

RELATIONSHIP BETWEEN PARENTS' EDUCATION LEVEL AND PARENTAL ENGAGEMENT IN THE PANDEMIC PERIOD OF COVID-19

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Abstract: One solution to reduce the spread of the COVID-19 virus is Physical Distancing. In the world of education, physical distancing is implemented by holding teaching and learning activities in their homes. In these conditions, parental engagement is needed so that the education program that has been packaged by the school can run smoothly. One of the factors influencing parental involvement is the education factor of parents. In this study, researchers used descriptive statistical methods and correlations to examine the relationship between parental education and parental engagement. The independent variables in this study are parental education, and the dependent variable is parental engagement. Based on descriptive analysis, the highest frequency in parental education variables is in the moderate category at 63%, and the high or low category with a percentage of 19%. While in parental engagement, the highest frequency is in the medium category, namely 75% and high or low categories, with a percentage of 12.5%. The correlation test between parental education variables (X) and parental engagement (Y) was performed using the Pearson Product Moment technique. The value of calculated r (0.552) is greater than the r table (0.4973), so it can be said that there is a correlation between parental education variables (X) and parental engagement (Y).

Keywords: parental engagement, parent education, Covid-19.

INTRODUCTION

The world community has been shocked by the coronavirus 2019 (COVID-19). Indonesia has not been spared from the pandemic attack and has declared this pandemic a national disaster. The Indonesian President also appealed to the Indonesian people to minimize activities outside the home to break the chain of the spread of the COVID-19 in Indonesia (Indonesia, n.d.). Physical distancing is one solution to reduce the spread of the COVID-19. As stated by the World Health Organization (WHO), the meaning of physical distancing is the meaning of physical distance, not social distance with the people closest to us.

Since physical distancing, it has an impact on the world of education. UNESCO recognizes that 300 million students worldwide are disrupted in the teaching and learning process. In Indonesia alone, as many as 404 thousand schools were closed. Within the scope of 1 country, no less than 51 million students are ranging from PAUD, elementary school level, junior high school level, high school level, and special school that cannot take lessons. All schools follow government regulations simultaneously to hold teaching and learning activities in their homes. Activities that were initially

carried out face-to-face moved into teaching and learning activities in the network (Khurniawan et al., 2019). According to observations, the activities provided by several schools in Malang included:

- Students work on material contained in student workbooks
- The teacher sends materials/assignments through social media, for example, WhatsApp, Google class, etc.
- The government provides material delivery facilities through programs on TVRI stations

Therefore, more collaboration is needed, from various parties, namely schools, teachers, parents, and children. Schools must be responsive and responsible for the success of learning at home. Therefore, schools and teachers must pack teaching and learning activities systematically and easily so that parents can apply at home, and children can enjoy receiving new material well (Booth & Dunn, 2013). Epstein & Sanders argue that teacher encouragement can help mothers realize the importance of cognitive activity in children's educational processes. Like when the teacher advises about exercises at home, for example, with literacy stimulus (Epstein et al., 2002). Parental engagement is a variety of behavioral patterns such as direct activities with other people, support that provides benefits among parents, a sense of security given to families, decision making, the advice in the family environment, and how exemplary in the family (Sheridan et al., 2011). Parental involvement (PI) in school is correlated with the success rate of children on academic success and social skills (Kohl et al., 2000).

In these conditions, parental engagement is needed to succeed in the education program packaged by the government and schools. Parental engagement is the involvement of parents in all forms of children's daily interactions in their environment both at home and at school, to provide support in social activities and cognitive activities. Hornby & Lafaele argue that parental involvement in parenting can strengthen the relationship between parents and children so that the baby can develop aspects in the social and educational fields as well (Hornby & Lafaele, 2011). The development of educational quality consists of increasing affiliation between children, peers, teachers and increasing the presence of children in the class

Sheridan argues about the meaning of parental engagement, namely all actions related to children that aim to help children in the surrounding environment to achieve goals that are beneficial to the surrounding environment both at home and school (Sheridan et al., 2011). Sheridan also added that parental engagement is a variety of behavioral patterns such as direct activities with other people, support that provides benefits among parents, a sense of security given to families, decision making, the advice in the family environment, and how exemplary in the family (Sheridan et al., 2011). Parental engagement has a more complex meaning compared to parental involvement, which is only involved with cognitive relationships, for example, in learning. However, parental

engagement has a broader element that is implemented by parents—for example, social relations and parent relationships with children.

