

PARENT-TEACHER COMMUNICATION TO INCREASE STUDENT ENGAGEMENT OF ELEMENTARY SCHOOL

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ABSTRACT

Being the advanced nation is very desirable for all of the nation in the world. The national development can make people of the country will live peaceful and prosperity. One of the factors that support the progress of the nation is education. The nation's progress, whether forward or backward, could be seen from its education because it is a process which makes the country has a high quality of human resources. The quality of human resources is very important because it can support the implementation progress of education. The good quality of human resource is also supported by a good education. One of the important components in the improvement of human resources is the engagement of students in the learning process. Student engagement is important because it shows the correlation between students in the classroom, school, and fellow students. The engagement of students in the classroom is a very important concept for students' success. Parent-teacher in the learning process is a step forward that both of parents and teacher communicate each other to create successful education for the next generation. Communication technologies are evolving rapidly in this modern era for example SMS (Short Message System), telephone, voice mail, e-letters, and blogs are allowed how extensive communication between teacher and parents. This article used the method of literacy studies of scientific journals to determine the parent-teacher communication as a method to increase the student engagement. The aim of this article is to explore parent-teacher communication method in the learning process. Indeed, this article is also expected to provide education to educators and parents to be more active involved in social issues in the child's learning environment.

Keywords: PTC (Parent Teacher Communication), student engagement, communication technology.

Introduction

The national development makes people of the country live in peaceful and prosperity. One of the factors that support the progress of the nation is education. The nation's progress could be seen from its education because it is a process which makes the country has a high quality of human resources. The quality of human resource is very important because it can support the educational progress. The good quality of human resource is also coming from a good education. Nugroho, Desti, and Manik (2006) said that Indonesia is a country that has low human resources. That matter based on a survey done by PERC (Political and Economic Risk Consultancy) based in Hong Kong that the quality of education in Indonesia ranks 12th or the worst in Asia.

One of the important components in the improvement of human resource is student engagement in the learning process. The student engagement is considered to be an important concern because it shows the engagement of students in class, school, and fellow students (Axelson & Arend, 2011). Student's engagement in the class is a concept that is very important to the students' success (Hart, Stewart, & Jimerson, 2011). The previous researches according to Fredricks, Blumenfeld, and Paris (Parsons, Nuland, & Parsons, 2014) indicate that the student engagement is important for their achievements. According to Brophy and

Good (Parsons, Nuland, & Parsons, 2014), it's possible because the students engagement can represent the punctuality of the student's task that it is one of the aspects which is could be seen in the classroom.

According to Santrock (2011), primary school age (6-12 years) is phase which a child has the development of emotion, cognition, and psychomotor. One of the forms of development is through the engagement of children in the process of learning in the classroom. The student engagement in the classroom is including active discussion, do their task, listen to the lessons, etc. Student engagement has to be supported by several parties, both teachers and parents as the closest environment of students in the home. The result from Palts and Harro-Loit (2015) showed that parents with lower communication only give attention about the health and the grade, besides parents that maintain higher communication would discuss feedback that has been got and evaluate their children.

Many cases show how student have a lower classroom participation such as forget to do their homework, unfinished assessment, etc. For an example, it could be found in one of the Elementary School in Yogyakarta. One of the students which have a low intensity of class participation in that Elementary School, they who often skip their assignment is a student with lack of parent's control. In fact, due to Henderson., et al (Ferrara & Ferrara, 2005) parents control is very important and influencing children active participation in class. If this kind of case left untouched, then it will lead to a bad grade and poor academic improvement.

According to Berger (2004), a relationship between parents and teacher in the learning process are a progress which is both of them communicated to create a successfully in education. That communication could help the students to memorize and engage in their school activities. The example in tasks that have been given by the teacher, students would do their task with parent's role although it was only to remembering students. Nowadays, many cases of parent-teacher communication happen only indirect communication. For an example which happened in the Elementary School that we observed, parent-teacher communication happened just if the student have a complex problem only or if toward socialization exam. Hence, it will be better if communication between the parent and teacher should be increased because parents are very important for student's engagement in the learning process which is related to a preparation before going to learn in school. The teacher also has a significant role because of it the activeness of student could be improved. Teacher makes an effort to give an opportunity for the student to being active in class such as searching, processing, and manage input of learning process.

Therefore, according to that explanation, authors would like to inform how is the role of parent teacher communication through communication technology can increase student engagement. Authors use communication technology as media for parent teacher communication because based on Tossell., et al (2015), at the advanced era now almost everyone use smartphone. While the media is commonly used as an SMS (Short Message System), Line, Whatsapp, etc. Communication using this medium can be considered very helpful in communication between parents and teachers because it can share each other and communicate both ways.

