

The Importance of The Role Parents in Improving Children's Self Regulated Learning: A Literature Review Study

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Accepted 12 March 2023, revised 21 April 2023, published Mei 2023

Abstract

During the Covid-19 pandemic, there were several transition periods, namely from the pandemic to the new normal to normal again which of course will make students bring their study habits due to their conditions and learning environment. This shows that students must adjust learning patterns, adapt to conditions, and choose the right strategy for solving various problems in their learning. The family factor becomes important because of limited social contact, students interact more with family so communication and parental involvement in forming student self-regulated learning is needed. This article aims to examine the importance of parental involvement in achieving self-regulated learning in students. This research method uses a literature review study, which is about how to overcome obstacles to students in the learning process and achieve their self-regulated learning. Participants in this study were junior high school students in Serang City with various genders, ages, classes, living together, and so on. This research collects and analyzes several articles, journals, books, and research reports related to interpersonal communication factors and parental involvement in self-regulated learning. The results of this study recommend that parents take action to facilitate their students or children in providing support to achieve goals in each learning process. This research contributes to parents in improving self-regulated learning in students.

Keywords: *Interpersonal Communication, Parental Involvement, Self Regulated Learning*

Introduction

The transition period from the pandemic to the new normal until normal returns will certainly make students bring their study habits with them. Based on the results of interviews with ten students at one of the State Middle Schools in Serang City, there were several problems in the learning process. It is said that there are changes that are felt by students in the learning process. The first problem, boredom is more felt by students. For students who were initially used to learning through gadgets or smartphones, in normal times the learning process is carried out again face to face directly in the classroom. The second problem, on average, students have less responsibility in learning activities, especially learning that is done in the classroom. The third problem is the lack of strong encouragement from parents and the social environment makes children free to choose their way of life without thinking about their future education.

Based on these conditions, good self-regulation skills are needed for students. During the pandemic, family factors became important because of limited social contact, students interacted more with family, so parental involvement in shaping student self-regulation was needed (Oktariani et al, 2022). The ability to regulate learning is an important effort for adolescent students because one of the characteristics of adolescent development is self-regulation and achieving independence (Santrock, 2016). The research by Won and Shirley (2018) says that in particular, parents have a major influence on their children's environmental, psychological, and academic functioning. The three roles of parents in achieving children's independence are encouraging children's independent decision-making, giving reasons for their decisions, and acknowledging their children's feelings so that there is a need for interpersonal communication between the two (Huang and Prochner, 2003).

This is following the research of Liew, Kwok, and Chang (2014), namely when parents establish effective communication and get involved voluntarily in supporting student activities and achievements as well as setting rules regarding student learning that are enforced at home and providing encouragement for completing assignments. -tasks at school, this can encourage students to know what tasks they have and know when and how students do them. Self-regulated learning is widely recognized as a student's ability to participate actively in the learning process, both cognitively, motivational, and behaviorally (Zimmerman, 2004). Cognitively, individuals who self-regulate plan, organize, instruct themselves, monitor, and evaluate themselves in the learning process. In terms of motivation, individuals who learn feel

that they are competent, have self-confidence, and have independence. Meanwhile, behaviorally, individuals who learn select, arrange, and organize the environment so that it is more optimal for learning.

Students who have self-regulated learning abilities will know how they have to regulate their behavior in learning so that students can find ways to understand the lessons given even in distance learning. Zimmerman (1989) states that self-regulated learning is not an ability that individuals acquire from birth or develop automatically, it is influenced by several factors. Meanwhile, according to Zimmerman (1989), self-regulated learning is influenced by three factors, namely the individual, behavior, and environment.

Hasanah, Paritis, and Efendy (2021) stated in their research that there is a relationship between the intensity of parent-child communication and self-regulated learning in adolescents, meaning that if the higher the intensity of child-parent communication, self-regulated learning will increase, and if vice versa, it will be lower the intensity of child-parent communication means that self-regulated learning will decrease. The purpose of this study is that researchers also want to see and want to find out how interpersonal communication and parental involvement in self-regulated learning have a very important influence on student learning when face-to-face school starts after the pandemic.

LITERATURE REVIEW

Interpersonal Communication

Interpersonal communication is a verbal and nonverbal interaction that occurs between communicators (messengers) and communicants (recipients of messages), each of which is mutually dependent on one another (Devito, 1989). According to Caughlin & Scott (2010), interpersonal communication is the process of exchanging information between two people, so that information can be known by communicators and communicants. Meanwhile, Segrin, et al (2012) described interpersonal communication as involvement between two or more people who both have specific goals.

