

CHAPTER II
LITERATURE REVIEW
PARENTS' INTERVENTION MODEL ON STUDENT'S
LEARNING AT HOME: STUDENTS' AND PARENTS VOICES

A. Student's Learning At Home

Learning is interpreted as a process of behavior change as a result of individual interaction with their environment and learning to show activities carried out by someone who is aware of it or intentionally. So that learning can be done anytime and anywhere (Darwis, 2017). One of them is learning at home. Student learning when at school and at home will certainly be different, maybe when at school the child is equipped with learning support facilities. however, when studying at home is limited. so that when learning at home, parents or other families can become facilitators in helping the children's learning process with the aim that children are more motivated in improving learning achievement at school.

Learning at home is a learning process that is carried out outside school or school institutions involving parents or families as educators. Home learning can be done at any time or is flexible. In this case, the family or parents play a major role in the education of children at home. Home is the first place for children to get learning and families or parents as supporters and facilitators and educators when children do the learning process at home. learning at home is a learning where a teaching process occurs separately between teachers and students so that only interaction or communication occurs between children and parents as facilitators (Kemendikbud, 2020).

Learning at home is pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities (Bunijevac, M. 2017). Parents helping their children with homework or takeing them to a museum, are examples of this type of involvement. These activities produce a school-oriented family and encourage parents to interact with the school curriculum.

Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework. Includes: information for families on skills required for students in all subjects at each grade, information on homework policies and how to monitor and discuss schoolwork at home, as well as family participation in setting student goals each year and in planning for college or work.

B. Definition Parents Intervention Model

The parent intervention model is an intervention approach that basically uses behavioral principles to teach parents skills in helping children and encourage skill skills, and so on. Parental intervention is required to know for sure what the child's needs are (Juwairiyah, 2012). Parents in a family have a vital role in realizing effective learning (Asmani. 2014).

C. The Parent's Intervention Model

In terms of parental intervention, various approaches to parent, professional relationships can be identified, each defined by a different set of assumptions, goals, and strategies. These approaches range from those seeking to minimize parental involvement to other approaches that actively promote it (Hornby, 2012). The approach can be conceptualized in the form of a model for parent involvement practice. Swap (1993) states that identifies of parental involvement. There are six most common models, the patron, expert, transmission, curriculum enrichment, consumer, and partnership models are described below:

1. Protector Model

In terms of the protective model, the main goal is to avoid conflict by separating professional and parenting functions. For example, the role of parents in educating children at home and ensuring children arrive at school on time with the right equipment. Parental involvement at home is seen as an unnecessary and potentially damaging distraction in the efficient

education of children. Swap(1993) considers that this approach is the most common model of parent–teacher relationships.

2. Expert Model

In the expert model (Cunningham & Davis, 1985), Professionals consider themselves to be experts in all aspects of child development and education, while the views of parents are less trusted. In this model, professionals maintain control over educational decisions, while the role of parents is to receive information and instructions about their children. The main problem with this approach is that it encourages parents to be submissive and dependent on professionals. Parents are reluctant to question professional decisions and tend to lose confidence in their own competence. Another problem is that because professionals do not take advantage of the rich sources of knowledge that parents have about their children, they tend to overlook important problems or abilities that children have. In addition, professionals working in expert models will not be aware of the difficulties that parents themselves may experience. All of these factors increase the likelihood that parents will be dissatisfied with the services they receive from professionals who adopt this approach.

3. Transmission Model

In this model, parental assistance is requested to support the school's goals. This model is used by professionals who consider themselves the primary source of expertise in children but who recognize the benefits of using parents as a resource. They assume that some of their expertise can be passed on to parents so that parents can carry out some form of intervention with their children. A well-known example of this approach in education is the paired reading program in which parents are trained to help their children read at home. (Topping, 1986).

In this model too, professionals remain in control and decide which interventions to use but accept that parents can play an important role in facilitating their children's progress. Therefore, there is a greater chance that parents' views will be considered and their concerns addressed. However, to

use this approach, professionals need additional skills such as techniques to effectively guide parents and the interpersonal skills needed to build productive working relationships with them. These factors will increase the likelihood of parents being satisfied with the services they receive and reduce their tendency to become dependent on professionals.

The danger of this approach is the assumption that all parents can and should take on the role of resource. This risks burdening some parents by placing excessive demands on them to undertake intervention programs with their children. The chances of this happening are increased for children with special educational needs, because several different professionals, such as speech therapists, psychologists, and teachers may all expect parents to carry out an intervention program at home.

4. Curriculum Enrichment Model

The goal of the curriculum-enrichment model (Swap, 1993) is to expand the school curriculum to include parental contributions. It is based on the assumption that parents have the essential skills to contribute and that interactions between parents and teachers around the implementation of curriculum materials will enhance the educational goals of the school. The focus of parental involvement in this model is mainly on the curriculum and teaching in schools. An example of a curriculum area where this approach has been widely used is multicultural education. Parents of various ethnicities, religions, and cultures have been able to collaborate with teachers to develop and implement curricula that accurately reflect the history, values, and views of the groups they represent. This model suggests new ways to involve parents in children's learning that increase the resources available to schools and provide opportunities for parents to learn from one another.

