Parents Involvement in The Guidance and Counseling Process at SMP-SMA Kesatuan Bangsa Bilingual Boarding School Yogyakarta

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Abstract

Parents’ assisting involvement to the students is very helpful in school learning process. Particularly, it also can help school’s guidance and counseling process. This certainly can strengthen the relationship between parents and students, parents and schools, as well as schools and students. Therefore, the purposes of this research are to explain the process of guidance and counseling at SMP-SMA Kesatuan Bangsa Bilingual Boarding School Yogyakarta; to explain the involvement of parents in that guidance and counseling process; and to find out the reasons of involving parents in that guidance and counseling process. This study uses qualitative methods with the informants being students, parents, and the teacher and other school members. For collecting data, this research uses participatory observation, interviews, documentation, and study of documents. Actually, this research was conducted between November 2019-January 2020 at SMP-SMA Kesatuan Bangsa Bilingual Boarding School Yogyakarta (these schools are in one complex). The results of this research indicate that the process of guidance and counseling at SMP-SMA Kesatuan Bangsa Bilingual Boarding School Yogyakarta continues to be improved. It is related to the development of science and the need of creating synergy between schools and students’ parents. Then, the guidance and counseling process involves parents in the form of “triangle involvement”; parents-student-school. The reason for involving parents is to create strong emotional interactions between parents-students, parents-schools, and schools-students who can ultimately form the conducive formal and character learning at school.

Keywords: Counseling and Guidance Process, Parents Involvement, Triangle Involvement, Emotional Interactions.

I. INTRODUCTION

The family (parent) has shared responsibility to the community members, schools, and government for the success of education. The family is the first social institution for the children that can be instilled attitudes which affect children development. It is related to education in family as the out of school education path which gives children religious beliefs, cultural values, moral values and skills (UU RI No. 20 Tahun 2003). Besides that, parental guidance influences children's achievement in learning. So, teacher and the students' parents should have a harmonious relationship. By the harmonious relationship, parents are able to know their children’s activities at school. Furthermore, this participation will guide their children in the learning process for achieving expected learning outcomes.

The learning process of SMP-SMA Kesatuan Bangsa Bilingual Boarding School Yogyakarta is not just implemented at school hours, but also at the time while students in the school dormitory. In this process, teacher acts as parent who guides, educates, and directs students to have knowledge, values of courtesy, and values
of decency. The teacher always collaborates with students’ parents to establish good cooperation so parents know their children’s learning development at school when they are back home.

Parents have an important role to shape their children's personality. Therefore, parents must involve school learning process directly as parental involvement. Then, the guidance to the students cannot be done in one direction; parents and school should have good communication. Conceptually, parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves. They are also involved by the school and teachers in the learning process of their children and fulfill their duties as parents in making sure that the learners are assisted in the process of learning as much as they possibly can (Clinton & Hattie, 2013).

On the other hands, parental involvement has some correlations to school achievement with various variables, including parental aspirations and expectations for their children education, communication with children about school-related matters, parental supervision, and parental participation in school activities (Fan and Can, 2001). Furthermore, parental/family involvements are divided into four categories (Epstein, 2011 in Voorhis, et al., 2013): a. Learning activities at home. b. Family involvement at school. c. School outreach to engage families. d. Supportive parenting activities.

Learning activities at home means that parents form best learning atmosphere at home and accompany their children in learning. Then, parents take the position as the mentor for their children, for discussing the lessons. Meanwhile, family involvements at school refers to the actions and interactions students’ parents in the school area and activities. Furthermore, school outreach to engage families means that the strategies and practices used by the school and teachers to engage families/parents for making them feel welcome at school and do school’s activities. Finally, supportive parenting activities include the nature and quality of the parent-children relationship and home environment, rule-setting, and caring behaviors. It is related to the relationships between parent and students at home and school which is facilitated by school with some programs.

Positive parent-children relationships present students the base foundation of learning. They are able to develop their skills for success in life with parents’ sensitive, responsive, and predictable care. Parent-children relationships have powerful effects on children’s emotional well-being (Dawson & Ashman, 2000), their basic coping and problem-solving abilities, and their future capacity for relationships (Lerner et al., 2002). By these relationships, children learn to engage with others and to succeed in different environments (Rogoff, 2003). It means that, children (students) learn to be a new one in a new environment. They learn how to manage their emotions and behaviors with others, how to adjust to new situations, and how to resolve conflicts.

