INTERNATIONAL JOURNAL OF APPLICATION ON SOCIAL SCIENCES AND HUMANITIES

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Kampus 1, Jl. Letjen S. Parman No. 1
Jakarta 11440, Indonesia

ISSN 2987-8241

INTERNATIONAL JOURNAL OF APPLICATION ON SOCIAL SCIENCES AND HUMANITIES

IJASSH

VOL. 1 NO. 1
FEBRUARY 2023

INTERNATIONAL JOURNAL OF APPLICATION ON SOCIAL SCIENCES AND HUMANITIES
IJASSH E-ISSN 2987-8241

International Journal of Application on Social Science and Humanities

Current Issue

Vol. 1 No. 1 (2023): In Press

Published: 2023-08-03

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Vol. 1, No. 1, Feb 2023: pp 306-316 ISSN-L 2987-8241 (Electronic Version)

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Submitted : July 2022, Revised : December 2022, Accepted : February 2023

ABSTRACT

The online learning process at the Kindergarten education level prevents direct interaction between teachers and children. The pattern of collaboration between parents and teachers to support the learning process has also changed. However, parental involvement in children's education is not always according to the teacher's expectations. Parental involvement is the participation of parents in the process of their children's educational experience. Teachers can perceive barriers to parental involvement in their children's education. This study aims to examine the role of teachers' perceptions of the barriers to parental involvement on the well-being of Kindergarten teachers. This study uses a non-experimental quantitative method, with purposive sampling technique to find participants who are willing to provide the information needed. The study sample numbered 67 Kindergarten teachers in Tangerang, who are actively teaching during the COVID-19 pandemic. The results show that teachers' perceptions of barriers to parental involvement have a significant role in the well-being of Kindergarten teachers, meaning that if teachers perceive barriers to parental involvement, teacher well-being is affected.

Keywords: *Parental involvement, teacher well-being, kindergarten.*

1. PREFACE

A distance learning system or online is implemented by the government of the Republic of Indonesia, to reduce the rate of COVID-19 pandemic. This online learning system also applies to Kindergarten (TK) level education. At the kindergarten level, learning through play is one of the principles in the Education Unit Level Curriculum (KTSP) [1]. Playing provides opportunities for children to actively build experience so that children can practice motor skills, think logically, solve simple problems, explore skills, express themselves, and imagine. Showing concrete objects, and giving examples of how to manipulate them is a challenge for kindergarten teachers in the implementation of online learning [2]. One of the efforts by kindergarten teachers to help children in the learning process is to send learning materials home so that children can learn and build experiences actively to achieve learning goals.

The conditions mentioned above affect the pattern of interaction between teachers and parents. The involvement of parents in online education is increasingly needed because it requires preparation from the parents so that online learning can run effectively [3]. Preparations from the parents' side include helping children use the internet and technology as a learning medium, preparing learning materials sent by teachers to their homes, and accompanying their children during the learning process. A study of 25 Kindergarten teachers in the Padang area, Indonesia, stated that the difficulty of establishing collaboration with parents to assist in online learning was the most prominent factor of difficulty [2]. Another study conducted on 372 early childhood educators in Canada during the COVID-19 pandemic, stated that only a small proportion (7.21%) of the research participants felt that there were no barriers in their relationship with parents [4].

Parental involvement is the participation of parents in the process of their children's educational experience [5] and is an important factor in the education of children at any level [6]. But in reality, parents can experience barriers to being involved in their children's education. The causes include lack of energy and time, feelings of being unable or not understanding to educate or raise children, [7,8,9], bad experiences while still in school, experiencing life difficulties, chronic illness, or marital problems [10], and negative perceptions of schools or teachers, so parents are reluctant to get involved [11].

In this pandemic, support from parents is one of the resources that enable teachers to achieve their professional goals with their students [4]. Teachers' perceptions of the ability of parents to be involved in their children's education are perceptions of shared values (belief). This perception can lead to confidence in teachers that they can rely on parents as partners in the process of educating children, which in turn contributes to their ability to improve children's learning [12]. Another study suggest that teachers assess children's capacity to succeed in school based on their perception of the congruence between teacher and parent goals, and the extent to which they can rely on parental support [13].