Meanwhile, Epstein identified six types of parental involvement and strategies that teachers can undertake to develop collaboration with parents. The six types are parenting, communication (volunteering), volunteering, learning at home, decision making (decision making), and collaboration with the community (collaborating with the community) (Epstein, 2010).

Sheridan argues that aspects of parental engagement consist of 3 aspects (Sheridan et al., 2011), namely:

- The concept of understanding as a parent. Parents understand their role; among others, parents understand the child's growth and development. Development can include cognitive, social, and emotional. Also, parents must understand physical growth (nutritional status, height, weight, etc.) (Sheridan et al., 2011).
- Preparation of children's schooling. In the field of education, parents have an awareness of the systems implemented in schools and understand the child's social-emotional development, because this is needed in achieving the child's growth and development. Parents' attention to the readiness of children to enter the school must also be considered because there is a process of adaptation in a new place. It is expected that with the attention of parents, it can make it easier for children to adapt and become more effective in the learning process (Spillane, 2004).
- Parental participation in children's daily lives. In this aspect, the role of parents in making decisions on matters relating to children is a top priority. The basis of parents seen from their education and adoption patterns can influence parental engagement with children (Spillane, 2004).

Parental engagement can be underlined as a design of parents for children who are dealing with a more complex environment with the aim that children can be beneficial in their environment, both socially and cognitively. A study proved that parents have a role in the development of language intelligence in children (Ulum & Alimatul, 2012). In a study conducted by Kristiyani & Psikologi (2016), a positive relationship between parent involvement in school and student commitment to the school is shown in the results of this study. Students have the opinion that when parents participate in activities that are in their school, there will be communication between the teacher and parents. This makes students want to show their best performance because the essence of every human being wants to be recognized and valued positively by their environment. Stimulus like this makes students motivated to study hard (Kristiyani & Psikologi, 2016). Based on the explanation, it can be seen that through the intensive involvement of parents in the child's growth and development many positive effects are obtained by the child. Conversely, lack of parental involvement will result in various

adverse influences such as decreased achievement, increased antisocial behavior, and poor relations with teachers and parents

One of the factors that influence parental involvement according to Yuniardi, is the education factor (Yuniardi, 2012). The level of parental education is the most important thing in the following information related to the development that occurs in their children. Educated parents tend to develop themselves concerning parenting compared to uneducated parents. This is confirmed by Wong that one of the factors that influence parenting is parental education and experience (Wong, 2008). Parents' education and experience in caring for children will affect their readiness in carrying out parental duties.

The results of observations conducted by researchers on parents whose children are learning at home because the COVID-19 pandemic shows that parents complain about the tasks given by the school. besides the application used by the school such as reporting student activities every day through Google Form makes parents feel difficult. Another opinion was also conveyed by the guardians of students who were confused in regulating the mood of children. When student is given material from school, the children always compared between the teaching process of parents and teachers at school. Research by Fardana and Tairas (2012) stated that the parent-child relationship at home is less oriented to the concept of learning through play, and the relationship between parents-kindergarten teachers is constrained by the belief that the teacher is the authority of PAUD education so that parents do not need to involve themselves communicating various matters related to children's education.

Therefore the researcher wants to know the relationship between education level and parental engagement during the COVID-19 pandemic. Researchers chose the kindergarten level because of their independence to work on the tasks conveyed by the teacher through social media. In this study, researchers took a sample at one of the kindergartens in Malang which is Elbaith Rif'a Islamic happy School.

METHOD

In this study, researchers used descriptive statistical methods and correlations; that is, research was conducted to determine the value of the variable and see whether there is a relationship between the two variables. The independent variable is parental education and the dependent variable is parental engagement. The population taken by all parents of Elbaith Rif'a Islamic Happy School Kindergarten students is 16 people.

