Are Parents and Teachers Working Together to Enhance Student Learning?

Adiyo Roebianto
Faculty of Psychology
University of Mercu Buana
Jakarta, Indonesia

Dian Rahdiani*, Rahmawati
Center for Assessment and Learning, Agency of Research,
Development, and Book
Ministry of Education and Culture
Jakarta, Indonesia
*dian.rahdiani@kemdikbud.go.id

Abstract—**Ideally both parent and teacher work together for student' success. The current phenomenon is that many parents with higher education work outside the home with long working hours, so that quantity assistance to children in terms of learning is less, although there are also parents who can maintain the quality of children's learning assistance by facilitating various ways adequate learning or bringing home tutors or facilitating children with online learning. This research aims to examine the relationship between parent and teacher support for students' success. Thus it can add references for research on the theme of Parents and Teacher Support. A SEM model was used to investigate the correlations among variables via Mplus 8.4. The results showed that the model was fit with RMSEA = .049; CFI and TLI was .90, respectively. Parents and Teacher supports were highly correlated significantly (r = .71, p < .05). The implication of these results will be discussed detail at the end of this paper.**

Keywords—parent support, teacher support, minimum competency assessment, structural equation modelling

I. INTRODUCTION

Education is the right of every human being. In Indonesia, this has been regulated in the 1945 Constitution of the Republic of Indonesia section 31 point (1) which states that every citizen has the right to education, besides that it is also stated in section 5 point (1) of Undang-Undang No. 20 year 2003 regarding the National Education System which explicitly states 'Every citizen has the right to quality education'.

Children, as assets of the nation and state, have the right to get a proper education for their future. Parents have the responsibility for children's education and are the primary educators for children, because the family is called the first environment for children to get education, direction, guidance, care, habituation and training. This is supported by the statement of Sukmadinata [1] that the family is not only a place for children to be nurtured and raised, but also a place for children to live and be educated for the first time. Hawes & Jesney in Padavick [2] states that parental support can be interpreted as parental participation in student education and

experiences. In line with this, Boonk, Gijselaers, Ritzen, & Brand-Gruwel [3] stated that the role of parents in supporting children's education is divided into 2 things, namely: The role of parents at home, which means what parents do to help. children's learning development; and the role of parents in school which means every activity and behavior of parents related to school activities.

A common phenomenon today is that many parents work outside the home with long working hours, so that direct assistance to their children in education is lacking. In these conditions, there are parents who maintain the quality of children's learning assistance by facilitating various adequate learning facilities, sending children to schools that have good quality, bringing home tutors, facilitating children with online learning, or accompanying children with quality mentoring. even with a limited time. This condition is influenced by parents 'understanding of their own education, parents' educational background and supportive socioeconomic conditions [4,5].

In the era of globalization, media technology is one of the things that really supports the educational process. Completeness of children's learning facilities such as ownership of technological tools such as computers / laptops / phone cells and quotas are things that can support the child's education process. Every parent would want to provide the best educational facilities for their children, but in reality not all children can get adequate educational facilities. Many factors influence this condition, including parents' understanding of the scale of education priorities, educational background, family economic background, and availability of time with family.

The factors of parents' socioeconomic status and educational background of parents are thought to support the success of student education. If the socioeconomic status of the parents is high, the parents can fulfill the various educational facilities their children need. Likewise, if the parents' understanding of education is good, parents should have a priority scale for children's education [6-8]. With adequate educational facilities, children can learn easily, children get good support so that it will have a positive impact on the

educational process and learning outcomes. This statement is supported by the results of Garcia's research in Woolfolk [9] which states that students with low parental socioeconomic status, become less familiar with books or school activities, or have a less sympathetic appearance. Another relevant research result is from the research of Davis and Thomas [10], which states that student achievement levels can be hampered if the socioeconomic level is low. In addition, support is not only in the form of facilities that support learning activities but also the involvement and motivation of parents in the children's education process.

The responsibility for education is not only the responsibility of the parents, because every child also has the right to education from the adults around him and the social environment. For example, through formal education in schools or informal and non-formal education. This has also been regulated in the 1945 Constitution of the Republic of Indonesia Section 31 point (3), which emphasizes that the government undertakes and implements a national education system that enhances faith and piety and noble character in the context of educating the nation's life as regulated by law. Therefore, all components of the nation are obliged to educate the nation's life which is one of the goals of the Indonesian state.

