

The Importance of Parental Involvement in the Pre-University System During and After the Pandemic Covid-19

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Abstract

Parents have a strong desire to be kept up to date on their child's progress, accomplishments in the learning process, and extracurricular activities, as well as to participate in discussions and decision-making. They must have access to all information about the child's learning process participation, test results, and other tasks, opportunities, and skills that the child possesses. The study's goal is to present an overview of the significance of parental involvement in the pre-university school system during and after online learning based on teachers' personal experiences. The methodology of the study is based on a review of recent literature as well as a semi-structured interview with teachers from the public pre-university cycle who are also study subjects. Teachers, according to the data, place a high value on parental involvement. The parents' dedication to supporting their children's academic achievements was lauded, particularly by assisting them with their homework, which was an important component both during and after the online learning. Teachers report that parents are interested in and value their involvement in school problems and decision-making. During online class, all of the teachers believe that their effective online teaching is making a significant difference in their students' academic aspects, even with students who had lower learning results or learning difficulties. As a result, the parent's involvement as an important partner in the school community is required not only for school decision-making, but also as the main collaborator of the teacher, for an effective teaching process and his child's high school performance.

Keywords: pre-university, school, online learning, parental involvement, teacher, child

Introduction

The most important need that parents have is to be informed about their child's progress and accomplishments in the learning process and other extracurricular activities of them. Parents have the right to participate in discussions and decisions concerning their child. They have the right to all information concerning: the method

of activation, the child's involvement in the learning process, their achievements in tests and other tasks related to the learning process, the child's opportunities and skills, his points of interest, strengths, difficulties, and problems that he exhibits in certain subjects, the methods that teachers use to ensure children's attention, increasing concentration, intervention techniques, stimulation methods that they use with students, relationships that the child forms with teachers, peers, the climate that surrounds the child inside class/school, and so on. Family and school are two important institutions in a child's life. Although parents and teachers want the best for their children, if they do not cooperate on a regular basis, their thoughts, actions, and attitudes can cause tension and disagreement. Previously, researchers asserted that the parental role in their children's education should only include selecting a school and creating an environment at home for their children's social, emotional, and moral development. Others, however, do not agree. The importance of parental involvement was highlighted during the pandemic situation. Even during the online teaching practice, it was discovered that there were some barriers to parental involvement in this process. A problem with parental involvement is that the teacher and parents have different perspectives or perceptions of what parental involvement is and is not only in online learning, and culture is a variable that can change ideas on parental involvement. Teachers may believe that a parent is not involved in their child's education because of opposing viewpoints. If you speak with the parent, you will learn that it is involved due to issues that the parent is dealing with with the children, which the teacher is unaware of or does not take personally.

My efforts as a researcher consist of presenting and analyzing the scientific opinions of researchers in the field, specifically on parental involvement in education, so the purpose of the study is to present an overview of the significance of parental involvement in the pre-university school system during and after online learning based on teachers' personal experiences.

Literature Review

Different authors interpret parental involvement differently. Volunteering, decision-making, parental role, learning, home-school communication, and school community are the six categories of involvement identified by Epstein and his colleagues. (Epstein, et al. 2002) Another definition comes from a survey conducted by Becker and Epstein (1982), who identified fifteen parenting activities that teachers believed promoted children's abilities and cognitive development while also instilling high expectations for academic success. These activities included talking with the teacher, checking school assignments, assisting his child with practice, sending the child to cultural activities, responding to notes sent home, and so on. (Becker & Epstein, 1982). These parenting activities are yet another way to define today's parental involvement. It can be divided into two categories: parental involvement at home and parental involvement at school. Sheldon (2002) defines parental involvement at home as parent-child interaction related to school or other learning activities, as well

as the direct investment of parental resources in the child's education. The second type of parental involvement takes place at school. It may include, but is not limited to, volunteering at school, parent meetings, parent-teacher meetings, one-on-one reading with children in a classroom, and regular communication. (Sheldon, 2002) Children achieve academic and behavioral success. It is significant because parents are the child's first teacher and the only constant teacher throughout the child's life. As a result, the parent should know the child's interests, likes, and dislikes better than the teacher and can assist the teacher in getting to know the child better. Parents and teachers must maintain constant communication in order to stay informed about what is going on at school and at home. According to this line of thinking, during online teaching, the bridge of cooperation and communication between teachers and parents was strengthened not only in the academic sphere, but also beyond this, as parents worked closely with teachers on how to control their children's schoolwork, as well as appropriate online teaching strategies for effective learning. Bonilla and colleagues (2022) affirmed that children with parents who are more supportive academically tend to have better academic performance than children with parents who are less supportive. Thus, parents' educational attainment can be an important factor in facilitating learning and academic success. Parental engagement in their children's education is a powerful impact, and parents are a child's first and most persistent educator, and their importance cannot be overstated. This indicated that the educational attainment of parents has consistently been positively linked to different barriers encountered by them. The finding explicates also that parents have difficulties in supporting their child's education as they demonstrated insufficient involvement in education amidst the pandemic. (Bonilla et al. 2022) According to Bhamani and colleagues (2020), parents believed that through schools, a formally structured routine is followed on most days of the week and this helps children to understand the importance of time, scheduling and doing assignments on a given timeline. Parents also pointed out that in addition to teaching their relevant subjects through online classes and social media platforms, teachers are also focusing on awareness regarding the pandemic. They teach students about the various preventive measures and emphasize on why they are important, hence making parents' job of keeping the children indoors much easier. Schools can facilitate this process and provide mental health support. (Bhamani et al. 2020) Mingming Shao and his colleague claimed that, parents who are not familiar with online education think that schools and teachers may not pay enough attention to their children compared with face-to-face education, which leads to parents' low evaluation of online learning. On the other hand, the quality of online learning is largely determined by family factors. Parental tutoring and help can affect the quality of online learning, suggesting that online learning is heavily dependent on parental support and involvement. Parent satisfaction reflects the comparison between expectations of educational quality and the actual achieved results. The higher the education level, the higher parents' expectations of online education, causing low satisfaction with online education. (Shao et al. 2022)

