

The Relationship Between Parental Involvement and Learning Readiness to Enter Elementary School

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Abstract. The Covid-19 pandemic has had an impact on the world of early childhood education, one of which is the Learning from Home (BdR) policy. The pandemic cannot stop children's rights from advancing from PAUD to SD. Parents are increasingly responsible for preparing their children to enter elementary school. This study aimed to find a relationship between parental involvement and children's learning readiness to enter elementary school. The study was conducted on 98 prospective new students of MIT Bhakti Ibu. Data was collected by filling out questionnaires by parents. Parental involvement used Epstein's model of parenting, communication and learning at home. Children's learning readiness to enter elementary school adopts the prep school readiness checklist from Redlynch State School. The questionnaire instrument has been validated by experts, and its validity and reliability have been measured. The results of the study for parental involvement 43 parents had a very high level of involvement, 53 were high, and 2 people were in the moderate category. A total of 54 children are very ready, 40 are quite ready, and 4 are doubtful about their readiness to enter elementary school. Data analysis was performed with Spearman Rank correlation showing a correlation coefficient of 0.42. The level of relationship between parental involvement and children's readiness to enter primary school is moderate. The type of relationship that occurs is positive. The higher the involvement of parents, the higher the level of readiness of children to enter elementary school

Keywords: parental involvement, early childhood learning readiness

INTRODUCTION

In March 2020, the World Health Organization (WHO) declared Covid-19 a global pandemic. World leaders including the President of the Republic of Indonesia are taking careful steps in an effort to reduce the spread of the Corona virus. The policy of working and studying from home is one of the alternative solutions to minimize interactions between humans, which is one of the factors that triggers the spread of the virus. The Corona virus has brought changes, one of which is in the world of education.

The Government of the Republic of Indonesia through the Ministry of Education and Culture (Kemdikbud) has issued Circular Letter (SE) Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home in an Emergency Period for the Spread of Covid-19. These guidelines strengthen and clarify the tactical steps for implementing the learning process in the Covid-19 emergency response period which was previously stated in the Circular Letter of the Minister of Education and Culture No. 4 of 2020 (Kemdikbud, 2020). In SE No. 15 of 2020 it is written that the distance learning method is carried out with two online and offline approaches. Implementation of distance learning in an online approach, through applications or learning portals that can be accessed from gadgets by educators and students. Meanwhile, in the offline approach, the learning process is carried out at home through television or radio media, along with media and materials available in the environment.

The distance learning process is a challenge for all parties, including parents. Parents as companions, teachers and study friends for children. If at the time before the pandemic, the family tended to be a support system when children entered formal education. In a pandemic situation with distance learning, families in this case parents must be an important part of children's education. The

involvement of parents in children's education has a positive impact, not only for children but also for school programs (Juwita, Suminar, & Handayani, 2020). During distance learning with an online approach, especially at the pre-school level, the teacher gives tasks in which parents are asked to be involved in the delivery process to children. This condition, some parents say is effective because they know the achievements of children's development directly, but that does not mean learning at school is not effective (Cahyati & Kusumah, 2020).

Parental involvement in the education system was pre-arranged before the home learning policy. Law No. 20 of 2003 concerning the National Education System (Law No. 20/2003 concerning the National Education System) Article 7, Paragraph 1 which reads "Parents have the right to participate in choosing educational units and obtain information about their child's development". For the success of children's education, the involvement of people is absolutely necessary, especially in the Covid-19 pandemic situation when the learning process is almost entirely carried out at home. Parental involvement in Epstein's model includes six forms, namely parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Epstein, et al., 2002). The involvement of parents is not only as a companion in learning but also how parents become an extension of the school program to their children, especially in the distance learning period as it is today.

In the home study policy, several forms of involvement are increased so that parenting education is needed. Parental involvement in learning plays a role in helping make learning fun and encouraging children to work even harder while trying to make those closest to them proud (Fisher & Lerner, 2014). Parents need knowledge to provide a place, atmosphere, and means that support children's development. Parenting education can be done in the form of formal, informal activities, information from the media, and home visits (Diadha, 2015).

Schools and parents work together to continue to fulfill children's rights to education in a learning from home policy. Strong collaboration requires intensive communication between schools, teachers, and parents. Parental involvement in the form of communication is done by means of two-way communication between parents and school or vice versa. Communication can be done through parent and teacher meetings, telephone, contact books or letters with response sheets, taking report cards, e-mails, websites, bulletin boards, activities or children's learning materials at home and suggestion boxes (Morrison, Storey, & Zhang, 2007). 2011). In learning situations from home, distance communication media is an appropriate choice. The results of the study show that communication technology skills are the main obstacle and many parents who are busy working become obstacles in online learning (Setijowati, Asih, & Witanto, 2021).

