

Parents's Rights of Obtaining Curriculum Information in Their Children Education Process

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Curriculum of Education Unit Level or KTSP in Indonesian is a curriculum developed at the school level. It is not a new content, but it is regulation of school autonomy system in developing their own curriculum. Therefore, when 2013 Curriculum was enacted, KTSP regulation remains in effect as stipulated in the Regulation of the Minister of Education and Culture of the Republic Indonesia Number 61 Year 2014 about the Education Unit Level Curriculum. Although KTSP has been known for almost 10 years, but most parents have not yet understood well that the key to their children's successful education is at the school level. This study is intended to determine the level of parents' awareness of their rights to obtain information about the curriculum in their children's education. The method applied in this study is a descriptive method with sample of 100 parents from 20 elementary schools in the city of Bandung. The result shows that parents' understanding of their rights to have knowledge about the curriculum is still low; parents do not know the scope of curriculum in their children's school; and not yet having a concern to participate in education of their children at school

Keywords: curriculum information, children education process, parents' awareness

I. INTRODUCTION

Education is responsibility of parents, schools, and communities. This concept is well known, but in reality still there are parents who have the wrong perception. They assume that school is the most responsible party for their children's education. This perception of course has an impact on the educational process at school. When there is a "failure" education process, parents and the community will accuse major factor lies in the failure of the education system, curriculum, or teachers at school.

Number of studies have been conducted on the benefits of communication between parents and schools, one of them is from Korkmaz¹, which conducts research on the views of teachers on the responsibilities of parents, schools and teachers to improve student learning outcomes. He found that parents who have a special time to participate in learning activities will help children develop self-esteem; and parents who communicate well with children can foster confidence.

The characteristics of parents who actively communicate with the school is always looking for information about the overall development of their students. They are keen to

discuss the results of feedback and evaluation of teachers through various communication channels such as telephone, e-mail, personal conversations, and group meetings. Results of communication activity is interpreted as a way to motivate and support the development of children².

Other studies pertaining to this research theme is about parents' parenting towards their children. Research on parents' parenting towards their children had been conducted since 1930s, and in 2013, Deshpande and Chhabriya³ found that parenting style is always in pairs between parents who are demanded (parental demandingness) and responsive parents (warm parental); and between parents who are pampering (permissive) and parents who are indifferent or ignoring.

This study differs from the three studies above. This study investigates the level of understanding and awareness of parents in obtaining information from the school about their children's education development. Parents who are concerned about will try to find out or even demand to the school to get information about the school curriculum, extracurricular activities, academic achievement, and other school activities. This study will not try to find the relationship pattern of parents and the school, but will have findings on parents' assumptions towards school's role in their children's process. Other important outcome is about how parents monitor the development of their children at school.

Based on the above background, this study aims to know about the knowledge and awareness of parents of their rights to obtain information about the children's school curriculum. The research location is in Bandung, West Java, Indonesia. This study has three assumptions: (1) parents who know and have responsibility for their children's education, they will care about the right to obtain information about the children's school curriculum; (2) parents who are aware of the right to obtain information about the school curriculum will be more aware of the learning programs and activities of their children at school; and (3) parents who have responsibility for the development of their children will be more actively communicate with the school to improve achievement and personality of their children.

II. METHOD

Method used in this research is descriptive method. The study population was parents of elementary school students in

North Bandung area. Number of selected samples were 100 people from 20 primary schools located in North Bandung area. The sampling technique used was accidental sampling with still consider the sample criteria: (1) respondents confirmed as parents or guardians of students in an elementary school in the population; (2) pay attention to distribution of respondents based on their grade level, and (3) the location of Primary School located in North Bandung area. Analysis of data through frequency tables and conclusions obtained based on the purpose and benefits of this research.

III. RESULT

Before describing the research results, it should be conveyed that this research has similarities with the research conducted by Korkmaz¹ in 2007. Interesting difference from both research are, Korkmaz's respondents are teachers. They were asked about responsibility of teachers to the opinion of parents to increase student's learning process. While this research's respondents are parents. How they respond about the their own responsibility and the schools in the education process of their children. Therefore, at some point the discussion will be compared with the results of Korkmaz's research.

A. Parent's Understanding on their Rights of Having Information about Curriculum

One purpose of this study is to determine the level of understanding of parents for their rights to obtain information about the school curriculum. The first question posed is whether parents have the right to obtain information about their children's learning progress from the school? Respondents show high level awareness. 81 people (81%) answered very do have rights and only 19 people (19%) answered quite do have rights.

