



## An analysis of Parental Involvement on Students' English Learning Process at High School

(Analisis Keterlibatan Orang Tua Terhadap Proses Pembelajaran Bahasa Inggris Siswa Di Sekolah Menengah Atas)

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### Abstract

This research was designed to analyze parental involvement on the students' English learning process at SMAN 13 Makassar. There were twenty-five parents, twenty-five students, and two English teachers who participated in this research uses a qualitative methods. Data collection was carried out by conducting observations before the research, interviews and voice recordings. Based on research findings, Epstein (1992, 2001) distinguished six types of parental involvement that reflect different types of cooperative relationships between schools and parents, such as parenting, communicating, contributing, study at home, decision making, and collaborating.

**Keywords:** *Parental Involvement, English learning process*

### Abstrak

Penelitian ini dirancang untuk menganalisis keterlibatan orang tua dalam proses pembelajaran Bahasa Inggris siswa di SMAN 13 Makassar. Terdapat dua puluh lima orang tua siswa, dua puluh lima siswa, dan dua orang guru Bahasa Inggris yang berpartisipasi dalam penelitian ini dengan menggunakan metode kualitatif. Pengumpulan data dilakukan dengan melakukan observasi sebelum penelitian, wawancara dan rekaman suara. Berdasarkan temuan penelitian, Epstein (1992, 2001) membedakan enam jenis keterlibatan orang tua yang mencerminkan berbagai jenis hubungan kerja sama antara sekolah dan orang tua, seperti mengasuh anak, berkomunikasi, berkontribusi, belajar di rumah, pengambilan keputusan, dan berkolaborasi.

**Kata Kunci:** *Keterlibatan orang tua, Proses pembelajaran Bahasa Inggris*



## 1. INTRODUCTION

Education is a process of learning something both formally and informally. School is a place to carry out education by conducting formal learning. Education provides knowledge and skills that are very useful for someone to improve the quality of themselves and their lives. Education can give people chance to get a better quality of life, job and have more opportunities to earn a good income. In order that people can improve the welfare of themselves and their families.

Based on empirical research, Epstein (1992, 2001) has distinguished six types of parental involvement that reflect different types of cooperative relationships between schools and parents.

- Parenting. In this case, schools must encourage and assist parents in creating
- positive home conditions to help children's development. Parents must facilitate, prepare, guide, and provide information to their children about school.
- Communicate. Schools must be active in providing information to parents about programs or activities at school that relate to children or students. Schools must also ensure that the information they present is in a way that can and is easily understood by all parents, and parents must also be open to this communication, for example asking if they do not understand or being able to provide rebuttals or suggestions regarding the information.
- Voluntary. contributing or helping school activities, for example attending school events/school activities.
- Study at home. This activity must be fully supported by parents because they are the ones who accompany their children at home, therefore parents can take part in reminding children to do their homework, or study before going to bed and the best thing is for parents to take the time to communicate with them. children to talk about what activities they do at school, for example parents also ask if there are any difficulties or problems, they are facing so they can find solutions together.
- Decision making. Involvement of parents in school policy and management and the establishment of formal parent representatives (e.g., members of the school council or parent council).
- Collaborate with the community. parents take part in community groups that discuss the importance of their role and support for children.

In this research it is also said that although parental involvement is known to be associated with increased academic achievement, the specific mechanism of how parental involvement influences children's academic performance is not fully understood (Hill & Craft, 2003). So, this still requires more in-depth research on this matter.

In this study the researcher conducted research to determine the involvement of parents in students' English learning at SMAN 13 Makassar by focusing on the responses of the students' parents, and several responses from teachers and students. Based on the results of observations that the researcher had done at the school, every 2 months the Guidance and Counseling teacher evaluates student progress in the learning process, each subject teacher provides a report for each student to the Guidance and Counseling teacher. In this process, meetings between parents and Guidance and Counseling teacher are held so that the teacher can provide information to parents regarding their child's learning progress in the learning process. The analysis in this research will be carried out to find out the actual situation regarding the relationship between parental involvement

in students' English learning process.

Analysis is usually carried out in the context of research or data processing. It is hoped that the results of the analysis can help increase understanding, obtain new information and encourage decision making.

## 2. LITERATURE REVIEW

### 2.1. Parental Involvement

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- Collaborate with the community. parents take part in community groups that discuss the importance of their role and support for children.

Involvement is the act of participating in something. Words that have the same or almost the same meaning as the meaning of the word involvement are attachment, participation, participation, involvement, and implication.

### 2.2 Students English learning process

There are several types of factors that can influence learning process, but they can be classified into only two groups, namely internal factors, and external factors. According to Slameto (2003) internal factors are factors that exist within the individual who is learning. These include internal factors such as physical factors, psychological factors, and fatigue factors. Meanwhile, external factors that influence learning can be grouped into three factors, namely, family factors, school (organizational) factors and community factors.

### 2.3 Parental Involvement on English learning process

In the previous research entitled the Influence of Parenting Style on Academic in Learning Process showed that:

- The importance of interactions between children and parents and the way parents communicate with children is because these are the most important and fundamental factors among the various factors that influence children's development and healthy character.
- Moral and psychological training, identification, growth and development of children's talents, skills, introduction to the rules and norms of society obtained from the parents' point of view and Parsons also considers the two basic functions of the family, namely socialization and the well-being of the child's personality, so that this strengthens the research results with the parenting style of parents being a trait that is most likely affects the child's personality.
- The parenting style applied by parents to children can be interpreted as behavior that describes the interaction of parents and children in various situations and creates an atmosphere of effective interaction so that parenting is a determining and effective factor that plays an important role in child psychopathology and growth.
- In this study, important points in parenting style, physical presence of parents at home, namely time with children and cultural space of the family were considered. Educational achievement means the fulfillment of the expected educational level, and an educational organization is approaching its stated goals. Educational achievement means increased learning, increased levels of good grades and student acceptance of courses and educational value.