Based on the results of interviews with teachers, it was found that teachers depend on their parents for distance learning. Parents often act as intermediaries between teachers and children. Learning by using gaway requires parental assistance. Parents are always ready to accompany their children's learning. Interviews with parents found that the difficult thing was to condition children to study with the teacher remotely. In certain cases, parents learn activities from teachers and then teach them to children. Parents learn to communicate learning tasks to children. The aspect of communication between parents and children is the aspect that has the closest positive correlation with student engagement (Herlianto & Sulisworo, 2020).

Parental involvement in home learning predates distance learning policies. Parental involvement in learning at home is the activity of parents in helping children learn at home in accordance with activities at school, for example reading stories. In distance learning policies, of course, teachers need more parental involvement.

Parental involvement at the PAUD level will be different from other levels. According to Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help growth and development. physical and spiritual development so that children have readiness to learn in entering further education. Readiness to enter further education which is meant is readiness to learn to enter elementary school (SD). The change in the learning system to distance learning does not change the goals of PAUD. The school expects graduates who are ready to learn to enter elementary school.

Interviews were conducted on parents who were going to enroll their children in elementary school to determine whether the child was ready to enter elementary school while learning was still

online. This shows that the readiness of children to learn to enter elementary school has become a concern for parents. The results showed that both teachers and parents of children had the same perception about the factors that affect school readiness, namely cognitive and non-cognitive factors (Rahmawati, Tairas, & Nawangsari, 2018). Parents and teachers work together to prepare these cognitive and non-cognitive abilities.

Early childhood learning develops all aspects of physical, motor, cognitive, language, social emotional development, and religious moral values. Completion of stimulation in all aspects of this development becomes a learning readiness capital for children entering elementary school. Parents help school programs to stimulate this aspect of development. It is important for young children to get ready to go to school while in kindergarten. A good method to help children have sufficient school readiness is parental involvement (Ye, 2016). This research was conducted in an offline learning situation. From here the researcher wants to conduct research on the relationship between parental involvement and children's learning readiness to enter elementary school in online learning situations. The purpose of this study was to determine the attitudes of schools, teachers and parents on parental involvement for children's learning readiness to enter elementary school.

RESEARCH METHOD

Uses a quantitative approach because the research data is in the form of numbers and uses an ex post facto design. This research design is called correlational research, because researchers are looking for the level of the relationship between the independent variables, namely parental involvement with the dependent variable, namely children's learning readiness to enter elementary school. The research was conducted at MIT Bhakti Ibu. The research subjects were parents who registered their children at MIT Bhakti Ibu Madiun for the 2021/2022 academic year, which consisted of 98 research subjects.

Data collection was obtained from the results of parents filling out a questionnaire through a google form to the researcher. Before using the research instrument, the validity and reliability were tested. The parental involvement instrument takes the three dimensions of Epstein's model, namely parenting, communicating, and learning at home. This selection is based on the suitability of the distance involvement situation of parents in the current distance learning situation. The learning readiness instrument for children entering elementary school was adopted and adapted from the prep school readiness checklist from Redlynch State School. To find the relationship between parental involvement and learning readiness of children entering elementary school, the Spearman Rank Correlation is used which is suitable for ordinal data to test the hypothesis. The results of the calculation of the correlation coefficient 0, 42. $r_s > 0$, where $0.42 > 0$ so that H_0 is rejected. H_a is accepted, that is, there is a positive relationship between parental involvement and children's learning readiness to enter elementary school. According to Sugiono, the correlation range of 0.42 is moderate.

RESULT AND ANALYSIS

Parental involvement policies and practices targeting immigrant children can help reduce the academic achievement gap between children from immigrant families (Lahaie, 2008). Parental involvement in Epstein's model includes six forms, namely parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Epstein, et al., 2002). In distance learning situations, the most prominent involvement of parents is parenting, communicating, and learning at home. Three dimensions of parental involvement that are important in the early five years of a child's life are warmth and sensitivity, support for the emergence of the child's autonomy, and active participation in learning (Edwards, Sheridan, & Knoche, 2008).