In other words, interpersonal communication can be said to be communication that takes place between two people through interaction between the two. Interpersonal communication is also a process in which two or more people form or exchange information with each other (Hargie, 2016; Schordt & Ledbetter, 2007; Zhang, 2008). According to Beveridge & Berg

(2009), interpersonal communication is an exchange of information between the sender of the message and the recipient of the message is done face to face. Interpersonal communication is also the basis for establishing a relationship so that you can find out what things are going on between the two (Sillars,et al., 2011).

Interpersonal Communication Factors

According to Suranto (2011), the factors that influence interpersonal communication are personal factors where these factors will emerge from the individual. In responding to an interpersonal communication process, various influences will appear on the conditions that exist within a person. Broadly speaking, personal factors are divided into two categories, the first is biological factors. Good biological conditions such as good concentration, good health, and others will affect the success of communication. The second is the psychological factor, where humans are creatures that have psychological power such as attitude, will, knowledge, and so on.

Parental Involvement

Parental involvement is broadly defined as a system consisting of systems that are interconnected and mutually influence each other, while the system is a role and functions as a family that is interconnected and interdependent between the two (Wolfendale, 2017). According to Padavick (2009), parental involvement is the interaction of parents with schools and with children to help academic success and can be interpreted as parental participation in children's education and experiences.

Lefevre and Shaw (2017) argue that parental involvement is very important to support children's learning, both in formal schools and informal education. In other words, parental involvement is also referred to as the overall activity carried out by parents and children, which generally takes the form of involvement at home and school (Hoover and Sandler, 2005). Hill and Tyson (2009) revealed that parental involvement can make children more developed and help them succeed in academics.

Parental Involvement Factors

Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins, and Closson (2005) argue that there are several factors influence parental involvement. The first factor is parent's motivational beliefs, namely parents will be involved when there are conditions that encourage parents to be involved in the learning process and school. child. The second factor is the invitation to involvement from others, namely, parents will be involved when they have perceptions and respond to several requests, opportunities, and climates that require activity and welcome parents to be involved in children's education, both from schools (perceptions of general school invitations), teachers (perceptions of specific teacher invitations) and the child itself (perceptions of specific child invitations). The third factor is the parent's life context, namely, parents will be involved when they have the opportunity based on the availability of the resources they have. The availability of these sources has an influence on parents' decisions to be involved in their children's education. The availability of these sources includes the availability of knowledge and skills (self-perceived knowledge and skills) and the availability of time and energy (self-perceived time and energy).

Self Regulated Learning

Self-regulated learning is defined as individuals who generate thoughts, feelings, behaviors, and motivations in a systematic manner involving elements of metacognition, motivation, and behavior by focusing on achieving student learning goals (Zimmerman, 1989). That is where students metacognitively have the motivation or drive to learn and participate actively in a more independent learning process. Zimmerman and Martinez (1990) define self-regulated learning as the ability of students to actively participate in their learning process both metacognitively, motivationally, and behaviorally. So that individuals can actively develop and determine learning goals, and plan and monitor cognition, motivation, and the environment to achieve the goals that have been set (Filho, 2001; Wolters, 2003).

Factors of Self-Regulated Learning

According to Zimmerman (1989), there are three self-regulated learning factors. The first is individual factors, which include initial knowledge possessed by individuals to determine their learning goals, knowledge of strategies to be used to achieve learning goals, and metacognition

abilities that can help students to control learning so that they become more productive. more focused. The second factor is behavior, namely helping individuals to use all their abilities optimally to regulate the learning process which will increase self-regulated learning in these individuals. The third factor is the environment, namely the external factors that a person can manipulate to see if they affect their desired outcome. Thus the environment can support or hinder individuals when carrying out learning activities.

METHODS

Search Strategy

This article was compiled based on a literature review, this method is also defined as a way to identify, evaluate and interpret all findings or review the literature review of the results that match the phenomena observed by the author. The source of data obtained in this study is based on several literature reviews and previous studies related to self-regulated learning. The search sites for articles or journals that authors use are Google Scholar (<https://scholar.google.com/>), Sage Pub Journal (Science Direct(<https://www.sciencedirect.com/>), Springer (<https://www.springer.com/>) with the keywords interpersonal communication, parental involvement and self-regulated learning. The articles or journals used are the results of the last 10 years with a research timeframe from 2013-2023.

