CHAPTER I

INTRODUCTION

This chapter discussed (1.1) background of the study, (1.2) identification of problem, (1.3) limitation of the study, (1.4) statement of problem, and (1.5) purpose of the study, (1.6) significance of the study.

1.1 BACKGROUND OF THE STUDY

In the year 2020, the world was shocked by the Covid-19 pandemic outbreak. According to World Health Organization or WHO (2020), Covid-19 was a virus that very infectious that can make people suffer respiratory illness. WHO (2020), stated that the Covid-19 vaccines or specifics treatment were not found yet. In addition, the best way to prevent the Covid-19 outbreak was by washing hands frequently and not touching face areas (WHO, 2020). Then, Covid-19 pandemic caused the disruption in almost all sectors of human life, such as economy, social, transportation, education, etc. In Indonesia, the government ruled out regulations called PP No.21 Tahun 2020, to prevented the spread of covid-19. Based on the PP No.21 Tahun 2020, Indonesia conducted Large-Scale Social Restrictions, which caused all of Indonesian must did, Work from home, Learn from Home, and Worship from Home. In education sectors, during the covid-19 the Ministry of Education and Culture of Republic of Indonesia ruled out a circular issued on March 24th, 2020, this circular also called Surat Edaran Nomor 4 Tahun 2020. Based on Surat Edaran Nomor 4 Tahun 2020, during the covid-19 pandemic, learning activity at all levels of education in Indonesia was done through online at home. In Addition, administration related to the educational activity also done through online. This

policy issued by the Ministry of Education and Culture was carried out to prevent the spread of covid-19 virus in education sectors.

In relation with the PP No. 21 Tahun 2020 and Surat Edaran Nomor 4 Tahun 2020, during the covid-19 pandemic, the students and the parents must be stayed at home continuously. Those regulations ruled out by the governments made the learning process moved into online learning. The education process which usually done at school moved to online learning done at home. Then, schools could made specific programs related to learning from home during the pandemic. The school programs during the learning at home must be involved parents in its implementation. According to Epstein et al. (2002), partnership between school and parents can improved the school programs and school climate, family services and support, increas parents' skills and leadership, and help teachers with their works. Parental involvement take the important role in the students' education success. Then, Padmadewi et al. (2018) stated that the development of children literacy needed a long term process and support from the parents. When parents were involved in teaching and learning process, students showed more effort and more interested in learning and gain higher competence (Gonzalez-Dehass et al., 2005). Padmadewi et al. (2018) also stated that the literacy programs developed by schools should be informed to the parents so they could understand how to support the children. Parents can support the children at home to help children understand the learning process. In addition, parents involvement in children teaching and learning process during the covid-19 pandemic was highly needed to be a role model for children at home (Anita Rahman, 2020).

In relation with the schools programs including parents' in its implementation, Epstein et al. (2002), had proposed parental involvement framework which involved parents in the implementation of school programs. According to Epstein et al. (2002), there were six types of parental involvement which can implemented by the schools namely, parenting, communication, volunteering, learning at home, decision making, and collaboration with the community. Epstein et al. (2002), stated that those six framework could lead the school to develop the balanced and conprehensive programs with the opportunities to involved parents at school and home in its implementation. The result of the framework for school, parents, and students depended on the specific types of the framework implemented as well as the quality of the implementation.

This study was conducted by considering several studies that showed how parental involvement implemented at school. Several researchers have conducted some studies on parental involvement. Padmadewi et al. (2018), had conducted a study which aimed to analyze the parents' involvement to support the school's literacy program in SD Dwibahasa North Bali Billingual school in north Bali. The study used the descriptive qualitative method and the data were collected through observation and interview. The result of the study showed that there six types of parental involvement used in the school's program to encourage parents to support the school's literacy programs. The result also showed that parental involvement in order to support the school literacy programs was proven improve the literacy of the students.

The other study was conducted by Sari & Maningtyas (2020), the study was conducted to determine how parents were involved in online learning during covid-

19 pandemic. The study used survey method to gained the data. The study used purposive sample which aimed parents who have children aged 3-6 years. The result of the study showed that parents' involvement during the online learning was good and helped the students to foster motivation and interest in learning. The study also showed that the level of parents' education was important to understanding the learning materials.

