

The Importance of Parental Involvement in the Learning Process at KB – TK Ibnu Sina

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ABSTRACT

Parental involvement in early childhood learning plays an essential role in supporting children's educational success and overall development. This study aims to analyze the forms, factors, and strategies of parental involvement in learning at KB-TK Ibnu Sina. The method used is a literature study supported by observations and teacher interviews. The results show that parental involvement remains low despite the presence of a school committee as a collaborative platform. The lack of involvement is influenced by parents' busy schedules and limited understanding of their role in their children's education. Teachers play a crucial role in bridging communication between the school and parents through two-way communication and parenting programs. Implementing collaborative strategies can enhance parental participation, which positively impacts children's motivation, confidence, and socio-emotional development. Keywords: parental involvement, early childhood, teacher role, school collaboration, learning

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INTRODUCTION

Parental involvement in the early childhood learning process holds a crucial role in shaping children's character, motivation, and learning abilities. Early Childhood Education is not solely the responsibility of the school but is a collaboration between teachers and parents to create an enjoyable and meaningful learning environment. According to Amalia and Maryatun (2024), parental involvement extends beyond financial support to include active participation as decision-makers, program implementers, and partners in school activities. This indicates that parental involvement takes various forms and has a broad impact on the success of the child's educational process.

Other research also emphasizes the importance of the parental role, particularly fathers, in supporting children's learning at home. Sugiyo Pranoto (2022) found that the level of father involvement in home-based learning programs remains relatively low, at 53%, necessitating further efforts to increase awareness and participation among male parents in early childhood education. Consistent with this, Nurhayati's (2024) research shows that parental involvement in the digital era can empower families and strengthen collaboration between home and school. This

involvement helps parents understand their children's learning needs and provides the necessary emotional and moral support during the learning process.

International studies indicate that early-years parental involvement is strongly linked to children's learning motivation. A Global Educational Studies Review (2023) study found that "early-year parental involvement and academic motivation reflected a strong, impactful, and significant relationship." This substantiates that the attention and support provided by parents contribute significantly to the child's enthusiasm and academic success. However, in the context of inclusive education, Sari (2024) noted challenges such as the low educational background of parents and limitations in children's readiness to follow school learning processes.

Considering these various research findings, parental involvement at KB-TK Ibnu Sina becomes an aspect that requires serious attention. As an early childhood education institution, the school needs to build effective communication and cooperation with parents to ensure the learning process runs optimally. With good collaboration, children can experience continuous learning between home and school, thereby supporting their cognitive, socio-emotional, and moral development holistically.

METHODS

Subjects of Research

This research adopts a literature study method supported by observations and teacher interviews conducted at KB-TK Ibnu Sina. This integrated methodology was deliberately chosen to allow the researchers to comprehensively blend empirical data collected directly from the field with established theories and findings from existing scholarly literature. As suggested by Nurhayati (2024), a literature study is crucial as it "enables researchers to comprehend educational phenomena comprehensively by reviewing the findings of previous studies relevant to the new research context," an approach deemed highly appropriate for analyzing the complex role of parental involvement in the early childhood learning process.

Instruments and Interview Questions

The data collection process was systematically executed in two complementary stages: (1) Direct Observation: Researchers conducted direct observation at KB-TK Ibnu Sina to empirically monitor the nature and extent of parental participation in school activities. This included observing parents' roles in learning assistance, involvement in thematic events, and general engagement with the institution. (b) Teacher Interviews: Interviews were conducted with the teachers to gain an in-depth, qualitative understanding of the existing patterns of communication and cooperation between the school and the parents. In parallel with field data

collection, the literature study component involved a rigorous review of various scholarly sources, including academic journals, research articles, and recent findings related to early childhood education (ECE) and parental engagement. The definition of parental involvement used in the study is reinforced by the concept articulated by Amalia and Maryatun (2024), who state that "parental involvement in ECE institutions covers various forms of participation, ranging from active communication to engagement in school programs." This theoretical insight provided a framework for interpreting the empirical data, particularly the interview results which highlighted intensive communication with parents as a critical factor in successful learning at KB-TK Ibnu Sina.

Data Collection

The final stage of the methodology involved synthesizing the data from the two sources. The empirical data collected via observation and interviews were meticulously analyzed, interpreted, and then directly linked to the findings from the literature review. This integration allowed for the formation of more in-depth and balanced conclusions. By complementing the literature study with rich field data, this methodology successfully provides a complete and comprehensive picture of how parental involvement practically contributes to enhancing the quality of early childhood learning at KB-TK Ibnu Sina.

RESULTS AND DISCUSSION

Parental involvement in early childhood education is a crucial component in creating an enjoyable and meaningful learning environment. According to Amalia and Maryatun (2024), "parental involvement in Islamic kindergarten is not limited to attending school events, but also includes collaboration in shaping children's character and learning motivation." This emphasizes that engaging parents extends beyond formal school participation; it actively supports the formation of children's early values and character.

The forms of this involvement vary, ranging from routine communication between teachers and parents, assisting children with learning at home, to participating in school social activities. Nurhayati (2024) explains that "pelibatan orang tua merupakan bentuk pemberdayaan keluarga yang bertujuan meningkatkan peran serta orang tua dalam mendukung proses belajar anak di era digital [parental engagement is a form of family empowerment aimed at increasing parental participation in supporting children's learning process in the digital era]." This signifies that the parental role now includes providing appropriate stimulation using educational digital media, in addition to traditional supervision.