Education can occur through collaboration between children, parents, teachers, media and their social environment that occurs continuously throughout the ages. Collaboration in the education sector is carried out by all parties involved in children's education, both between parents and teachers, teachers and teachers, parents and other parents in the surrounding environment, and other educational components. For this reason, the collaboration of these various components is one method in an effort to maximize the educational process and improve the quality of education.

Currently schools are partners of parents in providing quality education for children, but parents as primary educators for children cannot be fully transferred to teachers at school. Collaboration between parents and teachers in supporting the success of children's education needs to be done. There are many ways that teachers can do to help parents educate their children, and vice versa. Education that is carried out by teachers at school, still needs the support of parents when the child is at home. There is a phenomenon where parents send their children to school and parents leave their big responsibilities as educators to the school and teachers. Even though the success of education in children is not the responsibility of the school alone, but it requires good collaboration between teachers and parents to achieve the success of this education. As stated by Hymes [11], that school is actually a supplement from home, meaning that the position of school is basically to complement and support education at home. Teachers as parents in schools provide support and motivation, establish interactions and build good communication with students, help to solve problems and be creative, and provide feedback on learning to students.

This study provides an overview of how students view the support of parents and teachers so far on their learning activities, which is what this study wants to reveal when viewed from the educational background of parents and socioeconomic conditions. In addition, this research is also aimed at finding out whether parents and teachers have collaborated well to support children's education.

II. METHODS

The data is obtained from the Asesmen Kompetensi Siswa Indonesia 2019 (AKSI), conducted by the Pusmenjar Balitbang Kemdikbud. Initial participants in this study were 269,988 senior high school (SMP) students from all regions in Indonesia. However, some data were missing and list wise deletion applied. Therefore, the available participants were 165,203 students (n = 165,203). The data administration was collected using a computer-based test, where a student login into a website, input their student id and then they took the questionnaire.

A. Teacher Support

Teacher support is measured using five dimensions and 16 questions. The questionnaire developed by the Pusmenjar team. The dimensions are student and teacher interactions, teaching systems, student and teacher communication, feedback and finally teacher encouragement to students. The example item is "The teacher listens more to the condition of his students" and the response answers given are 1 = "Never; 2 = "Rarely"; 3 = "Often", 4 = "Always". Higher scores indicate a student feels supported by the teacher and vice versa.

B. Parent Support

Parents support has three dimensions and 18 items. The dimensions are activities with parents, support from parents, and involvement of parents in activities at school. Some examples of items are "discussing my experiences at school" (aspects of activities with parents), "supporting me when I face problems at school" (aspects of support from parents), "parents attending meetings in school activities" (aspects of people's involvement parents in activities at school). Each item has four response responses, namely 1 = "never"; 2 = "rarely"; 3 = often"; 4 = "always". If the score is high on the parent support variable, it means that the parents give full support to the students and vice versa.

The variables in this study were parents' educational background, parent's socioeconomic status, teacher support and parent support. The author has a hypothesis that the socioeconomic status mediates the impact of parental education background on the teacher and parent support. Moreover, the authors used latent variable modelling to see the relationship between variables in this study which was analyzed using Mplus software version 8.4 (8).

III. RESULTS

A. *Descriptive*

For the descriptive of parental education variables can be seen in Table 1 below:

TABLE I. PARENTAL EDUCATION DISTRIBUTION

Education	Father (%)	Mother (%)
Never Got School/Never Graduate Primary Level	6.1	5.3
Primary Level/Madrasah Ibtidaiyah	17.7	15.7
Junior High School/Madrasah Tsanawiyah	13.1	15.4
Senior High School/Madrasah Aliyah/Vocational School	27.8	16.9
Diploma	5	5.3
Bachelor Degree	11.6	8.3
Postgraduate Degree	7	3.7
Missing	11.8	29.4
Total	100	100

Based on the table above, in general, the majority of parents have a high school education background, followed by a Diploma-4 (D4) or Bachelor's degree (S1) education background. However, the number of mothers with an undergraduate education is approximately 3% less than the number of fathers with the same education. In fact, the number of fathers who have a postgraduate education is almost two times more than the number of mothers for the same education background.