## 3. RESEARCH METHOD

### 3.1 Research Design

This research used qualitative research. Qualitative research is related to the explanation of social phenomena. It aims to help us understand the social world we live in, what we should implement and why things happen. Relating to the social aspect, where the research question involves people's experiences and views to explore or identify a concept or point of view, exploration of "implementation capabilities", a sensitive topic that requires transmission so as not to cause distress, and real life context.

### 3.2 Research Setting

In this research carried out at SMAN 13 Makassar in academic year 2023-2024.

### 3.3 Research participants

The research participants for this research were parents of students from class XII MIPA at SMAN 13 Makassar, several students from class XII and English teachers at SMAN 13 Makassar who teaches class XII MIPA. The participants for the research consist of twenty-five parents and students (parents' children who were interviewed) from XII MIPA, and two English teachers who teach XII MIPA students.

### 3.4 Technique of collecting data.

In this research, the researcher used three instruments to collect the data related to the problem statements as follow:

- Survey  
The survey was given to each parent of randomly selected students in class XII MIPA at SMAN

13 Makassar. This survey consists of information and the purpose of the survey with the aim that parents of students can fill out the survey according to the reality of what is happening. This survey contains several questions which are adaptations from previous research by being printed on sheets of paper to be filled in. This survey was given to students to give to parents by providing information to students first regarding the importance and purpose of this survey.

- **Interview**

The researcher also conducts interviews to gather data. It aims to do a cross-check between the information the researcher receives, and information gleaned through the recording of data. According to Sugiyono in Prastowo (2012) an interview is a meeting between two individuals to share thoughts and information through questions and replies that can be prepared on a certain subject.

- **In-Depth Interview**

In-depth interviews are a qualitative data collection method that allows the collection of a large amount of information about the behavior, attitudes, and perceptions of the interviewee. During in-depth interviews, researchers and participants have the freedom to explore additional points and change the direction of the process if necessary. According to Johnson (2002) in Broun us (2011) states that in-depth interviews in research are usually used in conjunction with other data collection methods; they are rarely used as the sole source of data.

To strengthen the data from the survey conducted on students' parents, researchers conducted in-depth interviews specifically with students whose closest people were interviewed to strengthen the survey results that would be obtained. In-depth interviews were conducted to discuss in more depth their parents' involvement in the learning process specifically for learning English. Apart from that, two English teachers who teach in class XII MIPA will also take part in conducting in-depth interviews with researchers regarding the involvement of the student's parents with the student's achievement results in learning English. This aims to ensure that all data results in the research can be related and strengthened by the increasing amount of data collected.

### **3.5 Data Analysis**

The data analysis technique used Miles and Huberman's Data Analysis, which was taking data from reports. There are three elements of qualitative data analysis by Miles and Huberman.

After collecting the data, the next step is the researcher analyzing the data. According to Miles et al. (2014), analysis can be described and defined as consisting of three streams of activity: data condensation, data presentation, and conclusion/validation.

## **4. FINDINGS AND DISCUSSION**

### **4.1. Research Findings**

- **Parental Involvement on students' English learning process**

- **Parents survey**

- Twenty-four out of twenty-five parents (96%) said that communicating and sharing information with their child's teacher is a good thing and there is a parent said that communicating and sharing information with teacher is not a good thing.

- Eight out of twenty-five parents (32%) feel disappointed if their child does not get an A or B grade in the learning process, while there are seventeen parents (68%) who do not feel disappointed when their child does not get an A or B grade in the learning process.
  - Twenty-five out of twenty-five parents (100%) said that parent meetings held at school were an important activity and no one parent said that teacher and parent meetings were an unimportant activity.
  - Twenty-three out of twenty-five parents (92%) said that helping children with homework is important, while there are two parents who say that helping children with homework is not important.
  - In connection with the previous statement about parents finding it important to help their children with homework, based on the result of parents' survey twenty-three out of twenty-five (92%) parents said that they also felt that monitoring their child's homework progress was an important part of their child's education.
  - Three out of twenty-two parents (12%) said that extracurricular activities were more important than doing homework, while twenty-two out of twenty-five parents (88%) said that homework was more important to do than extracurricular activities.
  - Twenty-four out of twenty-five parents (96%) said that it was important for them to encourage their children in the learning process. while there was a parent who said that it was not important to encourage their child in the learning process.
  - Twenty out of twenty-five parents (80%) said that the grades of their children at school are important, and their children know that too, while there were five parents (20%) who said that their children did not know that their parents said school grades are important.
  - Nine out of twenty-five parents (36%) find it difficult to help their children with homework/assignments given at school so they cannot help their children with their assignments, while sixteen out of twenty-five parents (64%) say that they have no difficulty in helping their children with their homework.
  - Sixteen out of twenty-five (64%) parents said that schools have a responsibility to ensure that students complete their own assignments, while nine parents (36%) said it is not the school's responsibility to ensure that students complete their own assignments.
  - Twenty-four out of twenty-five parents (96%) said that parents also have a responsibility to ensure that children complete their homework (whether done by themselves or with help from their parents, friends, or from the internet), while one out of twenty-five parents (96%) said parents do not have the responsibility to ensure that their children have completed their assignments/homework.
  - Twenty-five out of twenty-five parents (100%) said that their child's education was very important, and no one parent said that their child's education was not important.
  - Nineteen out of twenty-five parents (76%) said that the time that they spent with their children did not have much influence on their success at school, while six parents (24%) said that the amount of time that they spent with their children had an influence on their success at school.
- **Students and English teachers perceive parental involvement on the students' English learning process**
    - **Students' Interview**
      - Parents provide learning facilities at home
- Extract 1**
- R:** Apakah orang tuamu menyediakan fasilitas belajar sehingga kamu tertarik dan antusias belajar di sekolah dan di rumah?