Previous studies have proven that support from the psychosocial environment has a significant impact on teacher well-being [14,15,16,17,18]. Well-being is often categorized as subjective well-being (SWB). It is said to be subjective because well-being is the result of a person's cognitive and affective evaluation of his life [19]. Renshaw et al. (2015) describe teacher subjective well-being as a positive psychological function of teachers at work, or teachers who are healthy and successful at work [20].

The above conditions can be explained through the framework of Bandura's social cognitive theory. This theory explains that the environment influences how a person learns, thinks, and then acts. So that the results of a person's evaluation of his environment, including in this case the psychosocial environment will affect his well-being and then will affect how he acts. Prosperous teachers show better performance, are more enthusiastic in teaching, and provide optimal teaching [16], as well as a better quality of interaction with children [15]. On the other hand, teacher well-being limits the quality of interaction and reduces the emotional support of teachers and children [21,22]. Therefore, it is important to pay attention to the well-being of teachers to maintain the quality of education.

Based on the previous research and the explanation above, it can be assumed that if kindergarten teachers encounter a major obstacle due to not involving parents in their children's education, the teacher's well-being will be affected. Therefore, this study aims to examine the impact of teachers' perceptions of barriers to parental involvement on teacher well-being. This research hypothesizes that there is a negative role of perceived barriers to parental involvement on teacher well-being.

Our contribution

This study aims to be a reference for improving the quality of education at the kindergarten level. This research contributes to improving the well-being of kindergarten teachers related to parental involvement in children's education. Future research is expected to examine the type and level of parental involvement in educating children at home and its relation to education in schools provided by teachers. As well as examining its impact on the quality of mentoring and teacher well-being.

Paper structure
The rest of the paper is organized as follows. Section 2 is the literature review consisting of theories related to parental involvement and teacher well-being. Section 3 presents research method. There are participants, sampling techniques, Type of research, Settings and Equipment, and measuring tools. Then results in section 4. Section 5 findings and discussion. Section 6 concludes the paper and presents direction for future research.

Parental involvement
Parental involvement is the participation of parents in the process of their children's educational experience [5], it involves a commitment to time, effort, attention and also costs related to children's education [23]**.** Parental involvement help early childhood in several ways, namely: (a) Academic adjustment such as language skills and vocabulary recognition [24], better math achievement [25]; (b) Non-academic adjustment, such as social skills [26]; (c) Emotional maturity [27, 28]; and (d) Teacher and parent relations [29].

This study looks at the barriers to parental involvement in children's education based on teacher assessments. Therefore, the operational definition of parental involvement in this study is the teacher's perception of the barriers to parental involvement in children's education and partnerships between schools and parents. Barriers to parental involvement can happen because the parent lack of energy and time or time that clashes with other parents' schedule of activities, including having to earn a living. This factor makes parents less involved in their children's education either at home or at school [7, 30]. Parents' feelings of inadequacy in carrying out parental efficacy are also one of the factors that hinder involvement in children's education [31], low literacy skills [32]**,** parents' lack of understanding about what needs to be taught to children makes parents not involved in their children's education [7], stress factors experienced by parents, for example due to marital or financial problems, can also inhibit parental involvement in children's education [32].

Teacher well-being
Well-being of teachers is the positive psychological function of teachers at work, or teachers who are healthy and successful in functioning at work [20]**. T**here are 2 dimensions of teacher well-being, namely: self-efficacy and school connectedness. Self-efficacy is a person's behavior that effectively meets environmental demands. School connectedness is a feeling of being supported by and relating well to others in school [20].

2. RESEARCH METHOD
Sixty-seven subjects were involved in this study. The criteria for research participants are (a) Kindergarten teachers (b) Actively teaching in Kindergarten (c) Teaching in the Greater Tangerang area. The limitation to only one region, namely the Greater Tangerang area, was meant for cultural uniformity and demands from parents of students. The selection of research samples uses the convenience sampling method. Convenience sampling is a technique where sampling is based on the availability of respondents and the ease of obtaining them. This method was chosen because the research questionnaire was only distributed to teachers from kindergarten who gave their consent to participate in this research.