Active participation in distance learning in terms of parenting is that parents provide a safe and comfortable learning environment. Creating comfortable learning requires warmth and sensitivity to the child's situation. Parents see from the point of view of the child's needs. The results of the

research of parents who have succeeded in creating a comfortable learning atmosphere are those who provide adequate learning facilities, assist children in completing assignments, and provide rewards (Trisnawati & Sugito, 2020). Not all parents work as educators so that in preparing a learning environment requires assistance. The results of the study show the importance of the teacher's role in providing understanding, strengthening and monitoring to parents so that they can accompany children to learn during the pandemic, and ensure that the needs of the children's play environment can be met (Sari, Mutiara, & Rahma, 2020). From this it can be concluded that parents need parenting education.

In distance learning situations, parents should be more active in participating in learning. This participation requires communication with teachers, children, and schools. From the communication of teachers and parents or vice versa is intended to stimulate child development. The ultimate goal of this stimulation is the readiness of children to learn to enter elementary school. In the communication process there must be someone who initiates and responds so that interactive communication will occur. Common forms of communication when online require telephone communication media, WhatsApp groups, websites, meetings with Google Meet, or Zoom. Parental technology mastery is important for smooth communication. Mastery of IT is also important in distance learning because it will be a learning medium. Technology acts as a medium in interacting between educators and students in the implementation of learning (Salsabila, Sari, Lathif, Lestari, & Ayuning, 2020). Communication between children and teachers in online learning is certainly influenced by the availability and ability of parents' IT. The results of this study show that parents' obstacles in online learning include inadequate internet signals, expensive quotas, parents are less able to guide and fully understand the material, the absence of cellphones, so it is necessary to ask their friends directly (Etika, 2020).

In general, the role of parents in assisting children to learn from home is as a mentor, educator, guard, developer and supervisor (Kurniati, Kusumanita, Alfaeni, & Andriani, 2021). In online learning requires children to hold and use gadgets. Parents play an important role as mentors, educators, and supervisors in addressing the use of gadgets by children. The involvement of parents accompanying children to operate gadgets. This is a form of care and control so that children do not abuse the opportunity to hold gadgets for other activities. Children focus on positive and fun activities for their development. All roles have a purpose for children's learning readiness to enter elementary school.

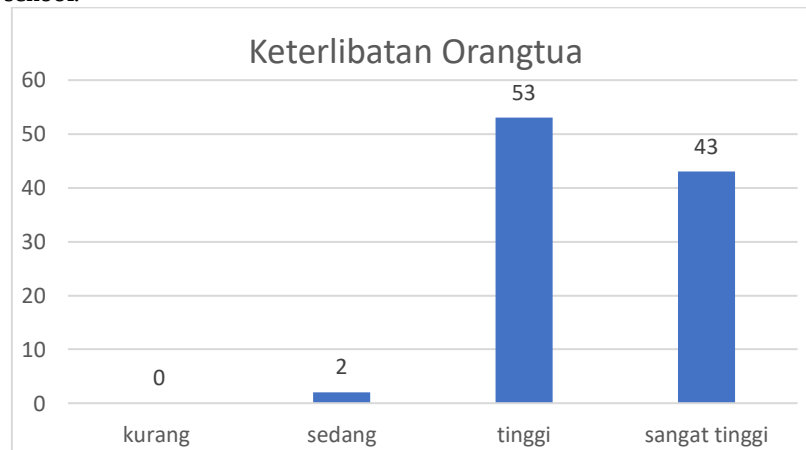


Figure 1. Parental Involvement Level

In the study of prospective students at MIT Bhakti Ibu 2 parents or 2.04% had a low level of involvement, 53 parents 54.08% had a high level of involvement, and 43 parents or 43.88% had a very high level of involvement. From these results, the involvement of parents in terms of parenting, communication, and learning from home in online learning is good.

Family participation in children's early care and education enhances children's cognitive, social and emotional development while enhancing teacher/family relationships that strengthen shared beliefs and practices (Morrison et al., 2011). From this opinion, parental involvement is important for children's development, which indicates it is important for children's readiness to enter elementary school. Readiness to face this transition period requires motivation from parents.

Parental involvement includes a variety of transitional practices at home, school and in the community, but effective practices need to be adapted to the child's personality and developmental status (Xia, 2018). Transition is not only a problem for children but also parents. During the transition period, readiness is not only owned by children but also parents.

