collect data related to the problem to be investigated by the researcher (Adhabi & Anozie, 2017). In this study, data processing through interview, after the interview the researcher transcribed the results of the interviews by recording them with a recording device and then analyzed the data using thematic analysis and cross-case analysis. In this study, data processing through interview, after the interview the researcher transcribed the results of the interviews by recording them with a recording device and then analyzed the data using thematic analysis and cross-case analysis. In this study, the research subjects used students of SDN 16 Toho and SMPN 4 Toho in the Terap Village area, Mempawah Regency. The subjects consist of 3 students and 3 parents.

FINDINGS AND DISCUSSION

In this section, the research findings are explained in answering the research questions. The findings of this study answer three questions, namely How is the parent intervention model on student learning at home, What are the challenges of the parent intervention model on student learning at home, How is the intensity of the parent intervention model on student learning at home.

Parents' Intervention Model in Rural Schools

Based on the findings of researchers in the field, the application of the Parental Intervention Model in schools, especially in rural areas that the researchers involved in this study had taken place before the researchers came to the school concerned. Overall, the application of the Parental Intervention Model is one form of improving the quality of learning for schools located in rural areas, precisely in Mempawah Regency. In this section the researcher explains the application of the Parental Intervention Model based on the parental intervention model in children's learning at home, which consists of several types of parental intervention models. Furthermore, after the researchers conducted research related to the Parental Intervention model, several paradigms emerged that did not rule out the emergence of other models. For this reason, the researcher will explain in more detail about the model:

Home Involvement

The involvement of parents in children's learning at home in activities to support academic achievement such as parents communicating with children about their children's activities at school and their children's school assignments, creating an atmosphere of learning at home, providing interesting intellectual material at home. In this case, the involvement of parents is not only focused on parents but from family members of children who can become teachers for children when they have difficulty learning at home. In addition, the initiative of parents in helping children learn at home is also very necessary in order to see the extent of their children's academic development and find out what are the obstacles for children when studying at home or at school.

Based on the statement above, the researcher found that the role of parents was quite adequate although there were several obstacles that hindered the role of parents and there were a small number of parents who thought that the role of parents was not so important. However, this does not reduce the enthusiasm of children to continue learning and going to school.

School Involvement

Involvement of parents in their children's schools in participating in school events, school administration, and collaborating with schools to support children's academic success. Cooperation between parents and schools is very necessary in order to build a relationship with children's academic development. The teacher asks for help from parents to get involved in helping children improve academic abilities and children's achievements. Furthermore, schools and parents are also benchmarks for children's success and achievement because children have different traits and characters so schools and parents must have good communication in order to understand each child's nature and character and can be a helper when a child experiences a problem. The involvement of the school in children's learning, especially at home, is a very important concern because it is not only the responsibility of parents but also needs support from other parties, one of which is the school.

Based on the statement above, the researchers found that so far the involvement of schools in children's learning has been very good and has played an active role even though the school has experienced obstacles from various situations and conditions, especially in terms of parents, but it has not reduced the school's enthusiasm to continue to increase its role in children's academic development.

Child's Invitations

In this case, the child has the determination or willingness to involve parents in learning, meaning that the child has his own initiative to ask for help from his parents without having the parents offer. Children play an active role in learning at home by using their parents as a substitute for teachers at home. Children feel closer to their parents and have limitations, but this does not prevent children from asking for help from parents. The involvement of children on their own initiative or self-will makes children more active in honing themselves to have a high curiosity about learning. Based on the statement, the researcher found that the involvement of children, especially for the initiative of children asking for direct help from parents, was not sufficient because it was caused by the child's own will and coupled with the existing technological media but when the child's situation did need help from parents, the child also ask for help from parents.

From the result the researchers found that the Parents' Intervention model on students learning at home which is divided into three parts, namely Home involvement, School involvement and Child Involvement in rural schools is indeed quite good although it is not completely adequate, this is because in terms of home involvement it is indeed it is still found that parents of children do not have involvement in children's learning at home, this is due to the limitations of parents in terms of knowledge and busyness of work. Meanwhile, from School Involvement, it is already very good, but it is hindered by the response of parents and children who are not supportive and in terms of Child Involvement, which researchers found that it is very rare for children to have their own initiative with their parents when they have learning difficulties or do not do it every day. Of the three models, the more dominant is School Involvement, which is where schools and teachers are more active in children's academic development or more sustainable with the Transmission model. This is in line with what was stated by Hornby (2012) who argued that parental

involvement in children's learning, especially at home, is very important because it can improve the quality of learning and children's achievement

Challenges Of Parents' Intervention Model On Student's Learning At Home

In this section the researcher finds some of the challenges faced by two different schools in rural areas in implementing the Parental Intervention Model. These challenges arise and occur due to various factors which of course only apply to the school in question. The challenges that researchers found in the process of implementing the Parental Intervention Model include the following:

Competence of parents

In this case, the competence of parents, especially in terms of knowledge or insight related to children's learning at home, is very important. However, this is also one of the challenges for parents in learning their children at home, this is due to the times that create new learning tools that make it difficult for parents to understand each child's lesson.

