CHAPTER I
INTRODUCTIONS

A. Background of The Research

Learning is essentially an effort to prepare humans to be independent and become valuable members of society to participate in and in nation-building. In the current era of globalization, education faces very complex challenges—one problem encountered in improving the quality of education and improving human quality to compete with developed countries. In general, the student learning process's success is influenced by internal and external factors. Internal factors include intelligence, talents, interests, parental attention, motivation, physical health, and ways of learning the student himself. External factors include family, environment, teachers, community, schools, and learning equipment or learning facilities. Based on this opinion, it can be seen that many factors can affect the learning achievement of students, including parental attention, available learning facilities, time used by students to learn, student motivation, intelligence, student interest, teacher teaching skills, and so on, and others.

Learning is closely related to student achievement or learning results. Learning achievement may be a learning result that's accomplished after going through the method of educating and learning exercises and learning accomplishment can be appeared through the esteem given by a educator from the number of fields of study that have been examined by understudies (Valentina, Nugrahadi, & Budiarta, 2019). Achievement could be a standard test to degree abilities or information for somebody in one or more lines of work or consider. Hence it can be deciphered that understudy accomplishment is one marker of school victory which lies in understudy accomplishment, since the higher the level of student accomplishment, the higher the quality of the school. In this manner, understudy accomplishment plays an vital part in understudy victory, particularly within the scholastic

field and gets to be a benchmark for expanding understudy inspiration in learning.

Many factors affect student 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 informal educational institutions that influence attitudes. The development of student potential and the school environment must create a conducive atmosphere to feel comfortable and express their potential. According to (Jannah, 2015), the school environment is the "second main educational environment". Students, teachers, administrators, counsellors live together and carry out regular and well-planned education. This means that the more effective and suitable the school is, the more likely the students performed well because the school has the most influence on student achievement. However, apart from school, many other factors affect student achievement: 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 to grow and develop correctly. In the family environment, reciprocal interactions occur and are formed between humans with one. The family environment in children becomes important in influencing learning achievement. Because the family is one of the places for children to get an education, first and foremost, parents will be the father and mother as the person in charge of the family. However, educating children within the scope of a family is not solely dependent on parents, but the role of all other family members, such as grandfather, grandmother, brother or others who live in the same house. The family's to begin with and preeminent impact on a person's life, development, and improvement. For this reason, there must be an effort for each family member to maintain harmonious relationships with their environment, such as the role of parents in children's

learning because parents or families who are active to support student achievement tend to produce outstanding students.

The part of parents is a person right and duty towards the family and as a social require (Maryani, 2018). The position of parents is progressively noteworthy and fundamental amid the widespread where face-to-face learning exercises are restricted since they comply with the Wellbeing convention so that the parcel of understudy learning at domestic is getting more significant. In these conditions, guardians or families must play a more dynamic part so that understudy accomplishment is kept up by giving back within the shape of inspiration and help for children in carrying out assignments and learning exercises. Hence, the part of guardians gets to be exceptionally advantageous since, on the off chance that guardians are not dynamic in interceding in understudy learning or the event that guardians don't get it, the design of understudy learning mediations, understudy accomplishment can diminish. In this case, guardians or families can minimize learning misfortune due to the decay in schools' quality and amount of learning.

The level of success of children in education depends on the role of parents or families. This is caused by the limitations of learning carried out by children at school, making the level of knowledge and skills in learning low and having a significant effect on children's achievement. In addition, parents are also required to be facilitators for children, which means parents or families are a source of solutions to problems faced by children at school. Therefore, in this study, the authors focused on the pattern of parental intervention on children's learning at home, especially in the Sungai Beliung Village area, Pontianak Barat Regency.

Many studies have discussed the Parental Intervention Model in student learning at home which shows the effect of interaction on children's academic achievement by (Lara & Sarcostti 2019), (Castro et al., 2015), the influence of family on academic achievement (Sánchez, Montesinos, & Rodríguez, 2013), the importance of school-family relationships in children's

intellectual and social development (Horatiu Catalano & Cristina Catalano, 2014).

Parents are the primary responsibility in their children's education wherever they undergo education. Whether in formal, informal, or non-formal institutions, parents still play a role in determining the future of their children's education. Education outside the family, not in the sense of relinquishing parental responsibilities in children's education, is done by parents solely because of the limited knowledge that parents have, because of the nature of knowledge that continues to develop with the times, while parents have limitations. Besides, because parents are busy working to meet family needs, it also encourages parents to ask for help from other parties in their children's education. Specifically, about formal education, namely, education carried out in school institutions, parental concern for children's education influences children's learning achievements. Because after all, children still need their parents' help in learning, even though he has attended school education. However, education in schools only lasts about 6 hours starting at 08.00 in the morning until 13.00 hours per day, with the various subject matter, so the concern of parents to participate in continuing tutoring outside school, either directly or indirectly, also influences children's learning success.