5. Consumer Model

In the consumer model (Cunningham & Davis, 1985), parents are considered as consumers of educational services. Professionals act as consultants, while parents decide what action to take. Parents have control

over the decision-making process, while the role of the professional is to provide them with relevant information and a wide range of options to choose from. Thus, in this approach, the professional is subservient to the parent, who is effectively placed in an expert role. The professional's role is to listen to parents' views and help them choose from the available alternatives. Because parents control the decision-making process, under this approach, they tend to be much more satisfied with the services they receive, feel more competent about their upbringing, and are also less likely to rely on professionals. In this way, parents are placed in the role of experts on how their children's educational needs can be met.

6. Partnership Model

The most appropriate model for the relationship between professionals working in education and parents is considered the partnership model. It is one where professionals are seen as education experts and parents are seen as experts in their children. The relationship between professionals and parents can then become a partnership that involves sharing expertise and control to provide optimal education for children. Parents and professionals can contribute different strengths to their relationship, thereby increasing the potential of the partnership. For example, most parents have strong emotional bonds with their children and are, therefore, excellent advocates for them. However, emotional attachment also tends to make them somewhat subjective when considering their children's abilities and needs, which is why the objectivity that professionals bring to a partnership is so important. According to Turnbull et al. (2011) there are seven principles of effective partnerships between professionals, such as psychologists or teachers, and parents. These are discussed below.

D. Challenges of Parents' Intervention Model

For instance, Smith (2011) found communication and language to be among the barriers to parental involvement. Parents' educational level is significantly associated with students' academic achievement because parents

with higher educational level can contribute to children's education by being more involved in their school work at home (Hong & Ho, 2005; Wang, 2015). Parents may also not be able to provide learning opportunities at home because of their low socioeconomic status. This idea is stated in Hill and Taylor (2004) and Trotman (2001) who showed that family's low socioeconomic status, parents' busy schedule and low educational level resulted in low parental involvement. In addition, parents' time and life demands can be barriers to them in participating in school activities or helping children in their school work at home. Parents often reported they could not get involved in school because school activities were conducted during inconvenient times, or the parents needed more time to help around the house (Patrikakou, 2008).

It is important to mention that research has been conducted to find out the best strategies to meet the challenges to parental involvement (Antoine, 2012; Bronfenbrenner, 1979; Green, Walker, Hoover-Dempsey, & Sandler, 2007; Smith, 2011; Trotman, 2001). For example, establishing an effective partnership between school and family would have a great impact on parental involvement and students' academic achievement (Antoine, 2012; Bronfenbrenner, 1979; Christenson & Sheridan, 2001; Epstein et al., 2002; Epstein & Sheldon, 2006; GrahamClay, 2005).

In specific rural areas with ethnic minorities in China, research on parental involvement is still sparse; thus, a study was conducted to examine the levels of parental involvement and investigate its role in primary school children's academic achievement. The objective of this paper is to examine and identify the challenges to parental involvement.

E. Intensity Of Parents' Intervention Model

Intensity of learning is very important for students, especially students who need relatively long time to understand lessons that contain practice questions containing numeric elements. Endorsement teachers and parents really help students to be regular in learning (Purmadi.A, 2016). According to the Great dictionar Of Languages Indonesia (KBBI) the word intensity is a

improve something that has strength or greatness. The intensity of learning is very important to provide an opportunity to think good student. In the process of learning each children have different habits in study. Learning doesn't have to be done in a long time, but instudy must be done every day. So tha with this routine learning will become a habit that must be done by students.

The level of learning intensity is classified into high, medium and low (Novita, 2016). High learning intensity level is an intensity that comes from high larning motivation. High learning motivation such as students are success-oriented and have confidence in dealing with tasks that must be completed, being goal-directed and future-oriented. In addition, students who like school assignments that are quite difficult, prefer to work with people who are smarter even though that person is less fun for themselves and does not like to waste time.

Medium learning intensity is levels generally have a better level of learning motivation compared to students who have low motivation levels (Lara.L and Saracosti.M, 2019). Usually have a lack of confidence in dealing with tasks and quite have difficulty in completing tasks. Low learning intensity levels has characteristics such as little study time, no learning goals, not passionate about facing difficulties in learning, does not have clear goals. So that learning outcomes unsatisfactory, and do not like learning activities.

F. Parents Role

The role of parents now is as a substitute for teachers in schools (Puspita. H. 2021). To always guide and teach the tasks given by the teacher. With parental guidance, learning will run well, safely, and effectively. In addition, parents play a very important role in guiding and motivating their children to always be enthusiastic about learning. Parents must also accompany their children while studying and doing assignments. When accompanying children to study, parents must be ready to provide assistance by helping when children experience difficulties. Parents are also required to understand their child's learning material. Parental involvement also remains one of the most

important things that can influence their children in achieving maximum learning outcomes.