*(Do your parents provide the learning facilities that you are interested and enthusiastic about studying at school and at home?)*

**S:** orang tuaku kasih ka fasilitas untuk permudah proses belajar disekolah dan dia juga kasihka fasilitas karena senangki kalau anaknya rajin belajar dirumah *(My parents gave me facilities to make the learning process at school easier and they also gave me facilities because they were happy if their child studied diligently at home)* (AA/17 years old)

Based on the extract above, students' parents feel happy when their children study diligently, so this is what encourages parents to provide facilities to make it easier for students in the learning process, especially when students study at home. These facilities can provide comfort to children, for example study desks, stationery, and a comfortable place to study. If parents are happy that their children enjoy studying and are comfortable in studying, then one effort that parents can make is to provide learning facilities.

#### Extract 2

**R:** Apakah orang tuamu menyediakan fasilitas belajar sehingga kamu tertarik dan antusias belajar di sekolah dan di rumah?

*(Do your parents provide the learning facilities that you are interested and enthusiastic about studying at school and at home?)*

**S:** iye kalau untuk fasilitas sekolah seperti alat tulis, baju sekolahku, sepatu, dan dapatka juga uang jajan Rp. 50.000/minggu *(Yes, for school facilities such as stationery, school clothes, shoes, and I also get pocket money of IDR. 50,000/week)* (MAZ/18 years old)

Based on the extract above, the students' parents provide facilities to their children, as mentioned by the students, stationery, school clothes, shoes, and students also get pocket money of Rp. 50,000 per week.

- Parents are proud if the students' study hard

#### Extract 3

**R:** Apakah orang tuamu pernah bilang kalau kamu rajin belajar maka dia akan bangga kepadamu?

*(Did your parents tell you that if you study hard, then they will be proud of you?)*

**S:** lye, karena kalau saya belajar terus pasti bisaka semakin mudah untuk gapai impian/cita-citaku, dan pasti orang tuaku bangga liat kesuksesanku *(Yes, because if I keep learning it will be easier to achieve my dreams/aspirations, and my parents will be proud to see my success.)* (HEC/17 years old)

Based on the extract above, parents of students have said that they will be proud of their children if their children study diligently, with the aim that if students' study diligently, it will be easier for students to achieve their dreams and aspirations, and when their children are successful, parents will feel proud towards the achievements that achieved their children.

- Parents are happy if the students' get good grades

**Extract 4**

**R:** Apakah orang tuamu menunjukkan kebahagiaannya jika kamu mendapat nilai bagus khususnya dalam pelajaran Bahasa Inggris?

*(Do your parents show you their happiness if you get good grades?)*

**S:** iye bahagiaki, kadang nakasihka juga hadiah sebagai reward (**Yes, they are happy, sometimes they also give gifts as a reward**) (NS/18 Years old)

Based on the extract above, students' parents show their happiness when their children get good grades, students say that their parents are happy, and sometimes as a form of appreciation for students, parents give gifts to students. Appreciation is a positive appreciation given by someone to something to encourage and build enthusiasm.

**Extract 5**

**R:** Apakah orang tuamu menunjukkan kebahagiaannya jika kamu mendapat nilai bagus khususnya dalam pelajaran Bahasa Inggris?

*(Do your parents show you their happiness if you get good grades?)*

**S:** Biasaji pas naliat nilaiku, tidak ada tanggapan lainnya (**no responses**) (FAF/17 Years old)

Based on the extract above, the student said that the student's parents did not provide any feedback regarding their child's grades.

**Extract 6**

**R:** Apakah orang tuamu memaksamu untuk belajar di rumah?

*(Do your parents force you to study at home?)*

**N:** kadang nasuruhka belajar tapi tidak napaksa jka (**Sometimes they tell me to study, but they do not force me**) (AA/17 Years old)

Based on the extract above, parents never force students to study at home, parents sometimes ask student to study without forcing the student.

- Parents force the students to study at home

**Extract 11**

**R:** Apakah orang tuamu memaksamu untuk belajar di rumah?

*(Do your parents force you to study at home?)*

**N:** kalau orang tuaku tidak pernahka napaksa belajar dirumah, karena percayami kalau sudahka belajar disekolah jadi kalau dirumah tidak napaksamka belajar (**My parents were never forced to study at home, because they believed that if they had already studied at school, they wouldn't be forced to study at home**) (PS/17 Years old)

Based on the extract above, students' parents never force student to study at home because the students' parents feel that their child is already studying at school, so this makes the students' parents feel that their child no need to study at home.

- Parents ask and help the students in the learning process

**Extract 7**

**R:** Apakah orang tuamu menanyakan dan membantu kesulitan yang kamu hadapi terkait

proses belajar Bahasa Inggris di sekolah saat di rumah?

*(Do your parents ask and help you with the difficulties you faced regarding the English learning process at school while at home?)*

N: Kalau ini, orang tuaku sangat kurang peranannya, biasa kutunggu bertanya sama saya tapi akhirnya tidak bertanya (In this case, my parents have a very little role about it, I usually waited to ask me but, in the end, they did not ask) (NRAM/18 Years old)

Based on the extract above, students say that parents have very little role in asking questions and helping students in the learning process. The student said that student sometimes wait for the students' parents to ask but the students' parents still don't ask. So, this makes student conclude that the parents have very little role in this matter. Basically, not all children can solve their own difficulties. So, the student hope that the parents need to know what difficulties that their child face, especially in the learning process at school.