Student Engagement

Student engagement is a stage how the emergence of student engagement in a learning and how students connect school, school, and fellow students (Axelson & Arend, 2011). In line with this, Haryanto (2012) also means the involvement of students as active participation of students in the learning process. While NSSE (National Survey of Student Engagement) (in Axelson & Arend, 2011) defines the engagement of students is a major problem associated with the behavior of the students in which such behavior can be observed. Student engagement is represented through the time and energy devoted student in the learning process with the support of the school (George., et al, 2008).

Brophy and Good (Parsons, Nuland, & Parsons, 2014) said that in the process of learning, student engagement conceived as timeliness in performing tasks where it is the only aspect of teacher commands directly in the classroom. Fredrick, Blumenfeld, and Paris (Sutherland, 2010) said that student engagement is also seen as a deterrent that lets in a decrease in motivation and achievement. In addition, Skinner, Furrer, Marchand, and Kindermann (Turner, 2012) said that the student engagement is often associated with short-term goals and long-term goals of students overall. Short-term goals could be a process of improvement in aspects of learning, values, and achievement while the long-term goals include improving the pattern of retention, graduation, and academic resilience. There are six components outlined by Haryanto (2012) the student engagement in the learning process, such as the student is at the core of the learning process, the teacher as a facilitator and observer, attractive or not the subject matter and level of mastery of students and teachers, comfortable atmosphere and classrooms, the right timing, and facilities that support teaching and learning in the classroom. Typically, the factors examined in student engagement related to student background, institutional characteristics, the interaction between the students and the school or friends, students' perception regarding the learning environment, and the quality of the student effort devoted to education (George., et al, 2008).

Sutherland (2010) describes the student engagement in the classroom is affected by two factors which are the activities at the school and a sense of belonging. In that study, the student engagement will occur at two levels, namely the relationship of students with learning environments (schools, decision-making, participation, and relationship with teachers) and students' relationships with their own learning (learning motivation, comfort, and interest in students with lessons). Fredricks, Blumenfeld, and Paris (Parsons, Nuland, & Parsons, 2014) says that the active role of the students is also required in the process of achieving accomplishments. This engagement is defined by Hart, Stewart, and Jimerson (2011) as an activity that is based on the motivation and ideas in completing the task. In addition, students would also learn more effective and tend to retain the information that has been obtained and can transfer them in another form. Student engagement can't be separated from the role of the teacher because the teacher plays an important role in student engagement in the classroom during the learning process (Ahmad., et al, 2014). Dimjati and Mudijono (Haryanto, 2012) also stated the same thing that teachers can encourage students'

activity in the classroom. The role that could be run by teachers, provide an opportunity to be active in the classroom good looking, process, and manage the acquisition of learning.

Based on research Nurtjahjo (2010), the behavior that includes student engagement are as follows: 1) complete the assigned task 2) listening to the teacher's explanations 3) say no to friends to tease 4) eyes looking straight at the blackboard while the teacher write or explain 5) raised his hand to answer a teacher's question 6) participated in the discussion 7) copy the records provided by the teacher. While disengage behavior can be seen through the following behaviors: 1) not doing the homework 2) do not listen to the teacher's explanations 3) read books that are not related to the current lesson 4) joking with friends/ respond joke friend (poke, throwing papers, tease, chat with sign language, etc.) 5) eye view in the other direction other than teachers and friends of the group when the teacher explain/ give instructions 6) daydreaming/ eyes looked empty/ dreamy 7) doodling paper/ book coretannya no relationship with lessons 8) playing stationery/ fingers in order to distract him from the lessons 8) play hands, body, and head on the table, stretched but did not return attention to the teacher/task.

Parent Teacher Communication

Berger (2004) defined parent-teacher communication in the learning process as a step forward which both of them communicate for construct a success on education for the next generation. Parent-teacher communication in learning process will impact the students. One of the effects is an active parent engagement on children's school which is impact student indirectly. According to Henderson., et al (Ferrara & Ferrara, 2005), parent engagement is very important in supporting children's learning in formal school and courses. Hawes and Jesney (Tolada, 2012) interpreted that parent engagement in the learning process as parent's effort in participating in student education and experience. Gonzales-DeHass (Schunk, Pintrich, & Meece, 2010) mentioned that parent engagement in learning process will directly relate to children motivation and achievement.

According to a research of Turner (2012), explained that there is a positive and significant correlation between parent engagement in learning process perceived by students and teacher reports toward emotional engagement of students in class. Research conducted by Chairani, Wiendijarti, and Novianti (2009) also proved that optimal interpersonal communication between parent and teacher would very influent the formation of child behavior.

