

# THE INVOLVEMENT OF PARENTS IN CHILDRENS' LEARNING ENGLISH AT KARTIKA KINDERGARTEN OF JEMBER

**Eniek Yuniarti**

*Teacher at Kartika Kindergarten Of Jember  
enock\_2004@yahoo.com*

## **Abstract**

Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. The extent and form of parental involvement is strongly influenced. Parents involvements in education is really significant expected role, especially in the kindergarten level. It is because parents is the first place to explore their children creativity, thinking and their ability. Parental involvement is strongly positively influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved. The importance of parental involvements are used not only to get the best achievement in the school but also to help their children in their future life. The aim of this paper is to give a clear description of the involvement of parents in children's learning English.

**Keywords :** *Parents Involvements, Children's Learning English*

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## **INTRODUCTION**

There are three components which are responsible in the teaching learning process; they are school, parents and government. By giving formal education in the school in the form of teaching learning process is the teachers 'duty. Parents has the role as the supporting educator in the family domain and followed by the government related to the implementation of the teaching learning process itself.

Parent is the first environment to their children. Parents is the place to explore children's creativities and socialize with others. Parents learnt children the first language whom

they listened. Therefore, parents has the big potential role in the formation of the children's thinking and understanding.

According to Desforges (2003) states that parental behaviors which manifest parental involvement change across the age range. With younger children, direct help with school relevant skills is appropriate and foundational. With older students, activities which promote independence and autonomy more generally become more relevant. This tentative outline model explains why parental involvement in the home is significantly more effective than parental involvement in the school.

It should perhaps be said that whilst research shows that parental involvement in the school has little if any impact on students achievement it is not without significance. The relationship between parental involvement (of any kind) and students achievement is probably not linear. A little parental involvement in school might go a very long way as a conduit of information (about curriculum, courses, school rules, assessments for example) through which teachers and parents alike can work to support the child. The effect of this basic level of in-school parental involvement might be as an essential lubricant for at-home involvement. There may, of course, be other reasons for parents working in schools which have more to do with the needs of schools or parents and which are not expected to have an impact on students individually.

Family-school collaboration is a cooperative process of planning that brings together school staff, parents, children, and community members to maximize resources for child achievement and development. Although connections between parent involvement and school violence have rarely been studied, increased parent involvement can result in home environments that are more conducive to learning and improve communication and consistency between home and school. These changes can lead to safer, more responsive schools.

Loucks (1992) found that parent involvement was a significant factor in both accelerated and sustained student academic performance. The students with high attainment

and achievement at the school must have good parental education in their home too. They involved to create good relationship and partnership to their children's' teacher and followed the children's' development education at school.

Survey conduct by Data Bank (2013) reported that the percentage of students whose parents reported involvement in their schools rose significantly between 1999 and 2007 across several measures, including attendance at a general meeting, a meeting with a teacher, or a school event and volunteering or serving on a committee. Students with parents who are involve in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than the students whose parents are not involved in their school.

Being the wife of army isn't easy to do. She must has the responsibility not only to take care of her family but also to do the activities and give the contribution in PERSIT Organization. Because of it, she must be good in time management to deal her time between the duty in her home and the duty in organization. The limitation of parent' time in army environments is to be the researchers' interest, especially to concern into the parents involvements, the partnership to their children in the school in order to help all youngsters succeed in school and in later life. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work.

Based on the fact described above, it is

essential to write a paper with the title “The Involvements of Parents in Children’s Learning English at Kartika Kindergarten of Jember.

## **DISCUSSION**

### **Parents Involvements**

Parent involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. Increased parent involvement has been shown to result in increased student success, increased parent and teacher satisfaction, and improved school climate. Schools can encourage involvement in a number of areas including parenting, learning at home, communication, volunteering, decision-making, and community collaboration.

Since other authorities (Aronson, 1996; Columbo, 1995) in Hara and Burke agreed that student achievement improved when parents became involved, it was also findings would?an important task for us to discover the extent to which these findings would be supported by our own parental involvement program investigation. Using a slightly different focus, we set out to discover what, if any, specific academic impact a parent involvement program might have on third-grade children, their parents, and the community in an inner-city school setting.

### **Types Of Parents Involvements**

Epstein’s framework of six major types of parental involvement is among the most useful tools developed by the field thus far for defining parental involvement practices and

linking them with certain type’s outcomes. This widely accepted framework guides to help educators develop comprehensive family school partnerships.

The six types of parental involvement include:

1. parenting (helping families with childrearing and parenting skills),
2. communicating (developing effective home-school communication),
3. volunteering (creating ways that families can become involved in activities at the school),
4. learning at home (supporting learning activities in the home that reinforce school curricula),
5. decision-making (including families as decision-makers through school-sites councils, committees) and
6. collaborating with the community (matching community services with family needs and serving the community).

Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well.