#### Extract 8

R: Apakah orang tuamu menanyakan dan membantu kesulitan yang kamu hadapi terkait proses belajar Bahasa Inggris di sekolah saat di rumah?

*(Do your parents ask and help you with the difficulties you faced regarding the English learning process at school while at home?)*

N: Iye, orang tua selaluka natanya dan bantu juga kesulitan yang kuhadapi terkait semua pembelajaran di sekolah (**Yes, my parents always ask and help me with the difficulties I face regarding all the learning at school**) (FAF/17 Years old)

Based on the extract above, students say that parents always ask questions and help students when they have difficulties in the learning process.

- Parents provide solutions to students' difficulties in the learning process

#### Extract 9

R: Apakah orang tuamu memberikan solusi untuk mengatasi kesulitan belajar Bahasa Inggrismu? *(Did your parents provide solutions to overcome your English learning difficulties?)*

N: Biasanya mereka kasihka solusi tapi lebih banyak tidak, mungkin karena kan mereka juga tidak terlalu paham, jadi nakasihja semangat biar bisa cari solusi sendiri (*Usually they give a solution but **most of the time they do not**, maybe because they do not really understand, so **they just give me an encouragement** so I can find a solution myself*) (PS/17 Years old)

Based on the extract above, the student said that the student's parents could not help the student because the student's parents also found it difficult to understand, especially in English. So, this makes parents only provide solutions to student, if the child's difficulties cannot be solved by the parents, the parents should seek a solution with the help of other people. For example, children have difficulty completing English homework questions because of their level of mastery of the learning material and parents are unable to help, parents can provide solutions.

- Parents help students when they have difficulties in the learning process

#### Extract 10

**R:** Apakah orang tuamu memberikan bantuan ketika kamu mengalami kesulitan belajar? (*Did your parents help you when you have learning difficulties?*)

**S:** Iye nabantuka, bantuannya itu dengan cara nabelikanka buku sesuai mata pelajarannya bukan hanya Bahasa Inggris, tapi semuanya. Kalau kayak Bahasa Inggris lebih mudah lewat internet tapi kalau mata pelajaran kayak matematika, fisika, kimia biasanya nabelikan bukunya (*Yes, the help is by buying me books according to the subject, not just English, but everything. For example, English is easier via the internet, but for subjects like mathematics, physics, chemistry, you usually buy a book*) (FAF/17 Years old)

Based on the extract above, the student said that the parents help student when the student faced the difficulties in the learning process, not only in English but also in other subjects. For example, chemistry, physics, mathematics, students' parents buy books according to these subjects to make it easier for student to understand the material, so this can be said as helped by parents to their children.

- Parents force or allow students to solve problems in the learning process independently

#### **Extract 11**

**R:** Apakah orang tuamu memaksamu untuk menyelesaikan permasalahan dalam proses belajar secara mandiri sehingga kamu dapat menyelesaikannya sendiri? (*Do your parents force you to solve problems in the learning process independently so you can complete by yourself?*)

**S:** Tidak, karena kalau masalah sekolah, kayak proses belajar semua mata pelajaran, jarangka cerita. Bisa dibilang tidak pernahka cerita soal begitu ke orang tuaku (*No, because when it comes to school, like the process of learning all subjects, sometimes I chose not to talk, it may could say that I never told my parents about it*) (MAZ/18 Years old)

Based on the extract above, the student's parents never force student to solve problems in the student's learning process independently, because the student said that the student never share stories or information about the learning process or school activities with their parents. Student is used to solve and keep the problem alone.

- Parents provide solutions to students when there are difficult lessons in the learning process (when students ask their parents)

#### **Extract 12**

**R:** Apakah orang tuamu memberikan solusi ketika ada materi pembelajaran yang sulit dilakukan atau dipahami ketika kamu bertanya kepada orang tuamu? (*Do your parents provide solutions when there is learning material that is difficult to do or understand when you ask your parents?*)

**S:** Iya kak, tapi solusinya itu nda jauh-jauhji, palingan disuruh bertanya sama kakak kalau mata pelajaran Bahasa Inggris, atau bisa juga buka internet. Terus kalau mata pelajaran yang agak susah disuruh lihat saja punya nya teman yang sudah selesai atau lebih bagus lagi langsung bertanya sama gurunya kalau tidak paham (*Yes, but the solution is asking my older brother if the subject is English, or i can also open the internet. Then, if a subject is a bit difficult, just look at a friend who has finished it, or better yet, ask the teacher directly if you don't understand*) (YNY/17 Years old)

Based on the extract above, the student's parents provide a solution by asking the older siblings if it about English, or usually on the internet. And if the subject is more difficult, the parents usually suggest asking a friend who understands or the assignment has been completed, or it would be better if ask the teacher directly.

- Parents do not turn on the TV, radio, or music so as not to disturb students while studying at home

#### Extract 13

**R:** Apakah orang tuamu tidak menyalakan televisi, radio, musik, atau aktivitas lainnya di rumah agar tidak mengganggu kamu saat kamu sedang belajar? (*Do your parents do not turn on the television, radio, music, or other activities at home so as not to disturb you when you are studying?*)

**S:** Biasanya kalau dirumah tv tetap di nyalakan, karena saya pribadi tidak masalah jika kalau menyala tv sambil belajarka, terbiasamka kayaknya jadi biasaji kurasa tidak terganggu (*Usually at home the TV is still turned on, because I personally do not have a problem if the TV is on while studying, I get used to it, it seems like I'm getting used to it, I do not think it bothers me*) (AA/17 Years old)

Based on the extract above, the student's parents keep the television on when the student is studying, because the student do not feel disturbed at all when their parents turn on the television. The student said that the student is used to this condition, so the students do not feel disturbed.