Methodology

The study's methodology is based on a review of the scientific literature on parent involvement in education and teachers' contributions to parent involvement. The semi-structured interview method was used in this study. The open-ended interview questions highlight the study's goal. The study sample consists of 180 teachers from public pre-university institutions. In the analysis of qualitative statistical data, qualitative descriptions were used. The anonymity of the respondents was emphasized during the dissemination of the interviews. It has been stated, however, that no one will be made aware of the subjects' identities. This is because the study's ethical standards were followed, and interviewers were encouraged to be open and trusting in order to collect the most accurate and trustworthy data possible. Non-responses had no bearing on the accuracy of the data generalization because they made up such a small percentage of the total sample.

Analysis and Discussion

Teachers place a high value on parental involvement in their students' education. This also implies that the triangle formed by the parent-child-school relationship is critical to the realization and advancement of our educational system. When referring to parents' commitment to supporting their children's academic success through homework assistance, teachers claim that parents assist their children with their homework. This is extremely beneficial because it influences both the child's emotional and academic development. Concerning parents' desire and motivation to become involved in the problems that a school institution may face, teachers say that parents want to be involved as members of the school community. The teachers also state that their school considers parents to be valuable partners.

This finding is reinforcement of many other studies, where Parents' educational caregiving plays an important role in children's learning, especially for young children. In the past decades, the influence of family factors on children's learning has aroused people's concern. (Schneider et al. 2010) Family factors, such as parental education level, family economic status, and family size, influence children's development (Cen, S., & Aytac, B. 2017). Parental education level affects their children throughout their lives and has an indelible impact on children's academic development. (Gurung et al. 2021)

The data regarding the semi-interview question posed to the teachers about the importance of the family in the positive encouragement of the student to achieve high academic results lead us to consider the above literature research, in which many researchers link the achievement of positive student results with the parents' social, cultural, economic, and so on status. As a result, the student's achievements are also influenced by the cultural and social status of the parents. Based on this data, we conclude that the parents of high school students have little influence on their children's academic performance before the adolescent years.

During the pandemic, online learning changed the way parents could learn how to help their children with homework assigned by teachers on online platforms. This finding is significant because it relates to the effectiveness of teacher-parent collaboration in facilitating successful learning development during online learning. How can parents learn to help their children with their schoolwork at home using online learning? Our experience in the secondary cycle revealed that not all parents collaborate with teachers and help to identify solutions for how to assist their children with schoolwork during online learning. Parents are now confronted with a reality they have never known before, just as the technological revolution of online platforms has been reflected in students. According to the results of our data and other studies, the more involved parents are in their children's online learning, the more satisfied they will be with online education. On the one hand, the lower the degree of parental involvement, the less understanding of online learning. (Antony-Newman, 2019).

The teachers were asked a question about how he believes he is making a significant educational difference in the lives of his students through online learning. According to the data, teachers believe that online teaching and their commitment have resulted in significant success in the lives of their students. They stated that if this partnership trinomial could maximize their individual efforts, they would be able to achieve success even among students with lower academic results or learning disabilities.

Sending home letters/individual emails, informing parents of anything you might need or their children's academic results, is an element we discovered for the very reality we faced in continuous online activity. Teachers believe it is critical to send letters to their students' parents about their progress in the learning process via mail or email, not only during online teaching, but also during the continuation of the learning process under normal conditions. According to the data, teachers see it as an opportunity to avoid various conflicts from both sides, including parents and students. Confidentiality is extremely important in adolescence because it allows them to avoid many unpleasant situations while also not harming their personality.

Conclusions and Recommendations

Based on theoretical research findings and the current state of parental involvement in education in our country, teachers believe that parental involvement in education is critical for achieving high learning results. Another important factor is parental involvement and activation in assisting the teacher so that the latter is more useful with students, because our experience shows that parents collaborated with teachers during online learning to facilitate the learning of their children's knowledge as well as the learning process, but after online learning, they are more interested in the individual child and the school community. Teachers believe that their effective teaching, even through online platforms, to students with lower learning outcomes or learning difficulties is making a significant difference in the lives of their students both during and after the pandemic. Teachers are expected to send letters to their

students' parents via personal mail or email, primarily regarding their children's educational progress, but not exclusively. Teachers see it as a chance to avoid various conflicts from both parents and students. I recommend that parents be more cooperative with the teacher in terms of email communication, so that the parent does not focus solely on sending emails, but also presents his thoughts or suggestions to the teacher face to face during their monthly meetings. In order to assist both their child and the teacher, parents should be trained on the elements of online learning.

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