Lastly, the study was conducted by Lilawati (2020), the aim of the study was to describe the role of parents in supporting the learning activities at home during the pandemic situation. The study used interviews, observation, and documentation with descriptive data analysis as the method of data collection. The study was conducted at RA Team Cendekia Surabaya. The study revealed that parents' role during the learning at home in the pandemic situation were mentor and motivator. Parents during learning at home could encourage the students to learning by supporting the students while learning at home. The study also revealed that parents also facilitated the learning process at home which indirectly facilitated the involvement in the learning process during learning at home.

The result of the study which was done by several researchers showed that schools were indirectly involved parents in their program to support children literacy development. In the regular face to face teaching-learning process, schools indirectly involved parents in the process of learning. In addition, the parental involvement during the covid-19 was important to helped students gain motivation and interest in online learning. Parents' involvement in teaching and learning process during the covid-19 pandemic also helped the school in conducting learning at home.

By considering the studies above and current situation, this research was conducted to know parental involvement programs implemented by the schools during the covid-19 outbreak and the problem faced by the teachers in implementing parents' involvement programs during learning from home because of covid-19 outbreak, especially in Aura Sukma Insani Bilingual Kindergarten. The similarities between the studies above with this study was the parental involvement in the teaching learning process. Even though many researchers had conducted studies about parental involvement in teaching learning process, this study still highly needed because it was focused on the school programs in teaching learning process which involved parents in its implementation and problem faced by the teacher in implementing the programs. The previous research was focused on parents' point of view toward the learning at home during the pandemic situation. The researcher was very curious to know how the school organized the programs which involved parents during the covid-19 pandemic situation to helped students in online learning.

1.2 IDENTIFICATION OF THE PROBLEM

Parents' involvement in teaching learning process during covid-19 pandemic was important. During covid-19 pandemic, the learning process was moved into online learning which must be done at home. Parents and students mostly stayed at home during the covid-19 pandemic. Then, it was important to school to made special program during the covid-19 pandemic to kept the learning process run as usual. Moreover, the programs should involve parents in its implementation to help the school to monitor the students. In Aura Sukma Insani Bilingual Kindergarten, there were some places for parental involvement which was made in the form of

the school programs during covid-19 pandemic indicated the special concern on the aspect. Thus, the programs were interested to be analyzed in which how the school organize the implementation of parental involvement programs during the covid-19 pandemic and the problems faced by the teacher in implementing the parental involvement programs.

1.3 LIMITATION OF THE STUDY

Researcher limited to the study which only to the parental involvement programs in the teaching-learning process during the covid-19 pandemic. The study also identified the problems faced by teachers in implementing the covid-19 programs. The study was taking place at the Aura Sukma Insani Bilingual Kindergarten, Singaraja, Bali. Aura Sukma Insani Bilingual Kindergarten was chosen because the school had a special program of online learning in the covid-19 pandemic situation which involving parents in its implementation.

1.4 STATEMENT OF PROBLEMS

Based on the background explained above, the problem is identified as follows.

1. What kinds of parents' involvement programs are implemented by Aura Sukma Insani Bilingual Kindergarten during the covid-19 pandemic outbreak?

2. What kinds of problems are faced by teachers in implementing parents' involvement programs during learning from home because of covid-19 outbreak in Aura Sukma Insani Bilingual Kindergarten?

1.5 RESEARCH OBJECTIVES

Based on the research questions above, the purposes of this study were:

1. To analyze parents' involvement programs implemented by Aura Sukma Insani Bilingual Kindergarten during the covid-19 pandemic outbreak.

2. To analyze the problems faced by the teacher in implementing parents' involvement programs during learning from home because of covid-19 outbreak in Aura Sukma Insani Bilingual Kindergarten.

1.6 SIGNIFICANCES OF THE STUDY

This research was expected to give a positive contribution to the theoretical and practical significance.

1.6.1 Theoretical significance.

The study was expected to give positive contributions to the existing knowledge about parental involvement which included in school programs (in this study, during the pandemic situation) and problem faced by teacher in implementing school programs which involved parents in its implementation.

1.6.2 Practical Significances.

a) For School

The result of this study was hoped to contribute significance insight for the school, since the study give information or inspiration on how the school programs which involved parents could be applied during the pandemic situation and the problems faced the teacher in implementing the school programs.

b) For Parents

The result of this study could help parents to determine the way they will help the students in the online teaching-learning process, especially during the covid-19 pandemic. Further, the result of this study could help parents preparing the way if the current situation happens again.

c) For Other Researcher

For other researchers interested in parental involvement in teaching learning process, this study expected to give good benefit and information about the parental involvement in teaching learning process which included in the school programs and the problem faced by the teacher in implementing the programs.