#### Extract 14

**R:** Apakah orang tuamu tidak menyalakan televisi, radio, musik, atau aktivitas lainnya di rumah agar tidak mengganggu kamu saat kamu sedang belajar? (*Do your parents do not turn on the television, radio, music, or other activities at home so as not to disturb you when you are studying?*)

**N:** Kadang nakasih mati, kadang nakasih nyala cuman volumenya dikurangi supaya tidak mengganggu (*Sometimes it turns off, sometimes it turns on, but when it on the volume is reduced so it does not bother me*) (A/17 Years old)

Based on the extract above, the student's parents sometimes turn off the television when the student is studying, but sometimes it is still turned on but with the television volume turned down.

- Parents ask students about activities at school

#### Extract 15

**R:** Apakah orang tuamu bertanya tentang kegiatan belajar Bahasa Inggris atau kegiatan yang diajarkan dan dilaksanakan di sekolah? (*Do your parents ask about the subject matter or activities that taught and carried out at school?*)

**N:** Iya, biasa bertanya biasa juga tidak (*Yes, they ask but sometimes they do not*) (R/17 Years old)

Based on the extract above, the student's parents sometimes ask about the activities that the student do at school but sometimes they do not.

- Parents pay attention to students' time

**Extract 16**

**R:** Apakah orang tuamu memperhatikan waktu belajar, bermain game/smartphone dan istirahatmu? (*Do your parents' pay attention to your study, play and rest time?*)

**N:** Kadang naperhatikan, kadang juga tidakji. Tidak mengertika juga kenapa begitu, kadang napermasalahan kadang tidak (*Sometimes they noticed, sometimes they do not. I do not understand why that is, sometimes it could be a problem, sometimes it does not*) (PS/17 Years old)

Based on the extract above, the students' parents sometimes pay attention to this, but sometimes they do not, so this also makes the student confused.

- o Students' In-Depth Interview

The parents of students are involved in the English learning process at SMAN 13 Makassar Parents by supporting their children in the learning process. This are strength by the following extracts:

**Extract 17**

**R:** Menurut anda apakah ada dampak/hubungan keterlibatan orang tua terhadap proses pembelajaran khususnya pada pelajaran bahasa Inggris? kenapa iya? Dan kenapa tidak? (*Is there any impact/relation of parental involvement especially on students' English learning process? why yes? And why not?*)

**S:** Kalau menurut saya sejauh ini orang tua saya terlibat dalam proses belajar saya, mereka selalu mensupport saya, karena yang utama dibutuhkan adalah support, khususnya pada pembelajaran Bahasa inggris. Orang tua harus terus mensupport anaknya untuk mempelajari Bahasa inggris karena Bahasa inggris bermanfaat dan digunakan disaat tertentu dan juga Bahasa inggris merupakan Bahasa kedua yang dipelajari selain Bahasa Indonesia. (*In my opinion, so far, my parents have been involved in my learning process, they have always supported me, because the main thing needed is support, especially in learning English. Parents must continue to support their children to learn English because English is useful and used at certain times and English is the second language*) (NRAM/18 Years old)

Based on the extract above, according to the student, the student's parents are involved in the learning process so far, the student's parents always support their child, because according to the student, the important thing that children need in the learning process is support, especially in learning English. The student said that parents must continue to support their children to learn English because English is very useful, and English is the second language that studied besides Indonesian.

According to Nugroho (2020) in research conducted by Ernawati (2023) regarding the role of parents in student motivation in the learning process, parents in their children's learning should always provide study guidance for their children, do homework, motivate their children's learning, because motivation can make someone be more persistent in learning, so that it can produce good performance because there is an urge to achieve what is desired in order to meet life's needs in the future.

- o The Parental involvement has no impact or relationship in the English learning process at SMAN 13 Makassar. This are strength by the following extracts:

**Extract 18**

**R:** Menurut anda apakah ada dampak/hubungan keterlibatan orang tua terhadap proses pembelajaran khususnya pada pelajaran bahasa Inggris? kenapa iya? Dan kenapa tidak?

*(Is there any impact/relation of parental involvement especially on students' English learning process? why yes? And why not?)*

**S:** Kalau saya orang tuaku, ini khusus bahasa inggris menurutku tidak terlibat dalam proses pembelajaran karena kan ada beberapa pasti orang tua tidak tahu Bahasa inggris jadi anaknya juga, salah satunya saya lebih pilih untuk pakai google translate atau liat contoh-contoh soal di internet *(For me, my parents, specifically English, I do not think they are involved in the learning process because there are certainly some parents who do not know English so their children do too, one of which is that I prefer to use Google Translate or look at example questions on the internet. (MAR/16 Years old)*

Based on the extract above, according to the student, the parents do not have an impact or relationship in the student's English learning process. The student study independently via the internet to find information about subject matter or school assignments.

o English teachers' interview

Two out of two English teachers (100%) at SMAN 13 Makassar said that parents were involved in the English learning process at school. This are strength by the following extracts:

**Extract 19**

**R:** Menurut anda apakah ada dampak/hubungan keterlibatan orang tua terhadap proses pembelajaran siswa khususnya pada pembelajaran bahasa Inggris? kenapa iya? Dan kenapa tidak?