Selection Criteria

Based on the search results, the researcher reads the title and research abstract to find out whether or not the article meets the criteria for review. The criteria for the articles used are 1) research articles that discuss interpersonal communication, parental involvement, or self-regulated learning in the school or education environment, especially during the Covid-19 pandemic. 2) articles that discuss the relationship between interpersonal, parental communication variables involvement and self-regulated learning. The researchers obtained 50 research articles but after selecting only 15 articles that were relevant to be investigated.

Analysis

In this study, the researchers identified, evaluated, and interpreted all relevant research articles related to interpersonal communication, parental involvement, and self-regulated learning during a pandemic. The researcher summarizes the results of the research by including the name of the research, year of publication, research subject, research background, research objectives, and research results. From these results, the researcher concludes the relationship between interpersonal communication and parental involvement in self-regulated learning.

RESULTS AND DISCUSSION

After reading and analyzing the article, the writer finds that there is a significant relationship between interpersonal communication and self-regulated learning. This is following the research of Liew, Kwok, and Chang (2014), namely when parents establish effective communication and get involved voluntarily in supporting student activities and achievements as well as setting rules regarding student learning that are enforced at home and providing encouragement for completing assignments. In schools, it can encourage students to know what tasks they have and know when and how students do them.

The ability to regulate learning is an important effort for adolescent students because one of the characteristics of adolescent development is being able to regulate and discipline themselves to achieve optimal learning success (Klassen, 2010). Several factors can influence students' ability to manage the learning process, one of which is the role of parents. This is supported by the results of research conducted by Farooq, M., & Asim, I. (2020) which says that with the involvement and support of parents, they can create a variety of important variations in their learning, namely teaching children to learn more independently and confidently.

Won and Yu's research (2018) says that in particular, parents exert a great influence on their children's environmental, psychological, and academic functioning. The three roles of parents in achieving children's independence are encouraging children's independent decision-making, giving reasons for their decisions, and acknowledging their children's feelings so that there is a need for interpersonal communication between the two (Huang and Prochner, 2003).

Hasanah, Paritis, and Efendy (2021) stated in their research that there is a relationship between the intensity of parent-child communication and self-regulated learning in adolescents, meaning that if the higher the intensity of child-parent communication, self-regulated learning

will increase, and if vice versa, it will be lower the intensity of child-parent communication means that self-regulated learning will decrease. Students who have self-regulated learning abilities will know how to regulate their behavior in learning so that students can find ways to understand the lessons given even in distance learning. Zimmerman (1989) stated that self-regulated learning is not an ability that individuals acquire from birth or develop automatically.

So that the existence of communication and parental involvement is as participation in the form of meaningful, as well as two-way communication between parents and teachers which involves student learning and school activities (Castro et al, 2015). As for parental involvement in children's achievement at school, it can be achieved through collaboration (collaboration) carried out with children, teachers, or other schools, this is done to support the results of work that has been done by children in academic terms (Epstein and Van Voorhis, 2010).

Parental involvement in children's achievement at school can be achieved through collaboration (collaboration) carried out with children, teachers, or other school parties, this is done to support the results of work that students have done in academic matters. Self-regulated learning is widely recognized as the ability of students to participate actively in the learning process, both cognitively, motivational, and behaviorally). Cognitively, individuals who self-regulate plan, organize, instruct themselves, monitor, and evaluate themselves in the learning process. In terms of motivation, individuals who learn feel that they are competent, have self-confidence, and have independence.

Conclusion

Based on the findings from various literature reviews, it can be concluded that self-regulated learning influences interpersonal communication and parental involvement in students. Thus, if the intensity of child-parent communication is higher, then self-regulated learning will increase, and if conversely, the lower the intensity of child-parent communication, then self-regulated learning will decrease. The ability to regulate learning or self-regulated learning is an important effort for students because it is one of the characteristics of age development in self-regulation and achieving independence. Meanwhile, behaviorally, individuals who learn to select, arrange, and organize the environment will be more optimal in the learning process. So that the existence of communication and parental involvement is as participation in the form of meaningful, as well as two-way communication between parents and teachers which involves student learning and school activities (Castro et al, 2015).

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