The participants of this study consisted of 98.5% women (66 people), 1.5% men (1 person); 58.2% aged between 20-40 years (39 people) and 41.8% aged 41-65 years (28 people). In terms of teaching experience, 44.8% have taught in kindergarten for more than 11 years (30 people), 20.9% have taught for 6-10 years (14 people), 25.4% have taught for 4-5 years (17 people), and

the rest 9% have taught for less than 3 years (6 people). The educational background of the majority of the participants is as follows: 41.8% had PAUD teacher education (28 people), 23.9% had non-PAUD teacher education (16 people), and the remaining 34.3% have non-teaching education (23 people). Based on the source of challenges faced by teachers, 41.8% of participants rated parents as the biggest source of the challenges they faced in teaching (28 people), 20.9% voted students (14 people), 7.5% voted principals (5 people), 14.9% voted colleagues (10 people) and the remaining 14.9% stated that the source of the challenge came from other factors such as official travel during the pandemic, technology, signal interference, administration, and online teaching.

The research used two measuring instruments. The first instrument is the Teacher Subjective Well-being Questionnaire (TSWQ), compiled by Renshaw et al. (2015). This instrument consists of 2 dimensions, namely teaching efficacy and school connectedness. Using a 4 Likert scale, which consists of almost never (1), rarely (2), sometimes (3), and almost always (4). Examples of questions include, "Even though I teach from home, I still feel like a part of the school," and "In this pandemic, I feel that my teaching method is effective and helpful." The total Cronbach value is 0.867.

The second measuring tool is the Parent Involvement Barrier Teacher Scale. This measuring instrument was developed based on the theory of Epstein and Salinas (1993) and was used in the research of Alacam and Olgan (2019). This instrument consists of 9 questions that represent 6 indicators of parental involvement, namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. The options use the 5 Likert Scale, from strongly disagree (1), disagree (2), neutral (3), agree (4), to strongly agree (5). Examples of the questions are, "Most parents do not want to be involved in school-prepared activities," and "Most parents are unable to support their children's school-related activities." The Cronbach's value is found to be 0.865.

Data analysis of this research was conducted using Statistical Package for the Social Sciences (SPSS) version 26.0. Data analysis begins with testing the validity and reliability of the research instrument. Furthermore, the researchers tested the classical assumption of regression as a condition for conducting a linear regression test. A linear regression test was applied to test the research hypothesis.

The classical regression assumption test consists of several stages, namely; normality test, linearity test, multicollinearity test, and heteroscedasticity test. The normality test was conducted to determine whether the data were normally distributed or not. A linearity test was conducted to determine the nature of the relationship between variables. The linear nature of the relationship between variables shows that every change that occurs in one variable will be followed by a change with a magnitude commensurate with the other variables. A heteroscedasticity test was conducted to see that the data distribution is consistent and can be estimated correctly. A multicollinearity test was applied to determine the strength of the predictive value of an independent variable.

3. RESULT AND DISCUSSION

The classical regression assumption test

Preceding the linear regression test is a 4-step classical regression assumption test. The first step is the normality test using One-sample Kolmogorov-Smirnov Test technique with the Monte

Carlo technique, to discover that the data are normally distributed, with a significant value > 0.05. This means that there is no bias in the research data (Table 1).

