

INVESTIGATING PARENTAL INVOLVEMENT FOR HIGH ENGLISH ACHIEVING STUDENTS: PARENTS' PERSPECTIVES

Imelda Febriana Tari

Universitas Islam Malang

imeldafebriana431@gmail.com

ABSTRAK

This research focused on the parent involvement for high English achieving students. Family is the basic education center for children. Thus, parents make a meaningful influence on their children's development. The design of this research is descriptive qualitative design with three parents of student who has a high English achieving in grade 7F at MTsN 1 Lumajang. The researcher used an online interview as the instrument to collect the data from the participant. The findings of this study showed the parents have some roles in their children's academic such as, parental involvement outside the school as a partner and a coordinator. Besides, parents' economy, parents work schedule, and parents awareness, also be the other point of their involvement. In brief, the parents involvement to their child academic will give a good communication between the students and the parents.

Keywords: Parental involvement, high achieving student, English language

INTRODUCTION

Parents' involvement defines as parents' interaction with academic institutions and their children to achieve academic success. The level of parental involvement has important implications for children's academic performance. Parents have the positive influence as the model of attitudes and behaviors toward school, and research in developed countries such as the United States has shown that parental involvement contributes to youth academic success (Fan & Chen, 2001).

Parents' involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school. Parent involvement was defined as the teacher's perception of "the positive attitude parents have towards their child's education, teacher, and school" (Topor, Susan & Keane, 2010). Generally, parent involvement in children's education includes several form of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations such as Parent-Teacher

Association/Conferences. They can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework and actively tutoring their children at home.

Parental involvement and home-school partnerships have been researched and addressed at the national, state, and local levels. Despite the research on this topic, the concern regarding parental involvement and what constitutes effective parental involvement in the education of students. Educators, parents, and community members may have different opinions regarding effective involvement practices and the ways each can contribute to the educational process. Definitions of parental involvement have been determined by schools, with little or no input from parents or members of the community. These school-centered definitions can be found in both research and practice, and many agree that they do not fully express the variety of parental involvement practices (Jordan, Orozco, & Averett, 2002).

The term in education for a child's academic achievement "parental involvement" is used extensively in any research on this issue. It consists of various types of care in educational activities and programs in schools. According to Crozier (1999), parental involvement is a parental intervention in children's education to find out information about the progress of their children's learning so the parents can participate, support, and motivate their children. Parental involvement has positive effects on student's academic achievement (Erlendsdóttir, 2010). One of the student's academic achievements is in learning English. In learning English there are some effects in the parental involvement such as students' knowledge of English children will be increased, get high English scores, have good behavior, improve family relationships and so on.

There are several studies conducted by researchers related to this article. The studies from Choiriyah (2013) who conducted the research entitled *The Role of Parent in Increasing Student English Learning Achievement in SMP Negeri 1 Weru*, Erlendsdóttir (2010) *Effect of Parental Involvement in Education: A Case Study in Namibia*, and Hall and Quinn (2014) who had done the research entitled *Parental Involvement at the High School Level: Parents' Perspectives*. Those studies provide information about the impact of parental involvement on students achievement.

Furthermore, this research focus on the parent involvement in a high English achieving student that those previous studies did not discuss more. Besides, the location and the participant in this research is different. Based on the factors above, the researcher would like to investigate the parental involvement in their children as students who have high

English achievement. That is why the writer chooses this school. The reason to choose this school also because MTsN 1 Lumajang has “A” accreditation, has laboratory to support English learning process. Therefore, this school is suitable for the investigate of parental involvement on English learning especially some parent of seventh grade students (F Class).

Related to the background of the problems which already mentioned above, the research problem of this study is “How is the parental involvement for high English achieving students in MTsN 1 Lumajang?”

METHOD

In this study, the researcher used descriptive qualitative as a research methodology. Based on McMillan and Schumacher (2001), they stated that qualitative research method analyzed and describes how are perceptions, beliefs, actions, and thought of individual and collective social. This study conducted qualitative research to obtained numerous replies and acquire deeper data. The researcher conducted a semi-structured interviews with the questions are adapted from Mauka (2015). The subjects of this research are three parents from seventh grade students (F class) at MTsN 1 Lumajang who identified the students have a highest scores in English class.

FINDING AND DISCUSSION

Data were collected three parents from seventh grade students (F class) at MTsN 1 Lumajang who identified the students have a highest scores in English class. The data were collected from the parents’ answered on online interview and the results are shown in the following table.

Table 4.1 Summary of Transcribed Interview

No.	Participants	Outside the school	Parent economy and schedule	Parent awareness	Influence
1	P1	communication (partner)	economy advocate	motivator	attitude in learning English
2	P2	communication and monitoring (cordinator)	economy advocate	motivator	relationship and attitude in learning English
3	P3	communication and monitoring (cordinator)	Schedule (advice)	motivator	attitude in learning English

How is the parental involvement for high English achieving students in MTsN 1 Lumajang?