The researchers examined the variation of the four types of involvement activity across the 1000 + schools in the sample. It was found that approximately 90% of the variation in involvement was within schools rather than between schools. The distribution was relatively uniform across schools. When the four parental involvement factors are taken together it was

difficult to identify schools with particularly high or low levels of parental involvement. This suggests that relatively few schools had a strong influence on the learning climate in the home or on levels of parental involvement generally.

The data were then analyzed to investigate the relationship between the forms of parental involvement and the social class of the families. In confirmation of previous research there was a strong relationship between social class and parental involvement. The higher the social class, the more parental involvement was evident.

### **The Importance Of Parents Involvements**

The Center for Assessment and Intervention Fischler School of Education and Human Services Nova Southeastern University finds why parents involvements are important. They are:

1. Significant involvement most likely develops when schools actively seek out ways for parents to get involved.
2. Parental involvement lifts teacher morale.
3. Parental involvement benefits both children and parents. Parents will gain a better understanding of school curriculum and activities and communicate better with their children.
4. Time constraints are the greatest barrier to parental involvement. Collaborate with the teacher to find ways to work around schedules.

### **Children Learning English At Kindergarten**

According to Gregory (1997) states that The Kindergarten Program, 2006 (Revised)

affirms that early learning experiences have a profound effect on development (p. 1) and that children develop their knowledge by building on their past experiences and the learning they have already acquired (p. 2). These points apply equally to ELLs. It may be challenging for the teacher to get to know what those past experiences/learning have been and what they continue to be within the children's homes and communities. The importance of building on children's prior experiences/learning cannot be overestimated since their identities are involved.

Learning English for children in the golden age should controlled by parents in order to give clear understanding of something which is abstract. In this kindergarten level, the teachers must be careful in the way of teaching. The teacher get to know how the students past learning experience and make communication with their parents to continue the process of children's' learning. They invite parents to involve in students learning at home.

### **Parents Involvements In Childrens' Learning English**

Arias (2008) in his research states as much as ELL parents may want to become informed and involved in their children's schooling, the too-frequent reality of current anti-immigrant sentiment and English-only policies makes access to school sites more difficult than ever for many parents. It is important to recognize that while English-only policies may restrict teachers' use of instructional language, in communication with parents, schools may use the native language. Schools may choose to use translators and

interpreters for school and teacher conferences, or teachers and staff members may be able to directly use native language in communication with parents.

The research finding in ‘Effects of Parental Involvement in Education’ by Erlendottir (2010) indicate that they all, the participants are all highly involved with their children’s education. They all recognize the importance of parental involvement and themselves highly involved in every aspect of their children’s education. Finally, every parent has high expectations to them.

Parents involvements in education not only important at school, but also at home. In another longitudinal study, Dubois et al (1994) showed that family support and the quality of parent-child relationships significantly predicted school adjustment in a sample of 159 young US adolescents (aged 10–12) followed in a two year longitudinal study.

At-home parental involvement clearly and consistently has significant effects on students’ achievement and adjustment. Why is ‘at-home’ involvement so significant? How does it work in promoting achievement and adjustment?

The broad answer to this question seems to be that it depends on the age of the child. It could be different parental education for children, younger and adult. For younger students parenting provides the child with a context in which to acquire school related skills and to develop psychological qualities of motivation and self worth. Parents educate them about the language itself, the functions of it. For

older children the specific skills component seems to be less salient and the motivational component assumes increasing importance. The older children have known about the concept of language, aspects of the language.

## CONCLUSION

Children, in general, do tend to grow up to be a lot like their parents. Social scientists and genetic researchers have identified that children who live in homes where parents smoke are more likely to become smokers. Parents who abuse drugs or alcohol are more likely to find their children someday do the same. But, if we do a good job of parenting, it means children also get a lot of good things from us! We know parents with good self esteem tend to raise children with more secure self esteem. Parents who succeed in education tend to have children who meet and even surpass their parents’ accomplishments. And while it is true that children of divorced families are more likely to divorce, it is also true that children of happily married parents tend to find the same happiness in adult relationships.

It can be said that *parenting* and *learning at home* is the effective type of parents involvement to the children at home. The most important lesson that teach us is that role modeling can be an extremely effective parenting tool. It is powerful that we should use it to our advantage! Being a positive role model requires fore-thought and self control. Today we talk a lot about disciplining our children. We parents need to put an equal emphasis on disciplining ourselves.

At school, the important of parents involvements to their children are as

**communicating** and **volunteering**. They communicate to the children's teacher and creating ways to be involved in activities at school. . A range of parental involvements activities are at home pre-school, good parenting providing for security, intellectual stimulation and good self concept. They visit and contact the child's teacher to learn and discuss about the school rules and procedures, the curriculum, homework and assessment and taking part in the school management.

The result of this paper is used as an information, guidance for parents to involve in their children's education not only at the school but also continue at home in order to promote their children's educational progress. Parents involvements strongly influenced by the child's attainment. The greater the attainment, the greater the degree of involvement. Finally, the writer establishes that parental involvements in education field, especially in learning English has a significant effect on children's achievements.

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