Table 1
Normality test

	Monte Carlo Sig. (2-tailed)
Teacher Well-being	.755[e]
Perception of barrier to parental involvement	.820[e]

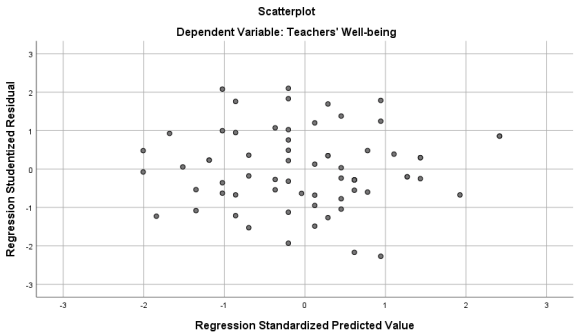
Furthermore, based on the results of linearity testing, the Deviation from Linearity value is 0.955 (ρ> 0.05). This means that the variables in this study have a linear relationship (Table 2).

Table 2
Linearity test

	Deviation from Linearity	
	F	Sig.
Between Groups	.501	.955

The data of this study do not show heteroscedasticity. The heteroscedasticity test using a scatterplot graph (Figure 1) shows that the points are scattered irregularly under the 0 axis and Y-axis.

Figure 1
Heteroscedasticity test



There is no multicollinearity in the data because the Tolerance value is 0.928 (>0.10) and VIF 1.077 <10 (Table 3).

Table 3
Multicollinearity test

	Multicollinearity		
	Sig.	Tolerance	VIF
Perception of parental involvement as a barrier	.139	0.928	1.077

Hypothesis test
The data of this study have met the requirements of the four classical regression assumption tests, therefore the data can be calculated using parametric regression analysis.

Table 4
Regression test and coefficient determination (R^2)

Model	Unstandardized Coefficients		Sig.	R	R^2
	T	Std. Error			
Perception of barrier to parental involvement	-.195	.085	.025	0.273	.075

Based on the results of the regression test calculation (Table 4), a significance value of 0.025 ($p < 0.05$) was obtained, meaning that the research hypothesis (H1) is acceptable. This shows that teachers' perceptions of parental involvement as a barrier have a role in teacher well-being. The results of the correlation calculation show the value of R = 0.273, it can be said that the strength of the relationship between the perceived barriers to parental involvement variable and the teacher well-being variable is low. Judging from the value of the regression coefficient of the independent variable, which is -0.195, this means that every one-unit increase in the perception of barriers to parental involvement will reduce teacher well-being by 0.195.

Differential test

Perception of barriers to parental involvement based on age

Differential tests were conducted using the independent sample t-test technique because the data were normally distributed and only consisted of two age groups. The first age group was 20-40 years old (N=39, M=2.67, SD=0.62), the second age group was 41-65 years old (N=28, M=2.59, SD=0.76). The significance value was 0.662 ($p > 0.05$), indicating that there was no significant difference between age groups and perceptions of barriers to parental involvement (Table 5).

Table 5
t-test based on age

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances Assumed	.157	.693	.439	65	.662
Equal variances not assumed			.425	50.47	.673

Perception of barriers to parental involvement based on teaching experience

The different test used a one-way analysis of variance (ANOVA) technique because there were more than 3 groups of teaching experience and the data were normally distributed. The description of the data is as follows (Table 6):

Table 6
Data based on teaching experience

Teaching Experience	N	Mean	Std. Deviation
0-1 year	1	1.67	0.00
2-3 year	5	2.91	0.43
4-5 year	17	2.82	0.64
6-10 year	14	2.72	0.49
>11 year	30	2.48	0.77

The results of the differential test showed a significance value of 0.216 ($p > 0.05$), meaning that there was no significant difference between teaching experience and perceptions of barriers to parental involvement (Table 7).

Table 7
Anova test based on teaching experience

ANOVA	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.661	4	.665	1.489	.216
Within Groups	27.693	62	.447		
Total	30.354	66			

Perception of barriers to parental involvement based on educational background
The differential test used a one-way analysis of variance (ANOVA) technique because there were 3 groups of educational backgrounds and the data were normally distributed. The description of the data is as follows (Table 8):

Table 8
Data based on educational background

Educational Background	N	Mean	Std. Deviation
PAUD	28	2.63	0.69
Non-PAUD	16	2.50	0.83
Others	23	2.74	0.54

The results of the differential test showed a significance value of 0.563 ($p > 0.05$), meaning that there was no significant difference between educational background and perceptions of barriers to parental involvement (Table 9).

