

**The Influence of Parental Engagement Training on Theincreased Life Skills
of Elementary Children in The Beginning Class During The Covid
Pandemic 19**

Machmudah

Program Studi PGPAUD FKIP Universitas Nahdlatul Ulama Surabaya
machmudah@unusa.ac.id

Tutut Chusniyah

Fakultas Pendidikan Psikologi Universitas Negeri Malang
tutut.chusniyah.fppsi@um.ac.id

Endang Prastuti

Fakultas Pendidikan Psikologi Universitas Negeri Malang
endang.prastuti.fppsi@um.ac.id

Nurul Kamariyah

Program Studi Keperawatan FKK Universitas Nahdlatul Ulama Surabaya
nurulkamariyah@unusa.ac.id

M. Shodiq

Program Studi Keperawatan FKK Universitas Nahdlatul Ulama Surabaya
sdqbluru@unusa.ac.id

Abstract

During the covid pandemic 19 the government required students to study at home. However, the Minister of Education and Culture said that teachers should not provide learning that only focuses on academic achievements but also includes learning life skills, therefore teachers are asked to arrange assessments that can touch character values, not just achievements understanding subject matter only (Pininta: Kompas, 2020). In this connection the involvement of parents is very necessary in the achievement of children's life skills at home.

The purpose of this study was to determine the effectiveness of parental involvement training on the improvement of children's life skills in primary school classes. towards increasing children's life skills in the early grade classes at SDIT Nurul Hidayah. The method used in this research is quantitative with experimental methods and pre-experimental one group pretest-posttest design. Analysis of the data in this study used the t-test. This study was analyzed using the Wilcoxon Signed Rank-Test technique, which shows the results of the analysis of the z value of -4.725^b at a significance level of 0.000 ($p < 0.01$) indicating that quantitatively, Parental Engagement Training has a significant effect on increasing parental knowledge about the importance of life development. skills at home, especially during a pandemic like this time. In addition, there is an increase in the achievement of children's life skills during a pandemic period

This study used a total sample of 45 from 112 populations in the beginning class at SDIT Nurul Hidayah Surabaya.

Data collection tools in this study include: Parent engagement Questionnaire and LSAS (Life Scale Assessment Scale). From the results of statistical tests it is known that PAT has proven to be effective in improving children's Life skills during a pandemic

1. Introduction

During the Covid 19 pandemic, the government required students to study at home. However, the government said that teachers should not provide learning that only focuses on academic achievement but also includes learning life skills, therefore teachers are asked to prepare assessments that can touch character values, not only the achievement of understanding subject matter (Pininta: Kompas, 2020) which includes only cognitive achievement. In this regard, the involvement of parents is very necessary in achieving the life skills of children at home. In other words, the covid-19 virus pandemic has made the role of parents in children's education increasingly strategic. Until now, there have not been many studies that have examined the involvement of parents in children's education, especially the learning of children's life skills, because in several previous studies the development of children's life skills was carried out by teachers in schools which were related to certain subjects. Whereas the perfect thing for the success of the life skill learning process is if the child is able to apply it in everyday life after school. This study is the state of the art in developing life skills for children at home during a pandemic.

The problem that occurs during this pandemic is that students feel more comfortable learning accompanied by a teacher than their parents because they are more fierce from his teacher, as the initial data has been taken on 9-12 April 2020 at 2 SDIs in the Ketintang Surabaya area, there are 76% of 247 students lower class (Kls 1-2) feel more comfortable learning with the teacher than with her parents. Likewise, there are 72% of parents who complain because of the difficulty of providing full assistance for resolution school assignments and completeness of the child's life skills while at home.

This happens because of the inconsistency and continuity between lessons that have been obtained from school at home, the good habits that have been formed in school just take off when they do dealing with inconsistent or inconsistent treatment of parents at home even let the habituation that has been formed. For example, at school have been taught to eat alone, pray before and after eating, wash hands first, to feed themselves, learn to wait queues, speak politely, etc .

Based on the above problems, parents must be equipped with the ability to provide assistance in improving children's life skills at home.

The task of parents, especially mothers, is now getting heavier after the government decided to implement the School from Home (SFH) policy. Parents are asked to ensure students carry out activities study at home, limit permission for activities outside the home, coordinate with homeroom teacher or school, help students implementing a clean and healthy lifestyle (PHBS) at home and so on (Rompas, 2018). Students are asked to study material or eye material lessons uploaded by the teacher through the agreed media. Then hold discussions with

teachers through online media if there are still things less clear from the material provided.