*(Is there any impact/relation of parental involvement on students' English learning process? why yes? And why not?)*

**S:** Iya ada dampaknya, selama ini masih ada dan lumayan banyak orang tua disini yang kurang melibatkan dirinya dalam proses pembelajaran anaknya di mapel bahasa Inggris, tapi kayaknya semuanya hampir sama pada pelajaran yang lain juga seperti itu, padahal menurut saya pribadi there is a difference between parents who get involved into students' learning process compared to the ones who do not. Parents who care enough with the children or the students learning itself will frequently check or ask directly about how their learning process at school or at least whether when the students have some assignment to do the parents remind their children to do it. The plus point if the parents can speak English, they can use the language, so their children or the students can practice it with their parents. Further, the parents can facilitate the students by enrolling them into English course. The parents' action or involvements do impact the students' ability at school. The students will gain their confident to use the language on the English learning process at class or any occasion that is possible. Better ability or knowledge is also shown by the students whose parents that being involved on the students' learning process. As an English teacher I can said that students' knowledge is clearly better than the students' whose parents don't *(Yes, there is an impact, so far it still exists and there are quite a lot of parents here who don't involve themselves in their children's learning process in English subjects, but it seems like everything is almost the same in other subjects as well, even though in my opinion there is a difference between parents who get involved into students' learning process compared to the ones who do not. Parents who care enough with the children or the students learning itself will frequently check or ask directly about how their learning process at school or at least whether when the students have some assignment to do the parents remind their children to do it. The plus point if the parents can*

*speak English, they can use the language, so their children or the students can practice it with their parents. Further, the parents can facilitate the students by enrolling them into English course. The parents' action or involvements do impact the students' ability at school. The students will gain their confident to use the language on the English learning process at class or any occasion that is possible. **Better ability or knowledge is also shown by the students whose parents that being involved on the students' learning process. As an English teacher I can said that students' knowledge is clearly better than the students' whose parents do not*** (RJ/35 Years old)

Based on the extract above, the English teacher said that parental involvement in the student's learning process does indeed have an impact. The English teacher continued that there are still a lot of parents here who do not involve themselves in their children's English learning process, but it seems that other subjects are like that too.

The English teacher's opinion is that there is a difference between parents who are involved in the student's learning process compared to those who are not. The English teacher stated that parents who care enough about their children or the students' learning themselves will often check or ask directly how their learning process is going at school or at least whether when students have assignments that must be done, parents remind their children to do it, and if there are parents who can speak English, they can use that language, so that the child or student can practice it with their parents and the other options for parents such as being able to facilitate their students by enrolling them in English courses.

According to English teachers, parental actions or involvement do have an impact on students' abilities at school. Students will gain confidence to use the language in the process of learning English in class or on any occasion possible. Better abilities or knowledge are also shown by students whose parents are involved in the student's learning process, and the English teacher says again to clarify that students' knowledge is clearly better than students whose parents are not.

#### **Extract 20**

**R:** Menurut anda apakah ada dampak/hubungan keterlibatan orang tua terhadap proses pembelajaran siswa khususnya pada pembelajaran bahasa Inggris? kenapa iya? Dan kenapa tidak?

*(Is there any impact/relation of parental involvement on students' English learning process? why yes? And why not?)*

**S:** kalau di sekolah ini masih ada beberapa orang tua yang kurang ikut serta dalam mengikuti perkembangan belajar anaknya, dapat diketahui juga dari rapat-rapat guru biasanya dibahas mengenai hal tersebut, seperti si A kadang kurang diperhatikan kehadirannya, sering terlambat masuk kelas dan akhirnya ketinggalan pelajaran, menurut say aitu juga bentuk keterlibatan orang tua yah, intinya orang tua sangat memiliki peran penting dalam keterlibatannya untuk membantu dan meningkatkan kemampuan belajar anaknya. Karena dengan terlibat dalam proses pembelajaran, khususnya Bahasa inggris. Orang tua dapat memberikan setidaknya dukungan tak ternilai dan menciptakan lingkungan belajar yang positif. Orang tua dapat membantu membangun motivasi dan antusiasme yang tinggi, dan juga jika memiliki kemampuan berbahasa inggris bisa sama-sama berlatih bercakap dan saling memperluas kosakata, dan juga yang paling penting peran orang tua untuk melibatkan dirinya dalam proses pembelajaran adalah mengajarkan nilai sosial dan budaya, seperti adab dan yang lainnya *(If at*

*this school there are still some parents who don't participate enough in following their children's learning process, it can also be seen from teacher meetings that this matter is usually discussed, such as that A sometimes doesn't pay enough attention to his attendance, often comes late to class and ends up missing out on lessons. In my opinion, this is also a form of parental involvement. In essence, parents have a very important role in their involvement in helping and improving their children's learning abilities. Because **by being involved in the learning process**, especially English. **Parents can provide at least invaluable support and create a positive learning environment.** Parents can help build high motivation and enthusiasm, and if they have English language skills, they can both practice speaking and expand each other's vocabulary, and the most important role of parents in involving themselves in the learning process is to teach social and cultural values, like adab and others)* (AKH/40 Years old)

Based on the extract above, the English teacher stated that in this school there are still some parents who do not participate enough in following their children's learning process. It can also be seen from teacher meetings that this is usually discussed.

The English teacher mentioned examples such as A, sometimes their attendance is not paid attention by the parents, often late for class and end up missing lessons, and according to the English teacher, this is a form of parental involvement.

In essence, parents have a very important role in their involvement in helping and improving their children's learning abilities. Because by being involved in the learning process, especially English. Parents can provide at least invaluable support and create a positive learning environment. Parents can help build high motivation and enthusiasm, and if they have English language skills, they can both practice speaking and expand each other's vocabulary, and also the most important role of parents in involving themselves in the learning process is to teach social and cultural values, like adab and others.

#### 4.2. Discussion

Based on empirical research, Epstein (1992, 2001) has distinguished six types of parental involvement that reflect different types of cooperative relationships between schools and parents, such as *parenting, communicate, contribute, study at home, decision making, and collaborate with school community*.