Table 9
Anova test based on educational background

ANOVA	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.540	2	.270	.580	.563
Within Groups	29.814	64	.466		
Total	30.354	66			

Perception of barriers to parental involvement based on sources of obstacles for teachers
The differential test uses a one-way analysis of variance (ANOVA) technique because the data were normally distributed and there were more than 3 groups of challenge sources. The description of the data is as follows (Table 10):

Table 10
Data based on sources of obstacles

Source of Obstacle	N	Mean	Std. Deviation
Parents	28	2.99	0.60
Students	14	2.51	0.59
Principal	5	2.38	0.61
Colleague	10	2.59	0.54
Others	10	2.01	0.65

The results of the differential test showed a significance value of 0.001 ($p < 0.05$) with a value of F=5.584, =0.001, Sig. ($\rho<0.05$). This means that there are significant differences between the sources of challenges faced by teachers, namely students, parents, co-workers, principals and others (Table 11).

Table 11
Anova test based on sources of obstacles

ANOVA	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.040	4	2.010	5.584	.001
Within Groups	22.315	62	.360		
Total	30.354	66			

The findings of this study indicate that there is a significant role for teachers' perceptions of barriers to parental involvement in teacher well-being. This is especially the case for teachers who perceive parents as a source of challenges they face. Research conducted by Addi-Raccah and Grinshtain [33] in 2016, found that parental involvement in children's education in addition to having an impact on children's achievement and development, also affects school effectiveness and quality. This condition is one of the reasons why teachers are interested in involving parents in teaching and learning activities [33]. In situations where teachers have to teach kindergarten children online, the relationship between teachers and parents becomes a teacher resource to achieve learning goals during the COVID-19 pandemic [4]. When teachers encounter high work-related stress and have fewer work resources, teachers can also have low well-being [34].

Prior to the COVID-19 pandemic, the absence of parental involvement in the educational process could cause problems for children such as behavioral disorders, lack of or undiscipline, not achieving academic goals, low motivation, loneliness, and insecurity in children [35]. Parental involvement can frustrate teachers and serve as obstacles to communicating with parents, or parents show that they do not want to help their children at home, especially if parents do not acknowledge the teacher's efforts to help their children. This condition reduces teacher well-being [36].

The findings of this study also reveal that teachers' perceptions of barriers to parental involvement are not related to the teacher's age, experience, and educational background. However, it is related to what the teacher sees as a source of challenge. This is in line with the social cognitive theory proposed by Bandura, that the psychosocial environment or the interaction between parents and teachers or the absence of interaction between parents and teachers play a role in the cognitive and psychological functions of teachers. Referring to the theory expressed by Diener and Lucas [19] in 2000, stating that individuals with the same goals may react differently to similar events. This happens because there is a tendency to accept or reject something based on experience, norms, and even personality so that individual well-being is subjective [19].

4. CONCLUSIONS AND RECOMMENDATIONS

This study reveals the importance of paying attention to teachers' perceptions of barriers to parental involvement because they contribute towards teacher well-being. In this study, the teacher well-being variable contributed 7.5% to the perception of parental involvement and the remaining 92.5% was due to other variables not included in this study.

The results of this study are expected to contribute to the science of educational psychology regarding the impact of the social environment, especially the involvement of parents in the well-being of teachers. In addition, the results of this research can also be used as a basis for the preparation of educational programs for parents so that they understand the limits and forms of appropriate involvement for their children's education both at home and at school.

This research is the basis for further research related to the role of parental involvement in teachers. For example, the preparation of a more detailed measurement tool for parental involvement and a more comprehensive and culturally appropriate tool for measuring the well-being of kindergarten teachers in Indonesia.

Acknowledgement
The researcher is grateful to Geraldi William Dewanto, S.Psi. for translating the text into English, to the Principal and Kindergarten Teachers who have given permission and response in data collection, to the Faculty of Psychology and Universitas Tarumanagara, and to all parties who have contributed to this research.

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