B. *Latent Variable Modelling*

Based on the results of the analysis, it was found that the hypothesis model fit with empirical data with chi-square and df values were 325807.475; 807 (chi-square / df: 325807.475 / 807 = 403.72), RMSEA = 0.049, CFI and TLI of .91 and .90. The picture on the empirical results can be seen in Figure 1 below.
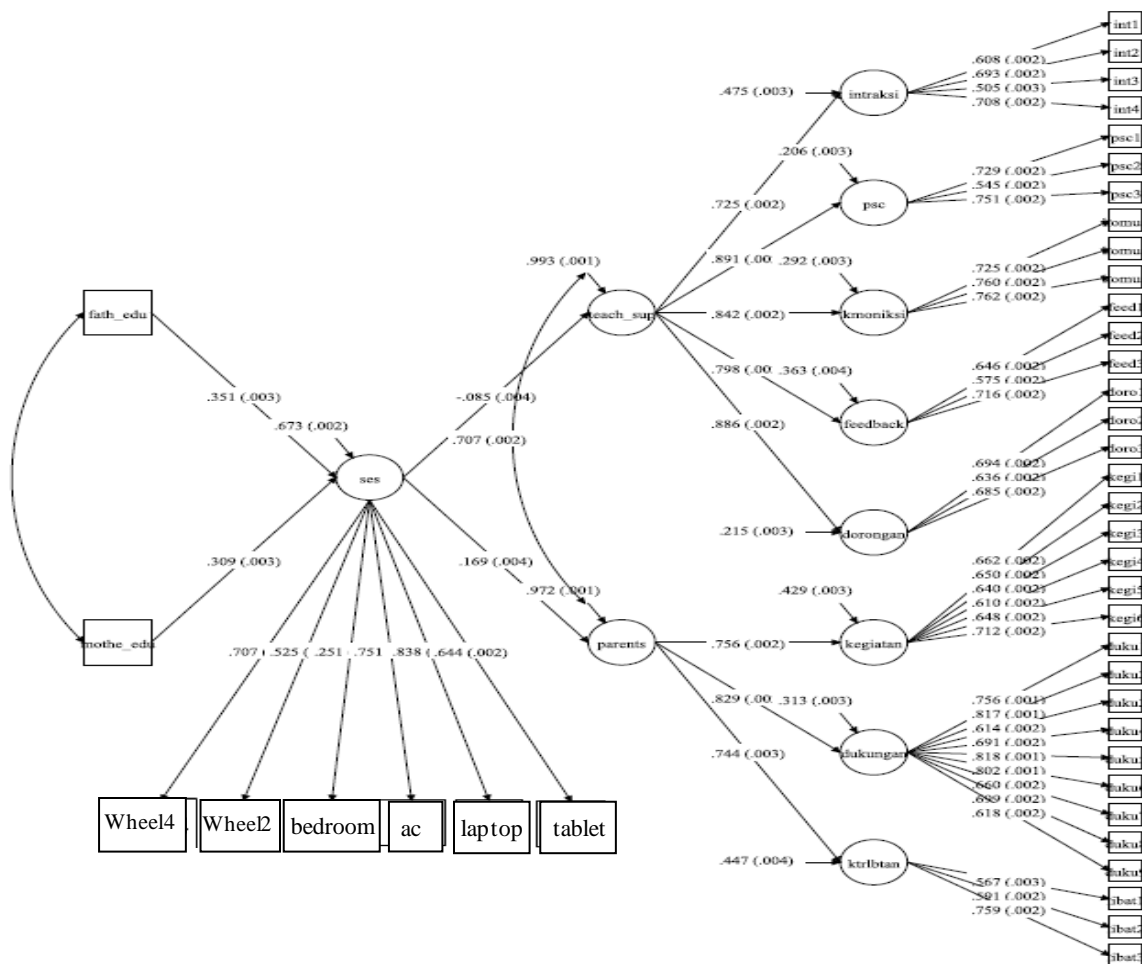

Fig. 1. Results of latent variable modeling.

The results of each coefficient for each path can be seen as follows:

TABLE II. PATH COEFFICIENT IN STANDARDIZED LOADING

Path	Coefficient	Std. Error	T-value
Measurement Model			
SES → four wheels	.707	.002	297.449
SES → two wheels	.525	.003	203.603
SES → bedroom	.251	.003	73.243
SES → AC	.751	.002	304.87
SES → Notebook/Laptop	.838	.002	505.431
SES → Tablet	.644	.002	294.124
Teacher Support (TS)			
TS → interaction with student (int)	.725	.002	320.897
TS → teaching system (sys)	.891	.002	499.228
TS → communication (com)	.842	.002	472.603
TS → feedback (feed)	.798	.002	359.508
TS → support (supp)	.886	.002	457.498
Interaction → int1	.608	.002	245.524
Interaction → int2	.693	.002	314.234
Interaction → int3	.505	.003	176.615
Interaction → int4	.708	.002	288.14
Teaching System → sys1	.729	.002	400.938
Teaching System → sys2	.545	.002	230.229
Teaching System → sys3	.751	.002	420.07
Communication → com1	.725	.002	338.13
Communication → com2	.76	.002	435.143
Communication → com3	.762	.002	416.868
Feedback → feed1	.646	.002	259.682
Feedback → feed2	.575	.002	243.242
Feedback → feed3	.716	.002	330.395
Suuport → supp1	.694	.002	343.037
Support → supp2	.636	.002	314.865
Support → supp3	.685	.002	335.136
Parent Supports (PS)			
PS → activity (act)	.756	.002	381.567
PS → support (sup)	.829	.002	472.564
PS → involvement (inv)	.744	.003	291.391
Activity → act1	.662	.002	309.576
Activity → act2	.65	.002	293.872
Activity → act3	.64	.002	295.342
Activity → act4	.61	.002	288.664
Activity → act5	.648	.002	345.907
Activity → act6	.712	.002	398.615
Suuport → sup1	.756	.001	527.422
Suuport → sup2	.817	.001	649.746
Suuport → sup3	.614	.002	321.319
Suuport → sup4	.691	.002	410.813
Suuport → sup5	.818	.001	709.608
Involvement → inv1	.567	.003	213.719
Involvement → inv2	.591	.002	239.924
Involvement → inv3	.759	.002	323.634
Structural Model			
FATH_EDU → SES	.351	.003	125.153
MOTHE_EDU → SES	.309	.003	109.729
SES → TEACHER SUPPORT	-.085	.004	-22.361
SES → PARENT SUPPORT	.169	.004	44.384

Table 2. Cont.

Total Effect			
FATH_EDU → TEACHER SUPPORT	-.03	.001	-21.933
FATH_EDU → PARENT SUPPORT	.059	.001	42.425
MOTHE_EDU → TEACHER SUPPORT	-.026	.001	-21.816
MOTHE_EDU → PARENT SUPPORT	.052	.001	41.788
PARENT SUPPORT ←→ TEACHER SUPPORT	.707	.002	317.727

Note: T-value higher than 1.96 (t > 1.96) is significant at .05 level. SES: Socio-Economic Status; Fath_EDU: Fathers' education background; Mothe_EDU: mothers' education background.

In table 2, the authors report two things, namely the measurement model and the structural relationship model. In the measurement model, all observed variables were significant in measuring the latent construct. The smallest factor loading value in the observed variables is .251 in the bedroom (*kamar tidur*) variable with latent constructs of socioeconomic status, while the largest factor loading value is .891 in the observed teaching system variable with the latent teacher support variable.

In the context of the structural model, the variable that has the most dominant influence on teacher support is the father's education background. This can be seen in the standardized beta value of -.03 (p <.05). In fact, the coefficient has a negative direction, which means that the higher the parent's education, the lower the teacher support, and vice versa. This can be understood because indeed students with high SES backgrounds have a sufficient support system, while teachers can focus more on support for students who have low SES backgrounds.

In the parent support variable, both the father and mother had a significant (p <.05) impact on students' perceptions of parent support. Educational background father has a path coefficient of .059 and mother has a path coefficient of .052. The difference between the two is only about .007, but both have a significant impact.

The relationship between variable parent support and teacher support is .707 (p <.05). It shows that the higher the parental support, the higher the teacher's support, and vice versa. Thus, both teachers and parents play their roles in increasing the achievement and welfare of their students.

IV. DISCUSSION

We found in this study that parent support and teacher support were correlated moderately (r = .707). In other words, both variables have a meaningful relationship in terms of the student's learning environment. In specific, teacher supports were associated negatively with the socioeconomic status (SES) of the students. Meanwhile, parent supports were correlated positively with student's SES.

Chen, et al., [12] found relatively small correlation between SES and academic achievement (r = .35). Sirin [13] also found similar result in his study. It can have understood that parent

educational background is the critical component of SES. Parents who were well educated could provide learning environment for their children. And eventually, it will enhance their student academic achievement.

In the total effect, father education background had the most significant impact on parent support. Meanwhile, mother education background had the most significant impact on parent support as well. However, interestingly, both father and mother education background negatively correlated with teacher support. It means, the higher SES of a student, the lower support from a teacher. Probably a teacher knows better that a student coming from lower SES needs more attention or support from the teacher, instead of a student from higher SES.

V. CONCLUSION

The conclusion from this study was the parent and teacher supports were correlated positively. Both variables had a significant correlation with a strong relationship, in terms of enhancing student performance.

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