At KB-TK Ibnu Sina, involvement is observed through activities like parenting day events and monthly meetings between teachers and parents.

However, not all families have equal opportunities to participate, especially parents with busy work schedules. This poses a challenge for the institution's ECE management, necessitating adaptive strategies to ensure every parent can contribute, directly or indirectly, to their child's learning.

Impact of Parental Involvement on Child Development

Parental involvement plays a significant role in the process and outcomes of early childhood learning. The Global Educational Studies Review (2023) notes that "parental involvement positively correlates with early learners' academic motivation and emotional regulation." Children whose parents are active in their learning show higher motivation, better self-confidence, and improved social skills compared to those whose parents are passive.

Sari (2024) adds that "children whose parents actively participate in school activities show better adaptability and social interaction." This involvement not only enhances the child's cognitive abilities but also builds a strong emotional bond among the child, parent, and teacher. At KB-TK Ibnu Sina, this positive correlation is visible when children exhibit greater enthusiasm for learning when their parents attend school events, such as creativity competitions or family days. Furthermore, Pranoto (2022) highlighted the critical role of father's involvement in home learning, emphasizing that "father's involvement in learning from home plays a critical role in building children's discipline and confidence," an area often hampered by occupational commitments, requiring flexible management systems from the school.

Factors Influencing Parental Participation

Parental involvement is influenced by several interconnected factors. Nurhayati (2024) suggests that "tingkat literasi digital dan ekonomi keluarga menjadi salah satu faktor penentu tinggi rendahnya partisipasi orang tua dalam kegiatan pendidikan anak [digital literacy level and family economics are key factors determining the level of parental participation in children's educational activities]." Parents with better educational and technological backgrounds tend to access information and interact with the school more easily through digital media.

Pranoto (2022) revealed that "keterbatasan waktu akibat pekerjaan menjadi hambatan utama dalam keterlibatan orang tua, terutama pada keluarga dengan dua orang tua bekerja [time constraints due to work are the main obstacle to parental involvement, especially in dual-income families]." This constraint affects KB-TK Ibnu Sina, resulting in suboptimal communication when parents are unable to attend school activities. Sari (2024) also noted that social and cultural factors are influential, stating that "parents from collectivist cultures tend to view education as a shared community responsibility, which enhances collaboration between school

and home." Schools can leverage these communal values to encourage broader parental participation.

The Role of Teachers and Strategies for Engagement

Teachers are crucial as the main link between the school and the family. Amalia and Maryatun (2024) state that "teachers act as mediators who build trust and mutual understanding between parents and the school institution." At KB-TK Ibnu Sina, teachers strive to foster two-way communication through developmental reports, parent meetings, and informal discussions. Nurhayati (2024) describes teachers as "agen pemberdayaan [empowerment agents] who help parents understand their role in their child's learning." By employing a participatory approach, teachers provide simple examples of educational activities parents can replicate at home. Thus, the teacher's role is strategic in ECE management, as the child's learning success depends on the teacher's ability to build effective partnerships with parents.

To enhance involvement, schools must develop adaptive and contextual strategies. The Global Educational Studies Review (2023) recommends that "schools that adopt flexible parent engagement programs achieve higher rates of family participation and better student outcomes." Strategies include flexible scheduling, leveraging digital media for communication, and running short parenting workshops. Amalia and Maryatun (2024) suggest "menggunakan platform digital sebagai sarana komunikasi efektif [using digital platforms as a means of effective communication]." At KB-TK Ibnu Sina, this can be realized through forming active parent communities, offering parenting training, and utilizing digital communication tools like class WhatsApp groups, thereby making parental involvement an integral component of collaborative ECE management.

The consequences of parental involvement directly impact the child's academic, social, and emotional development. Sari (2024) highlights that "anak-anak yang mendapatkan dukungan aktif dari orang tua menunjukkan perkembangan sosial dan emosional yang lebih stabil [children who receive active support from their parents show more stable social and emotional development]." Conversely, children whose parents participate infrequently may show signs of lower self-confidence and shyness, consistent with Nurhayati's (2024) finding that "kurangnya partisipasi orang tua dapat memengaruhi rasa percaya diri dan kestabilan emosi anak [lack of parental participation can affect a child's self-confidence and emotional stability]." Therefore, parental involvement is a critical part of ECE management, essential not only for academic learning but also for building the child's overall psychological well-being.

CONCLUSION

Parental involvement in the early childhood learning process at KB-TK Ibnu Sina is

currently assessed as low, despite the establishment of collaborative forums like the school committee. The primary contributing factors are occupational commitments and a limited awareness among parents regarding the significance of their role in their child's education. Consequently, some children exhibit lower self-confidence and motivation compared to peers who receive direct parental support. These findings align with the research of Amalia & Maryatun (2024) and Nurhayati (2024), which emphasizes that the school-parent partnership is key to successful early childhood education. It is recommended that the school strengthen two-way communication between teachers and parents through routine meetings, digital media utilization, and parenting activities scheduled flexibly to accommodate working parents. Teachers are further encouraged to develop collaborative ECE management strategies that will boost parental participation and ensure a more meaningful learning experience for the children.

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