When parents are able to show how much their love to their children by always expressing attention to the children, it will create a lifelong intimate habit that benefits parents (Ramirez, 2006). In this condition, parents have warm, trusting, and reliable relationships their children. Positive parent-children relationships will strengthen children everyday learning activities and help them to develop lifelong motivation, persistence, and a love of learning (Dunst et al., 2006). For example, parents can participate with their children in reading a book.

Warm, sensitive, and responsive caregiving provides the foundation for healthy brain development and increases the odds for success in school (National Scientific Council on the Developing Child, 2004). It is related to children’s intimately emotion to their parents. This condition can cause students are able to learn lesson. It will make them get the best achievement at school. Emotions are intimately involved in virtually every aspect of the teaching and learning processes, therefore, an understanding of the nature of emotions within the school context is essential (Schutz and Lanehart, 2002). Emotions have an effect on learning and achievement, mediated by attention, self-regulation, and motivation (Pekrun et al., 2005). So, parental involvement at school is related to positive parent-children relationships that can make students get the best achievement at school because of intimately emotion between parents and students (emotional interaction).

Moreover, guidance and counseling are important educational tools in shaping the orientation in a student from negative ideas that is planted in the student by his/her peers (Nkechi, Ewomaoghen, and Egenti, 2016). The aims of guidance and counseling service in schools is to assist the student: (a) in fulfilling his/her basic physiological needs, (b) understanding themselves and developing associations with peers, (c) balancing between permissiveness and controls in
the school setting, (d) realizing successful achievement, and (e) providing opportunities to gain independence (Heyden, 2011 in Nkechi, Ewomaoghene, and Egenti, 2016). Meanwhile, the purpose of guidance and counseling in school are to strengthen education programs.

II. METHOD

This study uses qualitative methods with the informants being students, parents, and the teacher and other school members. For collecting data, this research uses participatory observation, interviews, documentation, and study of documents. Actually, this research was conducted between November 2019-January 2020 at SMP-SMA Kesatuan Bangsa Bilingual Boarding School Yogyakarta (these schools are in one complex).

III. RESULTS

1. The Process of Guidance and Counseling at SMP-SMA Kesatuan Bangsa Bilingual Boarding School Yogyakarta

The curriculum applied at Kesatuan Bangsa Bilingual Boarding School Yogyakarta is unique. It accommodates the development of universal education within the national context (based on the condition and situation in Indonesia). The curriculum fosters students who are ready to face global challenges, wherever they are, while upholding the values of nationhood and nationalism. It can encourage students to recognize their own potential to face the real conditions in their lives later.

The curriculum development is a continuous process that is to be evaluated in line with the latest developments in science and technology. Related to this, the development of this curriculum can provide school reinforcement to deal with the development of science and technology. Besides that, through the combination of national and international curricula foundation, and the support of competent teachers, students are trained to habituate a global attitude, that will enable students to interact effectively in the international environment.

Specifically, the curriculum applied by Kesatuan Bangsa Bilingual Boarding School Yogyakarta has placed it as an innovative school in accordance with the development of science for students’ maximum achievement. Thus, the process of guidance and counseling in schools also has filled the needs of students in the development of science.

Furthermore, for bringing out the innovative, creative, and curious individuality in students, the curriculum of Kesatuan Bangsa Bilingual Boarding School Yogyakarta is also adjusted to the individual needs. Because of that, throughout the education process, the school focuses on encouraging students to pursue their own paths to self-improvement, academic excellence, social interaction, physical fitness, information acquisition, and also to act as mentors and guides. It will form students have academic, character, and social independence. Thus, the strong foundation in education leads to great potential; that's why appropriate education at school age is so important. This directs the school curriculum focuses on key growth areas, such as cognitive, social, emotional, and personal skills, providing each student with individual care in each of these areas, in order to promote great development for best achievement of students.