Hawes (2008) said that teacher has to communicate with parent immediately, especially when the teacher is aware of a serious academic or discipline issue. Sheperd (2010) gives strategy to the teacher in a process of increasing communication with the parent such as send a message to the parent about the target has been achieved by the student and another positive message, also show acceptance from teacher to student. Positive words allow the professional and interactive relation between teacher and parent. According to the research by Epstein and Dauber (Berger, 2004), instructed to the teacher to inform parent to guide the student on learning at home such as read and ask about their activities in class, play activities, come to school and library, and help students to do their homework.

In the era of internet society, the rapid evolution of communication technology has broadened the channels such as telephone, voice message, e-letters, and blogs formats of communication between families and school (Palts & Harro-Loit, 2015). By presenting the findings from an empirical study Vornberg and Garret (Palts & Harro-Loit, 2015) claimed that, although parents want the same information about their children, they prefer to receive it in different ways. Graham-Clay (Palts & Harro-Loit, 2015) points out the difference between one-way communication (which occurs when teachers seek to inform parents about events, activities, or a student's progress through a variety of sources) and two-way communication. Graham-Clay (Palts & Harro-Loit, 2015) revealed that the latter involves interactive dialogue between teachers and parents through telephone calls, home visits, parent-teacher conferences, open houses, and various school-based community activities.

Discussion

Student activity which is represents of student engagement influenced by several factors that are the internal and external factors. Haryanto (2012) revealed that the quality and quantity of student engagement is influenced by internal factors such as physical, learning motivation, intelligence, etc. and external factors such as teachers, instructional materials and media, time allocation, facilities, etc. There are many strategies to increase student engagement in the classroom, one of the strategies is the relationship between parents and teacher. Haryanto (2012) explained that by improving the relationship between parents and teacher will have the impact on the quality of learning and student motivation which can be viewed on the engagement of students in the class is increased. Berger (2004) has made it clear that the parent can be the right partner in the learning process of the student as well as the relationship between both of them will further strengthen the conditions at home. The relationship with parents would be more effective because the family knows the needs of the child and family also can supply those needs. This is allowed the child to develop several aspects such as emotional, intellectual, and physical.

Some research related to the relationship between parent and teacher for student engagement had been done, one of them is based on Turner (2012), which showed a positive and significant correlation between parental engagement in the learning process that is perceived by the student and teacher reports to the emotional engagement of students in the class. Additionally, Palts and Harro-Loit (2015) explains in his research that the low communication between parents and teachers will only be reflected in the aspects of health and grade. Research conducted by Chairani, Wiendijarti, and Novianti (2009) also prove that the optimal interpersonal communication between parent and teacher will be very instrumental in the formation of the child's behavior.

Engagement is very important for the student because it could involve emotion, behavior, and cognitive aspects of the learning process. The authors suggest using PTC (Parent Teacher Communication) as a method to increase student engagement.

Aljomaa., et al (2016) said that smartphone has many advantages through internet and social media such as whatsapp, facebook, twitter, and skype. Research conducted by Tossell., et al (2015) showed that the possibility for over usage time in smartphone is more addicted in users who concern in social media. Tossell., et al (2015) assumed that users have a strong desire to keep connecting with friends. In this context, PTC (Parent Teacher Communication) would be used everyday to communicate the aspects of student engagement of the students to their parents so that the possibility of over usage can be minimized. So, communication between parent and teacher could be doing by phone, such as short message service because the two-way communication between parent and teacher, that is more effective to build the communication both of them to engage the student in the learning process.

Conclusion

The student engagement is defined as the active role of the student in the learning process. Engagement of students includes three aspects: affective, behavioral, and cognitive. The relationship between parents and teachers in the learning process will have an impact on students. One effect that is not directly to the students is active parental engagement. Parental engagement is a very important effort to support children's learning in formal school or course of study. PTC (Parent Teacher Communication) is not only done in one direction by teachers, but parents are also entitled to provide a response. In this way a two-way communication between the teacher-parents who could have an impact on students. For example, when students have homework, the teacher reminds parents to assist students, a further example of such previous day students do not pay attention to the teacher's explanation, parents can alert the attention of children through counsel parents, and if the teacher will give a daily test to students in days later, teachers inform the parents so that students learn at home. Thus, student engagement could be increased.

Student engagement is influenced by several factors which are internal and external factors. The quality and quantity of student engagement are influenced by internal factors such as physical, learning motivation, intelligence, etc. External factors such as teachers, instructional materials and media, time allocation, facilities, etc. PTC (Parent Teacher Communication) impact on the quality of learning and student motivation which could be viewed on the engagement of students in the class increases. Parents could be the right partner in the learning process of students as well as the relationship by both of them will further strengthen the conditions at home. The relationship with parents is said to be more effective because it is basically family knows the needs of the child and family also can supply those needs. This allows the child to develop aspects of emotional, intellectual, and physical.

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