

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework of the related literature that relevant to the topic that is about the definition of The Basic Theory of Student's Learning at Home, The Definition Of Parents' Intervention Model The Parents' Intervention Model, Challenges Of Parents' Intervention Model, Intensity of parents' Intervention Model, Paent's Role, Family involvement Choice on Student's Achievement and in this chapter consist of Previous Relevant Study.

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. The Definition of Parent's 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 development and behavior reduction in children. Parental intervention has empirical support to help children in the field of communication skills and behavior that can shape the child's character. Parental interventions have been found to help children improve social skills, conversational and language 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).

The parent's intervention model is defined as action of parental involvement in children's learning at home. This involvement relates to how parents apply every ability they have in helping children, especially in the world of education. The Parent's Intervention model is here to help and determine the level of parental concern for children's education so that it can help increase children's motivation and learning achievement.

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 model namely protector, 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 (Masa Durisic and Mila Bunijevac, 2017). 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. This approach is the most common model of parent-teacher and parent-child relationships.

2. Expert Model

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 (Masa Durisic and Mila Bunijevac, 2017). 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 (Masa Durisic and Mila Bunijevac, 2017). 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.

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 aim of the curriculum enrichment model is to expand the school curriculum to include parental contributions (Masa Durisic and Mila Bunijevac, 2017). 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, 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 (Masa Durisic and Mila Bunijevac, 2017). 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 (Masa Durisic and Mila Bunijevac, 2017). 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.

a. Home Involvement

The involvement of parents at home with children's activities to support academic success such as parents communicating with children about children's activities at school and their children's school assignments, giving children various activities in their spare time to support their achievements, creating a learning environment at home, providing intellectual materials that are interesting at home. In this case the involvement of parents does not only focus 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 study 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. Parental involvement is very important because it has a big influence on the success of children. With the involvement of parents, it will help children in the development of literacy, intellectual, motivation, and achievement (Menheere & Hooge, 2010). On the other hand, without the direction and guidance of parents, children will not be able to walk by themselves. With the involvement of

parents, children will get experiences that will be internalized into the child's personality (Akbar, 2017). Parental involvement is an alternative that can be used to increase the collaboration between educators and parents during the COVID-19 pandemic. The impact of the BDR program is that parents are required to provide assistance to children while studying from home. This makes many parents need to take the time to help their child's learning process while at home. Some of them also feel that this is an additional activity for parents besides doing household work and is a challenge in itself to replace the role of teachers in schools (Haerudin et al., 2020).

The learning from home program is carried out independently in their respective homes. The existence of this policy makes parents again strengthen their role to become the first and foremost educators for children. The family as an informal educational institution is protected in Law no. 20 of 2003 concerning the National Education System (Sisdiknas, 2003). The family is the first and foremost educational institution, parental management in providing children's education at home, at school and in the community is the goal of children's academic success (Gutman & Mcloyd, 2000; Slameto, 2010). Therefore, the family has an important role in preparing children's education to realize their dreams. Family education is a lifelong process that lasts throughout the ages, so that everyone acquires values, attitudes, skills and knowledge derived from everyday life experiences, environmental influences including the influence of family life, relationships with neighbors, work and play environments, markets, libraries. and mass media (Sudjana, 2004). Children can get maximum family education if parents want to share their previous experiences with children. students (w. A. F. Dewi, 2020). Parents are the ones with the most intense encounters with children, so parental assistance is needed as a coordination between teachers and parents when children study from home (Epstein & Becker, 2018)

b. 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, for example, teachers collaborate with parents regarding children's difficulties when doing assignments. 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.

Emotional competence plays an important role in producing excellent student academic achievement in school. Emotional competence allows a person to have positive attitudes and behaviors towards school that support student success in school (Saarni, 2000; Elias et al., 2002; Rebecca, 2004; Zins, et al., 2004). High learning achievement requires high school involvement (Skinner, Wellborn, & Connel, 1990; Weiner, 1992; Lyon, 1993; Connel & Wellborn, 1994; Csikszentmihalyi, 1997; Smerdon, 1999; Marks, 2000; Singh, Dika & Fikretoglu, 2002; Fredricks, Blumenfeld & Paris, 2004; Zins, et al., 2004). High academic success requires high emotional competence and student involvement in school (Zins et al., 2004). Emotional competence is very important for students' success both in academics at school and in life outside school.

c. 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.