Kesatuan Bangsa Bilingual Boarding School Yogyakarta committed to teach and guide students by fulfilling their academic needs as well as developing their character. Those are including instilling the values of honesty and respect for the rights and interests of others, and an awareness that freedom is the responsibility to protect these rights and obligations from a noble moral perspective. These teaching and guiding purposes will create students’ academically and emotionally intelligent simultaneously to build qualified characters for students.

Based on that, the school is deeply concerned about moral standards. The school’s goal is to build new generations of highly competent graduates with high moral standards. The school believes that moral values are embedded in character building activities will be very important at the stage of students' development. It is expected when students advance to the next level of education, these moral values will have become part of their character.

Because of that, school takes careful planning for students to achieve success in both academic and non-academic sectors. The school believes that students, as the main stakeholders, should be involved early on in designing a future opportunity for them. Therefore, the school has provided a special department for “College and Career Counseling” to assist students and parents with educational planning for further education or
future careers. Students who are involved in future study and/or career planning from the outset, are more inclined to a higher level of responsibility for improving their life. This program will motivate students to be able to continue their education or pursue an appropriate career related to their own potential in the future.

In addition, to create best learning atmosphere for students, every “homeroom teacher” is obliged to periodically spend one-on-one time with each student in weekly joint activities in each class. This activity provides students with a natural space for communication in sharing ideas or any issues they might have. Each student is given time and space to exchange ideas both individually as well as in a group setting.

![Pic. 1 One-on-One Time Teacher and Student](image)

Besides that, the school also gives the spaces to the parents involving students learning, especially in counseling and guidance process. The parents take some places in counseling and guidance process in which make best relationship between school, parents, and students. It will be discussed below.

2. The Involvement of Parents in The Guidance and Counseling Process

The involvement of parents in the school counseling and guidance process is very important, especially to create good cooperation between parents and schools so that the learning process become better. On the others hand, the involvement of parents can also help students to have good motivation in learning, be better at school, and know their own ability. If the learning process is going well and students get good attention from school and their parents, they will get maximum achievement.

The parental/family involvements in this discussion are divided into four categories as well as the explanation above, are:

a. Learning activities at home

During holidays, school has a program that involves parents to shape the students’ (their children’s) character and motivation in learning. The program is called 'family reading time' which is held every 18.00-19.00 o'clock. It is about 1 hour. The activity can be done in several ways, such as:

1) Parent and the student reading one book.
   They choose their own book and then discuss the content of each book together;

2) Parent read one book loudly and the student give their attention, then discuss the content of the book together;

3) Parent help the student choosing one book, then let the student reading the book loudly, then they discuss the content of the book together.

This program will more effective to make students love reading from home because they see their own parents also read a book. If they have loved reading, their knowledge will be improved, then they can get best achievement at school. Besides that, through this program, parents can give the guidance to the students (their children) while they are learning and counseling about the lesson when they are discussing. Then, parents can control the students’ (their children) learning activities; for example, in doing their homework (holiday tasks). It also can strengthen emotional interaction between parents and their children (positive parent-children relationship).

Based on the explanation in the introduction part, together activities among parent and the student through ‘family reading’, can: (1) fulfill student’s basic physiological needs (love and care from parent), (2) make student understands him/herself and develop associations with peers, (3) balance the permissiveness and controls to the student in the school setting, (4) make the student realize successful achievement, and (5) provide student’s opportunities to gain independence. Because of that, this program can create new leaders, not just readers since the students have extensive knowledge.

School controls the process of this program by using ‘WhatsApp group’, parents are asked to share their reading moment photo. It can be the way to motivate parents and students reading books continuously. Thus, this program become more effective when parents do this together.
Family/parents involvement at school also show by supporting the students in food and sport competition (example, basketball competition). Some parents will come to school to see and give supporting to the student in the competition. This way can foster motivation and self-confidence for students, and build emotional closeness between students and their parents. Then, the homeroom teachers will share photo of the moment in ‘WhatsApp group’ and parents send their feelings. Besides that, by these activities, parents can guidance the students to do positive activities at school. Then, parents will be able to provide counseling to the students about their obstacles at school by showing their activities directly.