Parents must really be present as parties who are able to maintain and balance every dynamic in the child's growth and development process (Lathifah & Helmanto, 2019). Parents should also be a comfortable place for children. Parental involvement to create fun learning can be done by scheduling children's activities. Learning will not be successful if done alone. Teachers and parents must work together to make this learning activity a success. Work together according to their respective roles. For this reason, the responsibility for children's education cannot be separated from formal educational institutions without involving the role of parents.

The role of parents is to be a motivating parent in every way. Parents participate in guiding and motivating children, both by encouraging them and by increasing the needs of the school. Parents should be able to be happy friends to learn. In addition, parents are also required to be patient in teaching and guiding their children. In doing this, parents complement each other and help solve difficult problems that children face at school and at home. Parents have an important role in developing self-confidence. Therefore, it takes the role of parents as a substitute for teachers at home in guiding their children during the learning process. According to Winingsih (2020) there are four roles of parents during learning, namely: Parents have a role as teachers at home, where parents can guide their children in learning at home, Parents as facilitators, namely parents as facilities and infrastructure for their children in learning. carry out learning, parents as motivators, namely parents can provide encouragement and support to their children in carrying out learning so that children have a passion for learning and get good achievements. Parents as influencers or directors.

G. Family Involvement Choice on Student's Achievement

The family is like the first school for children, as a center for developing the habit of seeking knowledge and experience and parents who

direct it. In this case, the role of big parents is to make the child what he will become in the future, contributing to the success of the child. Parents and families have a great influence on the success of the education and parenting process. The involvement of parents is related to their position at home (monitoring children's learning), as well as participation in activities organized at school (parent-teacher conferences, volunteer activities, various forms of parent activism, workshops and seminars for parents). It is well known that parental involvement is correlated with children's school achievement.

1. Parents Involvement

Parents play an important role in motivating children, because they are parents who interact the most with children so that parents maximize their role. The main thing is to educate their children (Abidah, S. 2019). Parents as the best educators. The main thing during learning from home must be to provide time and an effective and fun learning environment so that children can develop their abilities and achieve their goals. The learning

Parental involvement in children's education starts at home with parents provide a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Several studies show improvement of academic achievement with students who have involved parents (Bunijevac, M. 2017). This shows that Parental involvement is most effective when seen as a partnership between educators and parents. By examining the perceptions of parents and teachers, educators and parents should have better understanding of effective parental involvement practices in promoting student achievement.

Parental involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. Increased parental involvement has been shown to result in increased student success, increased parental and teacher satisfaction in better schools. Effective parental involvement is built on careful consideration of the child's needs. To build trust, an effective approach to parental involvement relies on a strengths-based approach, emphasizing

positive interactions. While specifics may vary, all parent involvement programs share the goal of increasing parent-school collaboration to promote healthy child development and safe school communities.

2. The Influence Of Parents On Children's Success In School

Family and parents are the child's first teacher and the home is the child's first class. As the main resource for children's learning and growth and development, parents help shape a child's social, emotional, and physical development so that he can thrive in school and beyond. Supporting student success begins with a collective agreement between families, schools and communities to work together and involve committed actions to make it happen.

Influence The role of parents in helping the implementation of children's learning during Learning from Home becomes very intensive (Azizah, Laela Khonaatul, 2020). Parents initially played a role in guiding the attitudes and skills that basic principles, such as religious education, good manners, the basics of being obedient to rules, and to inculcate good habits. But its role is expanding namely as a companion for academic education. The role of parents as educators in helping teachers implement learning Learning from Home creates new experiences in home learning interactions. So how do parents respond to the implementation of learning?, Learning from Home is what makes the role of parents important. Protégé must also have awareness, that learning activities from Home are obligations that must be carried out including duties.

H. Previous Study

Previous research is a reference used by the author in making research designs. The relevant research was conducted by Laura Lara and Mahia Saracosti in 2015 with the title “The Influence of Parental Involvement on Children's Achievement in Chile”. The similarity of the research conducted by Laura Lara and Mahia Saracosti with this research is that they both examine the involvement of parents in children's learning. The differences that exist in

the research carried out are the research conducted by Laura Lara and Maria Saracosti examining the effect of parental involvement on children's learning achievement, while in this study examining the intervention model of parents on student learning at home.

In addition to relevant research, S. Wilder also conducted a research in 2014 entitled "The Influence of Parental Involvement on Academic Achievement: a meta-synthesis. The similarity of this study is that both examine parental involvement and the difference lies in the research. The subjects used and in previous studies used the Meta-analysis technique which focused more on the relationship between parental involvement and children's learning achievement, while in this study more case studies were used, namely research that focused on parental intervention models in student learning at home.

In addition to the research conducted by Laura Lara and Mahia Saracosti in 2015 and S. Wilder also conducted research in 2014, (Mapp & Kuttner, 2014). Parental involvement in education is widely regarded as an important factor for children's academic achievement and success in school. The focus in previous research has been on the level of parental involvement in education, with the expectation of a strong positive correlation with their children's academic success (McNeal, 2015).