Table 1. Blueprint of the Questionnaire

Variable	Indicator
Parental engagement	1. The concept of understanding as a parent 2. Preparation of children's schooling. In the field of education 3. Parental participation in children's daily lives

Parental education	1. Elementary School
	2. Middle School
	3. High School
	4. Diploma
	5. Bachelor Degree
	6. Master Degree

By using total sampling, the data collection technique used was a questionnaire distributed to students' parents. This questionnaire was compiled based on the operational definitions outlined in the blueprint in Table 1.

According to Sugiyono, the term valid means that the instrument that has been created can be used to measure what should be measured (Sugiyono, 2014). The validity of this instrument is carried out by using the Content Validity Ratio (CVR) developed by Lawshe (Lawshe, 1975) with 3 experts in their fields. Item is considered valid if it has a CVR value greater than 0.99. The number of items tested for validity is 36 items. CVR results obtained the number of valid items as many as 25 items, and there are as many as 11 items knocked off items.

Before conducting the analysis test, a normality test is needed to determine whether the data to be processed is normally distributed or not. So the next step using parametric or non-parametric statistical analysis can be decided. The normality test used refers to the Kolmogorov-Smirnov test model.

Data analysis techniques used in this study are descriptive analysis and correlation analysis. Descriptive analysis is carried out to see the data categories by using means and standard deviations. At the same time, the correlation analysis uses product moment.

RESULT AND DISCUSSION

Normality Test

The purpose of the normality test is to find out the data that each research variable has in the normal distribution or not. The calculation results for the normality test can be seen in Table 2. Based on the output table, it is known that the significance value of *Asymp.Sig (2-tailed)* of 0.955 is greater than 0.05. Then in accordance with the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data are normally distributed.

Table 2. Parental Engagement Normality Test and Parent Education using the Kolmogorov-Smirnov One-Sample Test

		Unstandardized Residual
N		16
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	12.13399547
Most Extreme Differences	Absolute	.128
	Positive	.128
	Negative	-.079

Kolmogorov-Smirnov Z	.513
Asymp. Sig. (2-tailed)	.955
a. Test distribution is Normal.	
b. Calculated from data.	

Descriptive Test

The results of the description on the variables of parental education and parental engagement are classified into several class intervals and will get several categories of parental education and parental engagement, namely, high, medium, and low. If the data has an average value of + 1 SD then the data falls into the high category. If the data has an average <1 SD, then the data falls into the low category. Other data fall into the medium category (Azwar, 2012). Parental education and parental engagement categories can be seen in the table 3. The results of the statistical description of the two sample groups in this study are shown in the table 3.

Table 3. Data Description

	Parents' Education	Parental Engagement
High	19%	12.5%
Medium	63%	75%
Low	19%	12.5%

The description table of the parental education category shows that the highest frequency is in the medium category at 63%, and in the high and low categories, it has the same percentage of 19%. Whereas parental engagement shows that the highest frequency is in the medium category at 75%, and the high or low categories have the same percentage of 12.5%.

Hypothesis Test Results

According to Sugiyono, the hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of sentence questions (Sugiyono, 2014). In testing hypotheses using the Pearson Product Moment technique due to a correlation test between two variables, namely the independent variable and the dependent variable (Djarwanto & Subagyo, 1998).

The independent variable in this study is parental education, while the dependent variable in this study is parental engagement. Based on the results of data collection in Elbaith Rif'a Islamic Happy School Malang Kindergarten, it can be seen as follows.

Table 4. Result of Test Analysis

		Parental Engagement
Father Education	Pearson Correlation	.552*
	Sig. (2-tailed)	.027
	N	16

The correlation test between parental education variables (X) and parental engagement (Y) was performed using the Pearson Product Moment technique. In the Pearson correlation test, two variables are said to have a correlation if the value of r arithmetic is greater than r table on the N value of a number of research subjects. For an N value of 16, the r table value is 0.4973. The value of r arithmetic in this correlation test is 0.552. The amount of r arithmetic (0.552) is more significant than the r table (0.4973), so it can be said that there is a correlation between parental education variables (X) and parental engagement (Y).