The involvement of children in learning is one of the factors in the success of learning. However, often there are several obstacles that are also faced by children, so they really need assistance from parents who are in charge of the children. The initiative or self-awareness of children often has a very good influence on their academic development because from there parents will be able to spend more time assisting children in learning. In addition, students' learning motivation also influences the success of learning. This is in accordance with what was expressed by (Emda, 2015) that the learning process will achieve success if students have good learning motivation. Therefore motivation learning is very important for every student to have, both intrinsic and extrinsic.

D. Challenges of Parents' Intervention Model

Literature has reported the positive significant relationship between parental involvement and children's personality development and education (Chen, 2005; Joyce Levy Epstein & Karweit, 2014; Catsambis, 2001; Fan & Chen, 2001; Galindo & Sheldon, 2012; Jeynes, 2005a; Mo, 2008; Sheldon & Epstein, 2005; Smalls, 2010; Smith, 2011). The positive role of parental involvement in enhancing students' academic achievement in early childhood to adolescence is also documented (Fan & Chen, 2001; Gao, 2006; Henderson & Mapp, 2002; Hong & Ho, 2005; Mo, 2008; Smalls, 2010; Tam & Chan, 2009; Wang, 2015). To achieve success in children's education, there should be a comprehensive cooperation among schools, communities and parents. Christenson and Sheridan (2001) recognized the necessity of cooperation

between parents and schools in order to complete their common goals to maximize children's success in education.

However, literature has identified barriers and challenges that limit parents' involvement in their children's education. These challenges refer to the difficulties that hinder parents from being effectively involved in their children's education at home and at school. Antoine (2012) and Graham-Clay (2005) defined challenges to parental involvement in the aspects of physical, cultural, social, emotional, or psychological issues in the involvement. For the purpose of this study, challenges to parental involvement might be parent-related challenges, such as parents' educational level, time, socioeconomic status, and language skills (Hill & Taylor, 2004; Hong & Ho, 2005; Smith, 2011; Somers, Owens, & Piliawsky, 2009; Trotman, 2001). They might also be school-related challenges, such as overloaded homework, meetings and volunteer opportunities for parents (Patrikakou, 2008); or child-related challenges, such as children may not want their parents to be involved in their study.

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).

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 outcames unsatisfactory, and do not like learning activities.

F. Parent's 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 Relevant Study

Previous research refers to an activity carried out with almost the same theme as what we do. According to Toffel (2016), Relevant research is required to observe some previous studies conducted by the other researchers to be pertinent to our research. There's a searcher need to find out and analyze what the point that was focused on, design, findings and the conclusions of the previous researchers.

Previous Study is a reference used by the author in making research designs. A relevant research was conducted by Laura Lara and Mahia Saracosti in 2015 with the title "*Effect 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 conducted is that the research conducted by Laura Lara and Maria Saracosti examines the Effect of parental involvement on children's academic achievement, while in this study it examines parent intervention models on student learning at home.

In addition to relevant research, S. Wilder has also conducted in 2014 with the title "*Effect Of Parental Involvement on Academic Achievement : a meta-synthesis*". The similarities between this research are that they both examine parental involvement and the difference lies in the research subjects used and in previous research using the Meta-analysis technique which focuses more on the relationship between parental involvement and child achievement, while in this study it used more case studies. a study that focuses on the parent intervention model on student learning at home.

Thus, based on the research that has been done and also the books that have been written by experts, it can be concluded that the Parents' Intervention Model requires a special approach. This is done so that there is understanding and can be directed after implementation. Parents' Intervention Model must also be active, this is directed so that this model is not passive and is expected

to collaborate with better models. After that this model also needs to be developed based on experience so that there is a relevant fit.