However, the burden is actually quite heavy now on the shoulders of the parents. A pretty heavy adjustment will happen in house, especially parents in accompanying and supervising children when follow the learning process at home by giving that understanding they must continue to study as usual. Both parents and children must be able adapt to the platform technology that has been agreed with the parties school.

The use of *virtual learning* in the distance learning process is believed to provide more convenience in learning, can communicate directly so that the material is easy to receive. but on the other side raises many constraints such as cost, motivation to learn, services, bait behind, lack of experience and habits (Pujilestari, 2020). Learning distance is judged to be no better than learning done online in person or face to face. Lack of effective interaction, minimal organizing is one of the obstacles to learning distance, effective distance learning must of course be supported content provided, internet connection facilities as well as attention and availability which is quite large.

Seeing so many obstacles to implementing learning from home virtually, the optimization of life skills learning (*Life Skills*) can be used as an alternative in providing educational services to children at home in the current pandemic situation so that the learning needs of student fulfilled.

2. Literature Rreview

2.1. Life Skills

Life skills are skills that a child must have relates to the ability to maintain and develop life in society. Everyone including children is creature social and will later fully immerse himself in the society in which he is are on. Therefore, they must have stable life skills in order can maintain and develop his life in the society. Children whose life skills are low will be a burden to them community, while children who already have stable life skills will be independent and can even foster the development of the society in which it is are on. Children with stable life skills will be able to complete problems through the knowledge and skills they have.

There are several kinds of *life skills* that needs to be taught and developed in children, namely:

- a) *personal skills* : individual abilities in terms of self-regulation for example in order to motivate himself to achieve, to appreciate that he is a creature of Allah SWT, has a commitment towards something, have high self- confidence, are independent, and etc.
- b) *Rational thinking skills*: thinking skills include various types ability to think (using mental processes) at a high level such as able to think critically and logically, able to think systematically, able to solve problems, be able to think creatively, and so on.
- c) *Social skills*: life skills related to skills do social relations with the people around him such as being able to communicate properly in oral, written, as

well have the ability to work together in teams or groups to achieve a common goal.

- d) *academic skills*: includes skills in designing, carry out, to report the results of scientific research, processes learning and the ability to compile scientific papers, then skills transfer and apply research results furthermore it is used to solve problems in either form process or product
- e) *vocational skills* : skills in finding algorithms, models or certain procedures to be used in performing a specific task. Besides The vocational skills also include skills in implementing and follow a certain procedure and skill in creating a product through the application of concepts, principles, tools, materials, which have been he had studied before.

2.2. Parental Engagement

Parents have an obligation to educate their children. Irma et al.(2019) in their research stated that the involvement of parents in education for school age children needs to be in synergy with various program efforts as well as activities tailored to the analysis of the constraints of the parties parents include social status factors, family form factors, stage factors family development, and role model factors. So it can be said that family has a big role in the process of children's education.

Family is the first educational foundation for children (Gusminiarti: 2019) said that the attitude of parents is very helpful develop children's potential, ncluding respecting children's opinions and encourage children to express it, provide opportunities for children in doing contemplation, delusion, thinking, andpermitting children in individual decision making and provide a stimulus for him to always ask a lot of questions and give reinforcement to the child that the attitude of parents appreciates the desire to try new things, implemented and produce, support and encourage children's activities, enjoy his existence with children, give sincere adulation really to children, encouraging children's independence in work and establish good cooperative relationships with children. Researcher Karen Smith Conway, professor of economics at the *University of New Hampshire* , and colleagues Andrew Houtenville, senior research fellow at *New Editions Consulting* , found that parental involvement had a strong positive effect on students who have achievements. " *Parental Effort, School Resources , and Student Achievement* , "(Olsen, 2010).

Parental involvement plays a role when one follows position and exercise their rights and obligations in accompanying them children's success during home learning is central (Drummond, 2014), in this regard (WHO, 2020) released various guidelines for parents in accompanying their children during this pandemic which includes parenting tips to make it more positive and constructive accompanying children during their activities at home.