Related to the explanation in the introduction above, family/parent involvement at school can: (1) fulfill student’s basic physiological needs (love and care from parent), (2) make student understands him/herself and develop associations with peers, (3) balance the permissiveness and controls to the student in the school setting, and (4) make the student realize successful achievement.

b. Family involvement at school

To involve parents in school activities, especially in counseling and guidance process, the school has several programs. Those programs, such as Saturday breakfast with parents, weekly report, parents in students’ food competition, parents in students’ sport competition, etc.

Saturday breakfast with parents is regularly done by inviting parents to have breakfast together in school. In this program, the school invites parents to share with each other about the condition of the school, the learning development of their children, and the learning process for their children. Parents can get some information about their children at school and they can ask or give opinion for best condition in school. It is certainly for positive development of school. Then, it is also for better and more successful of learning process when parents and school have good collaboration and same vision and mission in accompanying students’ development at each level.

Meanwhile, weekly report means that teachers give direct information about students’ learning activities and their condition at school. This method is to avoid students' attempts to cheat or lie to their parents about their condition at school. Teachers will visit parents privately and give them weekly report about their children at school. This way also be done by sending the parents email or direct message via 'WhatsApp' with weekly report attachment of their children; and calling the parents directly and inform them about the condition of their children.

c. School outreach to engage families

School outreach to engage families/parents is done by visiting students’ parents regularly to build the communication about their children and school. By visiting the parents, school gives the information to parents about students’ condition at school. Then, parents feel that school gives them attention because they are visited. It can motivate parents to always trust their children at school.

When the member of school cannot come, school asks one of old parents to visit the new parents on behalf of school, for example, another 12 grade parents visit 11 grade parents during holiday on behalf of our school. Parents visit in family atmosphere can create a comfortable situation when parents talk about the condition of students and school. Parents will also share their experiences about school each other. It will increase the confidence of parents to let their children stay at school. In addition, parents will know how to provide counseling and guidance to the students regarding learning in school.

Meanwhile, for the parents who are not in Yogyakarta, school has another way (just done on 2019) to ask alumni in that certain city/place to visit the new parents on behalf of school. The
shared information about school from alumni can make parents believe in schools with all its advantages and disadvantages.

Related to the explanation in the introduction above, school outreach to engage families, can balance the permissiveness and controls to the student in the school setting. So, there must be good collaboration between school and parents to create best condition for students. Then, by harmonious relationship, parents are able to know the students’ (their children’s) activities at school.

d. Supportive parenting activities

The school applies several activities that can support parenting activities. These activities, include parent gathering program (7 and 10 grades parents together), fathers club, mothers club, and family’s activities at home; students help their parents do the household jobs; parents do sport together with the students (their children).

Those activities will build emotional closeness between students and their parents. Moreover, parents can also share their experiences about school each other while having family gathering. It will also build good collaboration between school and parents to create best condition for students. Furthermore, by these activities, parents can guidance the students to do positive activities at school. Then, parents will be able to provide counseling to the students about their obstacles at school.

3. The Reasons of Involving Parents in The Guidance and Counseling Process

Parental involvement at school is related to positive parent-children relationships that can make students get the best achievement at school because of intimately emotion between parent and students (emotional interaction). Through harmonious relationships between school and parents, parents and students, then school and students, parents are able to know the students’ activities at school. Because of that, one of the reasons for involving parents in the guidance and counseling is to create strong emotional interactions between parents-students, parents-schools, and schools-students who can ultimately form the conducive formal and character learning at school.

Furthermore, by applying some programs related to parental involvement, the school has given the parents space to participate in controlling students learning and daily activities at school. It helps both parents and school to control students well.

IV. CONCLUSION

The results of this research indicate that the process of guidance and counseling at SMP-SMA Kesatuan Bangsa Bilingual Boarding School Yogyakarta continues to be improved. It is related to the development of science and the need of creating synergy between school and students’ parents.

The parental/family involvements in this discussion are divided into four categories as well as the explanation above, they are:

a. Learning activities at home;
b. Family involvement at school;
c. School outreach to engage families;  
d. Supportive parenting activities.

Then, the parental involvement in the guidance and counseling process for the students at school can be arranged in the form of a connected triangle, named "involvement triangle"; parent-student-school.

Finally, the reason for involving parents is to create strong emotional interactions between parents-students, parents-schools, and schools-students who can ultimately form the conducive formal and character learning at school.

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