Communication between school and parents

Communication is a very important relationship for all parties, one of which is in the world of education. Communication that exists is not only between teachers and students but also many parties involved, one of which is parents. Communication between parents and schools is one of the sources of children's success, meaning that parents know about the world of children's education, character or behavior of children and vice versa, schools know about students through parents. However, communication is also a challenge for parents and schools regarding the academic development of children both at school and especially at home.

Time between parent and child

Parent and child time is very necessary in children's learning, especially at school because children's learning is not only enough at school and children's time at home is more than at school and parents have more time to control every activity their children do, especially in learning. However, time is also a challenge and obstacle for children's learning development, especially at home this is due to the time parents are divided with work and other activities outside of school.

The challenges for schools in rural areas include parental competence related to parental knowledge and education, the relationship between people and schools and the time between parents and children in the application of the parents' intervention model. This kind of challenge is also supported by previous research which states that the biggest problem in implementing parents' intervention in learning is that parents have difficulties in children's learning, especially the time between parents and children (Khalid, 2019). The difference with this research is where the problems found are not only from students but also parents. The causes of the challenges above are caused by various factors that only occur in the school in question and as described in the research results.

Intensity of Parents' Intervention Model On Student's Learning At Home

The intensity of parents' involvement in children's learning at home is an activity based on awareness or a persistent, earnest, diligent and active will. In this study, the term intensity is defined as how often parents pay attention to their children for their children's learning responsibilities at home. The intensity of parental involvement in children's learning at home has a significant influence, either directly or indirectly, on children's learning achievement. Based on the statement above, the researcher found that the intensity of parents' involvement in children's learning at home is quite good (medium), meaning that most parents are involved in guiding their children at home, especially children's learning, meaning that parents are responsible for their children and apply it. directly to their children.

In this section, researcher have found the intensity of parental involvement in children's learning, especially at home which is divided into three categories High (very good), Medium (Good), Low (Bad) meaning to find out how often parents involve themselves in children's learning at home, understanding of parents and learning, use of learning systems and so on by always relying on data collected in the field (Novita, 2016). According to Rahayu (2016) the intensity of parental involvement in learning has a great influence on learning motivation and children's learning achievement. The type of parental involvement that the researcher presents is based on answers from respondents from schools located in rural areas. so that researchers express according to actual events without manipulation

CONCLUSION

The parents' intervention model activities carried out in rural schools in Mempawah Regency have been carried out in accordance with the aspects that the researchers observed. Some of the aspects that the researchers involved in this study include the following: The extent to which parental involvement is applied to children's learning, What are the challenges faced by rural schools in parental involvement in children's learning, and the intensity of parental involvement in children's learning. These three aspects adequately represent various information about the Parents' Intervention Model that the researcher wants to explore from the school concerned. Furthermore, the researchers in the conclusion of this study explain in outline what the researchers found in every aspect of activities related to the Parents' Intervention Model.

The application of the Parents' Intervention Model on the two school criteria has been running as it should. Schools located in rural areas often carry out activities contained in this first aspect. Based on what respondents said that parental involvement in children's learning is very important with the aim that children's academic development is increasing and there is a sense of responsibility from parents for children's learning both at school and especially at home. Each parent in each school in-rural areas has a different way of implementing the parents' intervention model.

Furthermore, the challenges of implementing the Parents' Intervention model in each school located in rural areas are very different. The reason why is because each school has its own challenges, especially for parents and children in relation to children's learning both at school and especially at home. Where the challenge is related to parental competence, meaning the level of parental knowledge and how

involved parents are, the relationship between school and parents and the time between parents and children.

Moreover, the intensity of parental involvement in children's learning in each rural area school in Mempawah Regency is quite good, meaning that parents still have a sense of responsibility for their children's learning.

Based on the results that the researchers obtained from these three aspects, the researchers can conclude that the parents' intervention model observed in rural schools as a whole from the three aspects is quite good and is carried out quite often. The parents' intervention model activities carried out in rural schools in Mempawah Regency are a means to improve the quality of learning in the schools concerned. Basically the parents' intervention model is an activity of parental involvement in children's learning, therefore the researchers found many different answers but still lead to the aspects that the researchers involved in this study.

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