On academic achievement, as expressed by (Pinantoan (2013) in the research conducted shows an influence paren engagement on student academic success should not be underestimated. The results of this study determine the

importance of the system the support students get from home is just as important as his brain power, work ethic and genetics are all at work within achievement of life goals. Furthermore Jeynes (2015), students with two parents operating in a supportive role were 72% more likely enjoy school and get an A than students whose parents do released with what happened at school. The problem often occurs in the early years of the school year, in kindergarten through grade 5, when students with active parents were almost twice as likely to succeed. Once students enter middle school, the effect diminishes little bit perhaps because their development is more mature during this time but there is still a 22% difference (Young & Growe, 2013).

Parents initially play a role in guiding attitudes as well fundamental skills, such as religious education to obey rules, and for good habituation (Jeynes, 2017) but its role become widespread namely as a companion to academic education during the period this pandemic. Parents play an important role, they are very influential in the education of their children, and they are responsible for education, care and guidance of their children to achieve certain stages that prepare them for social life.

Parental involvement can motivate everything. Motivation can provided in a way that increases the needs of the school and can give encouragement in praise or appreciation for the child's achievements (Stewart, 2008). In this case the role of parents is to guide and provide motivation to children, so that children stay excited doing activities at home (Begum, 2007). Basically the child has motivation to do something, if he gets a push from the closest people such as parents (Hill, et.al.2018).

2.3. Parental Engagement Training

In the current millennial era, the involvement of parents is very crucial education. Father and Mother are busy working and fully entrust them educational problems in school, even though success and success children's education is not only the responsibility of teachers and school residents only but parents have the biggest role for the success of their children both in terms of academics, hard skills and life skills of children.

There are several reasons why parental involvement really needs to be studied and researched in education, even though it has a big influence on success children (Irene, 2018), namely:

- a) Time : busy working, so parents do not have enough time to take part in school activities,
- b) Language : sometimes there are academic terms that are not mastered by parents, or how to convey language that is difficult so that it is not known by parents and become reluctant to participate,
- c) Knowledge : parents feel they do not have sufficient knowledge and lack of understanding, so that it leaves entirely to the school,
- d) Discomfort : certainly a challenge for parents to take part involved in school activities, so that expression appears so feel uncomfortable because you have to do a lot of tasks and responsibilities related to organizing, planning, and other little things.

- e) Motivation : there is wrong motivation from parents who feel the need appreciated and accepted for the sacrifice of time and effort that has been did.

Therefore, it is necessary to create simple activities that can helping parents.

Here are some things parental involvement can do done, including:

- a) Read & provide information through school liaison books;
- b) Get involved in parent forums & be active in group discussions if anything school-related;
- c) Supporting children in extracurricular activities;
- d) Helping children in completing school projects;
- e) Communicating with the class teacher
- f) Provide training that can increase parental knowledge

One form of training is Parental Engagement Training. Outline this training is divided into 4 main topics, namely: Being Wise Parents, Wise in Using Digital Technology, Effective Communication for Children, Developing Children's Life Skills at home.

3. Method

In this study, there are two variables used, namely Parent Engagement Training as Independent Variable and Development of Children's Life Skills in Covid 19 pandemic period as the dependent variable.

3.1. Instrument

There are 2 data collection tools used in this study:

- a) Parent Engagement Questionnaire
- b) LSAS ((Life Skill Assessment Scale) for children.

3.2. Sample, Sampling and Data Analysis

This research is a quantitative research using Quosy Experiment Design in the form of Pre-Post Test Non Randomized Control Group Design by dividing 2 groups to match 23 mothers and their children had low life skill scores as the experimental group and 22 mothers along with their children who have low life skill scores as a group control. In this study using purposive technique sampling with a total sample of 45 from 112 populations in the beginning class at SDIT Nurul Hidayah Surabaya.

Data analysis at the intervention stage was carried out using techniques Statistical analysis using non-parametric Wilcoxon Signed statistical test Rank Test and Mann Whitney U test with Statistical Product and Service Solution (SPSS) 21.0 for windows .

3.3. Results and Discussion

IBM SPSS *Statistics Version 20* nonparametric statistical data analysis results with the *Wilcoxon Signed Rank-Test* technique shows the results of the z-value analysis of -4.725^b at a significance level of 0.000 ($p < 0.01$) indicates that Quantitatively, Parental Engagement Training has a significant effect towards increasing parental knowledge about the importance of developing life skills at home, especially during a pandemic like this time. In addition, there is an increase

in the achievements of the diving children's life skills panemic times. Thus the hypothesis proposed in this study, that there is Parental Engagement Training in improving children's life skills as long as a pandemic is acceptable.