When in kindergarten, 5 aspects of development are developed, then readiness is actually the achievement of these 5 aspects of development. Indicators of children's learning readiness to enter elementary school were adopted and adapted from the prep school readiness checklist from Redlynch State School consisting of gross and fine motor, communication, intellectual, social skills and independence. The findings of the most dominant problems for grades 1, 2, and 3 are related to socio-emotional, such as children who focus on playing, find it difficult to follow rules, and stop learning (Setiawati, Izzaty, & Triyanto, 2017). Therefore, the socio-emotional aspect greatly determines the readiness of children to attend elementary school.

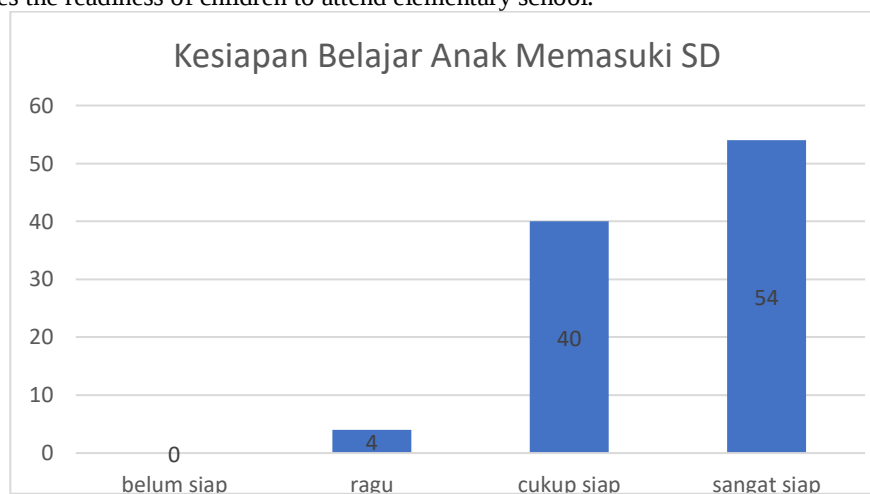


Figure 2. Learning Readiness of Children Entering Elementary School

The results showed that 4 children or 4.08% had doubtful learning readiness, 40 children or 40.82% were quite ready, and 54 or 55.1% children were very ready. From this result, most of them are ready to study in elementary school. Other research skills that must be possessed to be ready to learn are academic, social communication skills, maturity, communication with parents and development areas (Pekdogan & Akgul, 2016).

After knowing the research results for the relationship between parental involvement and children's readiness to enter elementary school, the results of the Spearman Rank correlation calculation show that H_a children are accepted. There is a correlation of 0.42 which indicates the level of relationship between variables is moderate. A positive relationship was found between parental involvement and children's readiness to learn to enter primary school. The higher the involvement of parents, the higher the level of learning readiness of children entering elementary school.

The results of this study are in accordance with previous research which shows the fact that parental involvement and implications are stronger criteria than family characteristics (structure, size, level of education) (Magdalena, 2014). The practical implications of this research first refer to the home-school relationship which is very important in the transition from kindergarten. Schools can offer support to parents, to facilitate parents' access to children's activities through the preparation and dissemination of home learning activities. Schools can also offer parental access to support groups for optimization and efficiency for parent education styles such as creating parent support groups.

Different findings were also found that parents' perceptions of their child's teachers and level of involvement in school may be related differently to readiness in pre-academic skills and aggressive behavior depending on the type of program (Jeon, Peterson, Luze, Carta, & Clawson Langill, 2020). This needs to be investigated further because this study also has limitations. Researchers only

examined involvement in parenting, communication, and learning at home while there were other forms of involvement. Future research could examine more forms of involvement such as volunteering, setting policies and collaborating with the community. The research also does not look at the level of education, socio-economics, age, and culture of the parents who are the research subjects. Future research can compare engagement based on this.

CONCLUSION

The results of the study for parental involvement 43 parents had a very high level of involvement, 53 were high, and 2 people were in the moderate category. Parents The results of the study of children's readiness to enter elementary school, 54 children are very ready, 40 are quite ready, and 4 are doubtful. The results of the analysis of Spearman rank correlation coefficient 0.42 which indicates the level of relationship between variables is moderate. There is a positive relationship between parental involvement and children's readiness to learn to enter primary school. The higher the involvement of parents, the higher the level of learning readiness of children entering elementary school. Parents can increase involvement in parenting, communicating, and learning at home so that children are increasingly ready to learn to enter elementary school. The implication of this research is that schools are expected to make mentoring programs for parental involvement. In a learning situation, schools can schedule personal communication between parents and teachers to equalize perceptions about stimulation to prepare children for elementary school.

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