However, those high level awareness gradually decrease when parents are asked a question about the need to know the names of the subjects at school. Respondents who answered very necessary to know are 79 people (79%), answering need to know are 20 people (20%) and feel less need to know is only 1 person (1%). A similar question was asked about the need to know the extracurricular activities their children join at school. Respondents who answered very need to know are 41 people (41%) and the answer need to know are 59 (59%). These data demonstrate the inconsistency between the need to know information about the development of children and the need to know what are the learning activities in the school environment.

Furthermore, this research found about parent's opinions towards information services from the school about the curriculum. The following table indicates the variation of school policy in delivering the plan or strategy to improve learners' achievements.

Answer's pattern shows that communication between parents and the school has not been effective in talking about strategies for improving achievement of their children. To obtain information about the development of their children, parents do consulting to homeroom teacher. Frequency of

respondents who do consult to the homeroom teacher are 98 people (98%).

TABLE I. PRENT'S OPINIOS TOWARDS SCHOOL'S INFORMATION SERVICES IN CURRICULUM

| No | Do the school give parent information about plan or strategy to enhance student's achievement? | | |
|----|--|-----|-----|
| | Answers | F | % |
| 1 | Always (every begining of semester) | 29 | 29 |
| 2 | Often (every beginning of academic year) | 24 | 24 |
| 3 | Rare | 23 | 23 |
| 4 | Never | 24 | 24 |
| | Total | 100 | 100 |

B. Parent's knowledge about school's curriculum

There are two factors that affect the knowledge of parents towards school curriculum kingcup space. The first factor is the result of a lack of effective communication between parents and the school and the second factor is the lack of attention of parents to the educational process at school. To give an idea of the level of attention of parents to the educational process will be answered on the other sub-chapters. In this section will be described the level of knowledge of some of the scope of the school curriculum.

The first question posed is whether parents know the names of subjects in primary school by applicable curriculum (SBC). Respondents are in Table II.

TABLE II. PARENT'S KNOWLEDGE ABOUT SUBJECT'S NAME IN CURRICULUM OF EDUCATION UNIT LEVEL

| No | Parent's knowledge about subject's name | | |
|----|---|-----|-----|
| | Answers | F | % |
| 1 | Ilmu Pengetahuan Alam (Natural Science) | 60 | 60 |
| 2 | Bahasa Inggris (English) | 43 | 43 |
| 3 | Tematik (Thematic) | 0 | 0 |
| 4 | Tidak Mengetahui (Unknown) | 38 | 38 |
| | Total | 100 | 100 |

The answer should be Ilmu Pengetahuan Alam (Natural science) while English is not included in the compulsory subjects. Respondents also did not know about the terms of thematic and honestly expressed do not know there are 38 people (38%). Another question asked about the number of teaching hours per week effective, respondents 100 (100%) responded that the allocation of time learning classes IV, V, and VI are 36 hours of lessons when the National Education Minister Regulation No. 22 of 2006 on the Content Standards, allocation of time to just 32 hours of lessons.

Two patterns of answers above shows that respondents are relatively less aware about the school curriculum. However, researchers did not dare to conclude at random due to some

cases that is about extracurricular activities of students, parents generally know it very well.

C. Parent's Attention in Their Children's Education Process

The interesting finding of the research is about the perception of parents in their children's education. The majority of parents think that the school is fully responsible party (see Table III).

TABLE III. PARENT'S PERCEPTIONS TOWARD SCHOOL'S RULES IN THEIR CHILDREN'S EDUCATION

| No | Parent's perceptions toward school's rules | | |
|----|--|-----|-----|
| | Answers | F | % |
| 1 | Fully responsible to educate the children | 68 | 68 |
| 2 | Taking care the children while parents work | 0 | 0 |
| 3 | To be a place for children to learn and play with others | 13 | 13 |
| 4 | Helping parents to educate the children | 19 | 19 |
| | Total | 100 | 100 |

To measure the level of awareness of parents about the school programs, questions about the intensity of the presence of parents in the parents meeting at the invitation of the school are asked. The answer "always" was chosen by 52 (52%), the answer "often" chosen by 23 people (23%) and the rest answering sometimes and never at all. Parents who attend parent meetings at school and always actively submit suggestions for improvements to the school there are 17 people (17%); often as many as 5 people (5%); sometimes as many as 49 people (49%), and never 29 people (29%).