The parents that became a participant in this research, the majority of parents described their experiences encouraging their children to complete their homework. These experiences ranged from providing minimal assistance to setting aside a specific time for homework completion and encouraging the child not to give up. Parental involvement outside of school is influenced by parents' motivations and abilities to participate. Some parents were able to assist their children with homework, while others monitored and encouraged them to complete all assignments. The role of homework as a valuable and efficient educational supplement is growing and expanding all the time (Bembenutty, 2011; Dettmers et al., 2011).

The three parents try to always ask their children to have two-way communication with their child to give them the confidence to give their opinion about something. The parents try to discuss something related to school with their children and it is more important for parents to be a partner with their children. If we put ourselves as a mother, children usually will difficult to tell about everything they feel. Thus, we need to put our position as a partner to them. Parents concur that they have a significant role to play in home-based activities when it comes to children's learning, according to Hoover-Dempsey and Sandler (2002). The first, second, and also third parents answered that they always to give understand their child of the sense of education using some examples surrounding them.

Furthermore, parents' financial situation will also has any differences to their children's education, and every economic status has a unique approach to educating children. Higher socioeconomic families will find it easier to support educational facilities both at home and at school. Parents' ability to supervise and educate their children is made easier by the facilities offered, which can aid students in improving their English language proficiency. All of the parents decided to make their children into English Academics to make them more fluent in it.

Students who have parents who are involved in their education are more motivated to succeed in school and are more engaged in their studies. As a result, parental involvement can influence a student's academic success by influencing the student's attitude toward and involvement in school, as well as the student's perception of their potential. According to some experts, a student's attitude toward the lesson, including their motivation, time management, and learning strategies, may have an impact on their academic performance. According to Malik and Parveen (2016), a high-achieving student is a person with improved

time management abilities, good study habits, and who is punctual as well as focused. Brizuela and Garca-Sellers (in Erlendsdóttir, 2010) mentioned that students whose parents are more involved in their education have an easier time adjusting to new schools than students whose parents are less involved.

There are a lot of opportunities for success when parents get involved in their children's educational process. Parental involvement in their children's education, according to the Centre for Child Well-Being (2010), enhances a child's motivation, attitude, and academic performance across all subject areas and also fosters better behavior and social adjustment. It also states that parental involvement in a child's education aids in the development of responsible, productive adults. This means that involving parents in their children's education is equivalent to stating that the school is proactive in bringing about changes or student development. Teachers and school administrators are more likely to achieve high-quality educational reform as parent involvement grows.

Regarding academic achievement, Pinantoan (2013) noted that it is important to not undervalue the impact that parental involvement has on a student's academic success. The article emphasized how important a student's home support system is in helping him achieve his goals in life, just as important as his intelligence, work ethic, and genetics. Additionally, children whose parents are actively involved in their education are 52% more likely to enjoy school and achieve straight A's than children whose parents are not interested in what is happening at school. This is particularly true during the foundational years of education, from Kindergarten through the fifth grade when students with involved parents have a nearly 2-to-1 success rate. However, there is still a 22% difference once students reach middle school. This may be because they are maturing at this time.

Conway and Houtenville (2008) found that "parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial" in their study "Parental Effort, School Resources, and Student Achievement". We discovered that to achieve the same results as parental involvement, schools would need to increase per-pupil spending by more than \$1,000.

This research also discovered that parents appeared to be particularly interested in their daughters' academic accomplishments. They found that during their free time, parents spoke to their daughters more frequently about their schoolwork.

According to Vygotsky (1978, cited in Wertsch 1985), effective learning occurs when a child interacts with two or more people who possess varying degrees of expertise and knowledge and who assist the learner in using language to advance to the next level of

understanding. ZPD is what Vygotsky referred to as. Learners believe that they perform better in school when their parents support them (Erlendsdóttir, 2010). In actuality, parental home learning initiatives are more crucial for children's intellectual and social growth (Department for Children, Schools, and Families, 2008).

The responses from the parents demonstrate that they support, encourage, and provide their children with the best education possible so that they can succeed in life. By assisting their children and allowing them to expand their knowledge and understanding, they fulfill the role of a scaffolder. MasoumehPourrajab et al. (2015) explain that parents' participation in school activities improves their children's academic performance and maintain that this relationship exists. According to the administrators of the schools, parents' involvement has a significant impact on children because, without parental support, they are unlikely to succeed in school.

It is clear that the positive effects of parent involvement include the following: children consistently complete their homework, have higher aspirations and motivation for learning, and generally achieve better grades, test scores, and attendance. Additionally, children with positive attitudes toward learning often behave better in class and experience fewer disciplinary suspensions.

CONCLUSION

The first findings of this is parents have some role in their children's academic. Such as, parental involvement outside the school as a partner and a coordinator. Some parents were able to assist their children with homework, while others monitored and encouraged them to complete all assignments. Besides, parents economy, parents work schedule, and parents awareness, also be the other point of their involvement.

Furthermore, the second finding is about how do the parental involvement in a high English achieving students to their English achievement. It can be concluded based on the findings that the parents who are involved in their children's education give their children more encouragement to do well in school and are. Besides, since there is an involvement from the parents to their child academic will give a good communication between the students and the parents. The communication such as, a communication about what the child's desire for their life

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Advisor 1,

Dr. Muhammad Yunus, S.Pd., M.Pd

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