All the statements below are based on what was stated by Epstein regarding the results of his research which explains that parental involvement is divided into 6 parts from the relationship between teachers and parents in the child's or student's learning process. Namely *parenting, communicate, contribute, study at home, decision making, and collaborate with school community*.

It can be concluded from the result based on parents' interviews that have been conducted with twenty-five parents of students, there are twenty-four out of twenty-five parents (96%) said that communicating and sharing information with their child's teacher is a pleasant experience. In psychological research on parental involvement by Yohana and Sulisworo (2015), stated that there are several parents who are willing to work together with the school to be more involved in their children's learning process, the result of which is that parents' interaction with teachers or the school will help achieve their children's academic success.

In line with the next statement, twenty-five out of twenty-five parents (96%) said that parent-teacher meetings were not a waste of time, they realized that sharing information about their children or students had a positive impact on the children or students in their learning process, teachers and parents can share with each other about what the child or student needs to improve, or positive things that the teacher has found but the parents are not aware of it, for example their child is talented in English, the teacher provides information to the student's parents so that their role as parents in The child's learning process at school is still given support and motivation so that the talents or interests that he knows or likes can be maintained or improved. This is part of *contributing* and *collaborating* with the teacher or school community regarding the student's learning process.

Twenty-three out of twenty-five parents (92%) said that helping and monitoring their child's homework was important and two out of twenty-five parents (8%) said that it was not important. Twenty-three out of twenty-five parents (92%) said that helping and monitoring their child's homework was important and two out of twenty-five parents (8%) said that it was not important. It can be concluded that almost all parents who filled out the survey agreed to participate in monitoring and helping their children in their learning process at home, and this is part of *parenting* and *study at home*. According to Grain Martin (2000) in research conducted at SDN Terakreditasi A Gugus Gajah Mada regarding the role of parents in guiding children to study at home, that parents must be active listeners for children in the learning process, paying attention to their physical and psychological conditions. Twenty out of twenty-five parents (80%) said that their children knew that their parents' thought grades were important, while five out of twenty-five parents (20%) said that their children did not know that they thought grades were important. Eight out of twenty-five parents (32%) said they would be disappointed if their child didn't get an A or B, while seventeen out of twenty-five parents (68%) did not feel disappointed if their child didn't get an A or B. So, it can be concluded that although twenty out of twenty-five parents (80%) said that their children knew that their parents' thought grades were important to them, seventeen out of twenty-five parents (68%) did not mind if their children did not get an A or B at school, this is part of *parenting*. Atika and Nurrohmatul (2022) said that giving appreciation is not only about a child's success, when a child fails in achieving something, parents must continue to give appreciation to the child. On the other hand, parents also provide corrections and solutions for the child in a more appropriate direction.

Nine out of twenty-five (36%) parents said that they had difficulty helping their children with homework or assignments from school, and sixteen out of twenty-five parents (64%) had no difficulty if they needed to help their children with assignments or homework from school. Twenty-four out of twenty-five parents (96%) said that making sure their child's homework or assignments from school were completed was their responsibility, and one out of twenty-five (4%) parents said it was not their responsibility. So, it can be concluded that even though nine out of twenty-five parents (36%) have difficulty helping their children with homework or assignments from school, almost all the parents who filled out the survey agreed that parents still have the responsibility to ensure that the assignments/homework are completed.

At the same time, sixteen out of twenty-five parents (64%) said that schools also have a responsibility for students to complete their own assignments, so it can be concluded that although parents can help their children with assignments or homework, schools also have the responsibility to monitor that students can do their own assignments or homework.

Twenty-five out of twenty-five parents (100%) said that their child's education was very important, and nineteen out of twenty-five parents (76%) said that the amount of time they spent with their

child did not have a big impact on his success in his learning process. So, it can be concluded that although all parents who filled out the survey agreed that their child's education was important, nineteen out of twenty-five parents (76%) felt that the time they spent with their child did not have a big influence on the success their child would achieve in the learning process.

This is supported by the results of in-depth interviews conducted by sixteen of the twenty-five students (64%) who wanted to be interviewed, seven out of sixteen students (43,7%) said that their parents' involvement in the English learning process had no impact or relationship with different views, some said that specifically in English learning their parents were not involved because their parents did not know English so they take the initiative to study independently via the internet, another reason is that they never talk about lessons with their parents so that their parents are not involved in the learning process.

The most important thing is that twenty-four out of twenty-five parents (96%) agree that it is very important to give encouragement to their children, so that even though parents' ability to help their children with learning at school is minimal, they as parents are still involved by providing encouragement or positive affirmation towards their children. In Atika and Nurrohmatus (2022) research regarding the role of parental appreciation, Marisa, Fitriyanti, & Utami (2018) said that positive support from parents has a great influence on a child's level of enthusiasm for learning, because this support triggers their enthusiasm for learning. Support can be in the form of appreciation or giving rewards and praise for every success.

The involvement of parents in their children's learning process is supported by the results of in-depth interviews conducted by researchers. Sixteen out of twenty-five students (64%) who were willing to conduct in-depth interviews, the result was that nine out of sixteen students (56,2%) said that their parents were involved in the learning process, including English learning process.

The involvement of parents that they mentioned most was providing encouragement to their students or children in the learning process itself, for example when learning English where some parents find it difficult to help their children in doing English assignments, but their parents provide support and encouragement by providing solutions to look for examples of similar questions or assignments on the internet, ask relatives, ask friends, and if necessary ask the teacher. Slameto (2010) in research *On the Role of Parents in Learning Motivation and Student Achievement: a good achievement* by Ernawati believes the most important and needed on students' learning process in family environment is parental attention, because in the children's learning process, they really need support and enthusiasm so that, this affects children's learning achievement.