The value of r arithmetic, which is positive, shows that the correlation between the two variables is a positive correlation. A positive correlation or significant positive relationship is seen between parental education and parental engagement. That is, the higher the parent's education, the higher the parent engagement carried out by parents, and vice versa, the lower the parent's education, the lower the parental engagement will be.

This research was conducted to find out how the relationship between parental education and parental engagement in the Covid-19 pandemic. Respondent of this study is Kindergarten Elbaith Rif'a HIS Kindergarten. This research has a hypothesis which states that there is a relationship between parental education and parental engagement. This can be interpreted that the education of parents has to do with parental engagement.

Based on the results of the study, the variable level of parental education of the highest category entered the medium level, which reached a percentage of 63%, while at the high and low levels had the same percentage of 19%. In the variable parental engagement, the highest category is in the medium category, which reaches a percentage of 75%, while at high and low levels, it has the same percentage of 12.5%. This can be demonstrated in the distribution of data that has a normal distribution.

The results of the analysis show that the majority of parents' education level is in the medium category. This indicates that parents at the Elbaith Rif'a Islamic Happy School kindergarten have sufficient education so that parents are expected to be actively involved in the teaching and learning process in the Covid-19 pandemic. As explained by Wong, namely education and parental experience in caring, children will affect their readiness in carrying out parental duties (Wong, 2008).

The results of the Parental Engagement analysis show that the majority of parents in the Elbaith Rif'a Islamic Happy School kindergarten entered at a moderate level, reaching a percentage of 75%. This shows the involvement of parents is sufficient in education and stimulation of child socialization. This is following the opinion of Hayati, adding the attitude of parents who support the development of children's potential (Hayati, 2011). The attitude of parents who support the child's potential can be known from (1) respecting children's opinions and encouraging them to express them, (2) giving children time to think, reflect, and fantasize, (3) allow children to make their own

decisions, (4) encourage children to ask lots of questions, (5) convincing children that parents appreciate what they want to try, do and produce (6) support and encourage children's activities, (7) enjoy being with the child, (8) give genuine praise to the child, (9) encourage the independence of children in work and (10) establish good cooperative relationships with children (Hayati, 2011).

Based on the hypothesis testing that has been done, the correlation test between the variables of parental education and parental engagement shows that the two variables correlate. The correlation is positive, which means the higher the education of parents, the higher the parent engagement carried out by parents, and vice versa, the lower the parent education, the lower the parental engagement carried out. This is following the factors proposed by Yuniardi, namely the Education factor (Yuniardi, 2012). The level of parental education is the most important thing in the following information related to the development that occurs in their children. Educated parents tend to develop themselves concerning childcare compared to uneducated parents.

Parental involvement is needed in all processes of child development, including in education because true parents are the first and foremost educators for children. Also, most time, a child is spent with parents at home. So that with a lot of time, parents can get involved and monitor the activities carried out by children.

CONCLUSION

Based on the results of the descriptive analysis that has been obtained on the variable level of parental education, the highest category entered at the moderate level, which reached the percentage of 63%, while at the high and low levels had the same percentage of 19%. In the variable parental engagement, the highest category is in the medium category, which reaches a percentage of 75%, while at high and low levels, it has the same percentage of 12.5%.

Based on the results of the study, it can be concluded that the hypothesis is accepted. In other words, in this study, there is a relationship between parental education and parental engagement in the guardians of kindergarten students Elbaith Rif'a Islamic Happy School Malang.

The relationship between the level of education with parental engagement shows the existence of a positive correlation or positive relationship. Positive correlation or positive relationship is significant between the level of education and parental engagement on the parents of kindergarten students Elbaith Rif'a Islamic Happy School. That is, the higher the parental education, the higher the parental engagement is carried out, and vice versa, the lower the parental education, the lower the parental engagement.

Student guardians are advised to always be involved in children's activities, especially early childhood, because at that age parents are needed assistance. Also, early childhood is often referred

to as “golden age” or the golden age. At this time, almost all the potential of children experiencing sensitive periods to grow and develop quickly and violently.

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