There is a mean difference between the *pre-test* and *post-test* parental knowledge regarding the development of children's life skills after being given Parental Engagement Training , where the mean *post-test* for parental knowledge and outcomes The child's life skill is higher than the *pret-test score*, with the mean *pre-test value* amounted to 15.85 while the *post-test score* was 21.72. Difference this figure is not too high a difference, this is because The range between the pre-post test is relatively short, so the familiarization process and the application of discipline has not been achieved completely. Pandemic period creating new adjustments in all matters, including:

- a) Both children and parents are still focused on completing tasks school within the scope of academic achievements only, so that the habituation in developing life skills is hampered.
- b) Limited knowledge of parents in understanding materials lessons are time-consuming, so they also have a deep effect habituation of children's life skill achievement
- c) Management of emotions for both parents and children due to changes that occurred during a pandemic were also an internal obstacle development of children's life skills at home.
- d) Limitations of parents in using digital technology and availability of learning media facilities, including: smartphones, laptops and the internet also creates obstacles to the achievement of children's life skills.
- e) The boredom felt by the children during the physical period Distancing also affects the achievement of children's life skills at home.

References

- Pujilestari, Y. 2020. "Dampak Positif Pembelajaran Online Dalam Sistem Pendidikan Indonesia Pasca Pandemi Covid-19." *Buletin Hukum dan Keadilan* 4(1): 49–56.
- Arifiyanti, N. (2019). Relationship between Authoritative Parenting Style and Preschools Prosocial Behavior. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(2), 311. <https://doi.org/10.31004/obsesi.v3i2.166>
- Ayuni, D., Marini, T., Fauziddin, M., & Pahrul, Y. (2021). Kesiapan Guru TK Menghadapi Pembelajaran Daring Masa Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 414–421. <https://doi.org/10.31004/obsesi.v5i1.579>
- Drummond, K. V. & Stipek, D. (2014). Low income parents' beliefs about their role in children's academic learning. *Elementary School Journal*. 104: 197-213.

- Gusmaniarti, G., & Suweleh, W. (2019). Analisis Perilaku Home Service Orang Tua terhadap Perkembangan Kemandirian dan Tanggung Jawab Anak. *Aulad: Journal on Early Childhood*, 2(1), 27–37. <https://doi.org/10.31004/aulad.v2i1.17>
- Irma, C. N., Nisa, K., & Sururiyah, S. K. (2019). Keterlibatan Orang Tua dalam Pendidikan Anak Usia Dini di TK Masyithoh 1 Purworejo. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 214. <https://doi.org/10.31004/obsesi.v3i1.152>
- Kemendikbud, R. I. (2020). *Panduan Penyelenggaraan Pembelajaran pada Tahun Ajaran dan Tahun Akademik Baru di Masa Pandemi Covid-19: Satuan Pendidikan di Zona Kuning, Oranye dan Merah Dilarang Melakukan Pembelajaran Tatap Muka*.
- Olsen, G., & Fuller, M. L. (2018). The benefits of paren engagement: What research has to say. *Education.Com*. <http://www.education.com/reference/article/benefits-parent-involvement-research/>
- Pinantoan, A. (2013). *The Effect of Parental Involvement on Academic Achievement*.
- Rompas, Y. (2018). Hubungan Peran Orang Tua dengan Perilaku Hidup Bersih dan Sehat Anak Usia Sekolah di SD Inpres Talikuran Kecamatan Kawangkoan Utara. *Jurnal Keperawatan*, 6(1). <https://doi.org/10.35568/abdimas.v1i2.327>
- WHO. (2013). mental health action plan. *Mental Health Action Plan 2013-2020*, 86(1), 10–22. https://doi.org/10.1207/s15327752jpa8601_03
- Jeynes, W. H. (2005). Effects of parental involvement and family structure on the academic achievement of adolescents. *Marriage and Family Revive*. 37(3): 99-116.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*. 42(1): 82-110.
- Young, C. Y., Austin, S. M. & Growe, R. (2013). Defining parental Involvement: Perception
- Hill, N. E., Castellino, D. R., Landsford, J. E., Nowlin, N., Dodge, K. A., & Bates, J. E. (2004). Parent academic involvement as related to school behaviour, achievement and aspirations: Demographic variations across adolescence. *Child Development*. 75(5): 1491-1509.
- Stewart, E. B. (2008). School structural characteristics, student effort, peer associations, and parental involvement. *Education and Urban Society*. 40(2); 179-204.