The lack of participation and involvement of parents in the student's learning process will make students feel neglected, feel useless and even tend to blame other people for their actions in society, and even those who lack support from their parents feel that they are not cared for by others. his parents and tends to put distance between himself and his parents. because what is important to remember and know is that basically a student who has a strong motivation to learn will feel that learning is a necessity that must be undertaken, so that students feel obliged to carry out these learning activities as a provision for getting a decent life in the future and this is what should be enough to raise awareness and remind parents of the importance of working hard in guiding and nurturing their children so that they do not fall into the negative impacts caused by advances in technology and science.

Based on the results of interviews conducted by researchers with students or children of parents who have been researched, researchers found, twenty-five out of twenty-five students (100%) said that they were given facilities by their parents, most of them said that their parents provided smartphone facilities and only a few which is equipped with a laptop and printer. Some of them also mentioned that the facilities provided by their parents were enough to provide school equipment and pocket money.

Seventeen out of twenty-five students (68%) said that their parents had said that they would be proud if their children studied diligently, and nine out of twenty-five students (36%) said that their parents had never told them that they would be proud if their children studied diligently, and twenty-two out of twenty-five students (88%) said that their parents never forced them to study at home, while there were three out of twenty-five students (12%) who said that sometimes their parents told them to study but did not force them.

When students get good grades, seventeen out of twenty-five students (68%) say that their parents show happiness when their children get good grades, while eight out of twenty-five students (32%) said that their parents don't show any reaction, with some of the same reasons, namely students or their children sometimes tell or share activities that will be done, are being done, or have been done at school to their parents and vice versa, their parents also rarely or don't even ask at all, so that when they get good grades or vice versa the parents they do not know.

The parents of seven out of twenty-five students (28%) ask and help their children regarding the difficulties their children face in the learning process at school, and the other nine out of twenty-five (36%) sometimes ask and help, sometimes not. Meanwhile, nine out of twenty-five (36%) other students were not asked or helped by their parents for various reasons, such as being busy at work, or because their parents did not understand these difficulties, so they chose not to ask or help. However, twelve out of twenty-five students (48%) said that for every difficulty they experienced, their parents usually always provided a solution, five out of twenty-five students (20%) said that sometimes their parents gave a solution, sometimes they did not, it depended on their parents' knowledge, if their parents knew regarding this matter, it will definitely help, but if not, they usually only give solutions, such as asking older siblings, the internet, or directly to teachers and classmates who know and eight out of twenty-five students (32%) said they were never given a solution because they were not open about what they do at school is included in the learning process.

Twelve out of twenty-five students (48%) said that their parents provided assistance when their children experienced difficulties in learning and eighteen out of twenty-five students (72%) said that their parents never forced them to solve problems or difficulties that their children experienced by themselves so that they could be independent and there were seven out of twenty-five students (28%) are taught to be able to solve problems or difficulties independently, their parents help if they can and provide solutions. Meanwhile, five out of twenty-five students (20%) were sometimes given solutions to difficulties in the learning process, sometimes not, and eight (32%) did not provide solutions because they did not tell their parents.

In the situation of studying at home, six out of twenty-five students (24%) said that their parents turned off the TV, music or radio so as not to disturb their child's learning process, and two out of twenty-five students (8%) said that sometimes their parents turned it off, sometimes they did not, twelve out of twenty-five students (48%) said that their parents They do not turn off the TV when

they study because they do not feel disturbed by studying in their room. If they are disturbed, they usually ask for the volume to be turned down.

Fifteen out of twenty-five (60%) students said that their parents pay attention to their time studying, playing cellphones or games, and resting, and six out of twenty-five students (24%) said that sometimes their parents pay attention, sometimes they do not, thirteen out of twenty-five students (52%) said their parents do not pay attention to this time because different reasons, such as rarely seeing each other because parents are busy, rarely seeing them because parents have other jobs.

In connection with this, research conducted with the title *The Role of Parents in the Learning Success of Class V Elementary School Students*, Putri et al., (2020) said that currently, many parents are less or even don't care about their children's education, which can cause children to be less successful in their learning process. A child's success is primarily influenced by the family environment, including parents. Even though there are some children who are unable to initiate interaction with their parents, it is better if parents directly involve themselves in their child's learning process, especially if their child has difficulties in the process. It is hoped that the role of parents can help to advance and improve students' abilities in the learning process.

Meanwhile, regarding the teachers' views regarding parental involvement in the students' English learning process at SMAN 13 Makassar, the researcher found that the English teachers said that there was an impact/relationship that emerged in parental involvement in the students' learning process, especially in English learning, namely two out of two English teachers (100%) said that she found differences between students whose parents were involved in the learning process compared to those who were not.

## 5. CONCLUSION

Based on all the results of this research, it can be concluded that some parents have been involved in their children's learning process, by participating in teacher and parent meetings to discuss students, by participating in this activity parents and teachers can exchange information about each student according to the views of the teacher and their parents, so that teachers and parents can evaluate each other to have a good impact on the student's learning process, especially in English lessons.

Parental involvement can also be seen from the way parents respond to their children, by monitoring or helping their children in their learning process. When facing difficulties, parents provide solutions and encouragement to their students or children.

According to the opinion of students, most students perceived that their parents were involved in their learning process, not just focusing on English lessons but on all subjects, by helping with assignments if they knew and were asked by the students, or if they didn't know. they provide solutions and the most important thing is positive support from their parents.

And according to the English teachers' opinion, they perceived that at SMAN 13 Makassar parental involvement for some students already exists, but it still needs to be improved so that parents involve themselves more in their children's learning process, because the English learning

outcomes of students whose parents are involved in the learning process are very different from those who are not.

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