In connection with the explanation above, it will be very important to conduct research on "Parents Intervention model in student learning at home: Students' and Parents Voices". With the aim of describing the pattern of parental intervention which includes the intensity of the intervention, the intervention model and the challenges.

B. Research Problems

Based on the above background, the writer can formulate the focus of the problem in this research is Parents' Intervention on Student's Learning at Home. In order not to be too broad, the Sub-Focus in this study are as follows:

1. What is parents' intervention model on student's learning at home?
2. What are the challenges of parents' intervention model on student's learning at home?
3. How is intensity of parents' intervention model on student's learning at home?

C. Research Purposes

Based on the problem formulation above, the general objective of this research is to find out parents' intervention on student's learning at home. The specific objectives are as follows:

1. To find out parents' intervention model on student's leaning at home
2. To map the challenges of parents' intervention model on student's learning at home.
3. To find out the intensity of parents' intervention model on student's learning at home.

D. Significance of Study

The result of this study predictable to be gifted to bounce the following advantages:

1. Theoretical benefits

   The results of this study are expected to be a source of theoretical knowledge and to know the Parents' Intervention Model on Student's Learning At Home

2. Practical benefits

   a. For Future Researcher

   The results of this study will be helpful as a reference for future researchers to help researchers solve the same problem by using other research designs and models.

   b. For Student and Parents

This research is hugely helpful for students to be capable of measure, find out how well they are in carrying out the learning process, in the process of understanding, and is over helpful as motivation for students in terms of doing and improving the quality of learning. For ParentsThis research will help parents recognize what kind of support is needed to determine students' achievement in school.

c. For School

This research will be helpful for schools that actively involve parents and the community to create a good reputation in the community quickly. Also, this research will be beneficial for the school to implement the programs that encourage and support parents always to do better and have higher quality programs than those that don't involve parents.

d. For Government

This research will be very useful as input and illustration for local governments, especially in the education and culture section in determining policies and determining directions and strategies for improving local government performance.

E. Scope of Research

Having obvious a limitation in this study requires the formulation of the limitation of the study. The scope of this research is the object under study. In this scope, it aims to find out the parents' intervention model on student's learning at home.The scope of the research here is research variable and terminology.

1. Research variable

Variable is central to research since the title of the research is made up of it and it is additionally the center of this study. According to Abiodun-Oyebanji(2017) research variable is the name given to the variance that we wanted to describe and is very important in the context of research because of the way this researcher uses or handles it in the research process and can determine the nature and direction of the research. In this research,

researcher use single variable. A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied (Creswell, 2014). In this research, the research variable is Parents' Intervention Model,in order to improve the students' achievement while learning at home carried out by students in urban schools in Pontianak Regency.

2. Research Terminology

In order to clarify the the terms of the title to avoid the ambiguity in this study. The definition is as below:

   a. Parents

   Parents are two different individuals who enter life together with their views, opinions, and daily habits." In married life, there are differences between husband and wife, differences in mindset, differences in style and practices, and differences in personality traits. And character, differences in economic and educational levels, and many other differences. These differences can affect their children's lifestyle so that it will give its color in the family.

   b. Parents Involvement Model

   Family involvement in education is expected to be implemented well and meaningfully. As an ecosystem closest to students, parents have many opportunities through interaction and daily communication. Forms and ways of interacting with children in the family will affect the growth and development of good character and the culture of achievement of participants educate. The interaction process that the child receives from the family will be helpful and become the basis or basis for him in further development in children's more expansive environment, especially in schools and in the community.

   c. Students Learning at Home

   Students learning at home is a learning activity by not sending children to school in school institutions. Children learn from daily

activities done by playing while teaching activities; these activities can be done at home or from social interaction activities. Learning from home is designed by the family, namely father and mother, or grandparents who are involved in it lovingly to carry out children's learning activities.

d. Urban School

It is a school located in a densely populated area. Urban school refers to a school that is strategically located and easy to reach (Schaffer, White, & Brown, 2018). Urban schools are schools that have all adequate facilities with easy access, both the internet and the mobility of people (Lippman, Burns, & McArthur, 1996).