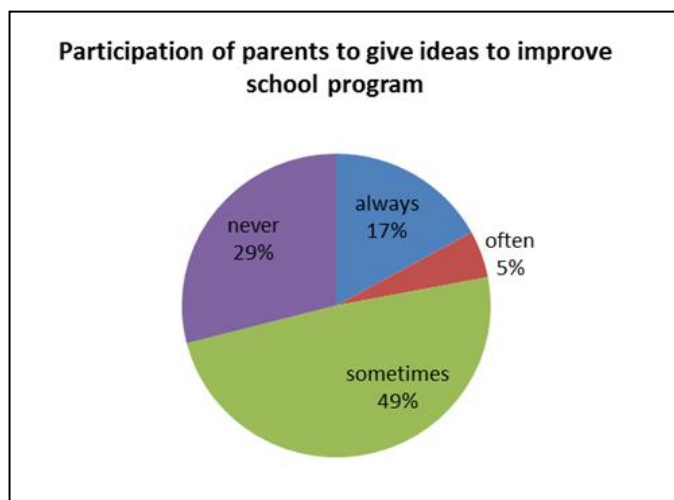


Fig. 1. Participation of parents to give ideas

What are the forms of parental attention to the development of their children in school? Patterns of respondents generally still be general and only about 25% are considered to give attention through consultations directly to

the school. See Table IV shows the low parental supervision of their children's development.

TABLE IV. HOW PARENTS PAY ATTENTION TO THEIR CHILDREN DEVELOPMENT AT SCHOOL

| No | How parents pay attention to their children development at school | | |
|----|---|-----|-----|
| | Answers | F | % |
| 1 | Consultating with teachers | 25 | 25 |
| 2 | Pay attention to children's behaviours | 43 | 43 |
| 3 | Attending parents meeting at school | 32 | 32 |
| 4 | Never pay attention because school has taken care of it | 0 | 0 |
| | Total | 100 | 100 |

This condition is considered very bad. Based on the research results according to Korkmaz [1], the teacher really hope the role of parents in the educational process, as shown in Table V.

TABLE V. TEACHER'S EXPECTATIONS TOWARDS PARENT'S RULE IN THEIR CHILDREN EDUCATION

| No | Teacher's Expectations | | |
|----|---|-----|----|
| | Answers | F | % |
| 1 | Parent should take responsibility in their children's education | 120 | 82 |
| 2 | Parent should take care of their children's basic need and school needs | 92 | 62 |
| 3 | Parent should have a good communication with teacher and other staff in school | 90 | 61 |
| 4 | Parent should provide a good atmosphere for their children to study at home | 71 | 48 |
| 5 | Parents should get to know their children's capacity and motivate them based on their interests | 53 | 36 |

Based on the above results we can draw the conclusion that normatively parents want and have an awareness of their rights to obtain information about the curriculum and the learning process of their children in school, but practically they did not show any genuine effort in their children's education.

In the process of the study did not find any bad perception of parents towards their children's school. Below is a table VI which showed a good perception of parents towards school parties.

Propose solutions to the improvement of relations between the parents and the school based on the table VI, researcher still have confidence that the patterns of communication between parents and the school still positive although categorized tend inactive. Palts, K. and Harro-Loit, H² call it as a category Passive-positive parents: no problems. The type of parents in this category are the parents would only require communication with the teacher or school when facing problems. They believe that children can adapt in school.

TABLE VI. PARENT'S PERCEPTION ABOUT THEIR CHILDREN'S SCHOOL

| No | Parent's perception about their children's school | | |
|----|---|-----|-----|
| | Answer | F | % |
| 1 | Very good, appropriate with parent's expectations | 18 | 18 |
| 2 | Good, appropriate with parent's expectations | 69 | 69 |
| 3 | Not good, not really appropriate with parent's expectations | 12 | 12 |
| 4 | Not Good, not appropriate with parent's expectations | 1 | 1 |
| | Total | 100 | 100 |

Researchers are trying to understand this issue from three aspects: psychological, social, and cultural. From the aspect of psychology, parents generally feel less confident. Fear of being seen as a person who "likes protest" or nag. Other psychological obstacles are fear of offending teacher's feeling or farther than that they fear for being regarded as parents who do not trust the education system at the school. In other word, parents feel reluctant when accused of being a parent who nag so they have no enough courageous to give advice to the school.

From the sociological aspect, the awareness of parents of their rights to obtain information about their children's education in school is generally high, but practically did not show any genuine effort to obtain the information. This is thought to be caused by social and political factors that are still in a state of transition. On the one hand, most people have felt free to express opinions and they are demanding transparency as a result of openness political euphoria in the reform era, but on the other hand is the psychological aspect, that they feel inferior, fear of being wrong, and lack of understanding about the world of education. Evidence suggests that the political euphoria is brought into the world of education is that parents now are easily protest and report to the police when their children allegedly treated unfairly by the school. Meanwhile, they themselves do not want to know about their children's education process at school.

From the aspect of culture, the school is considered as a service provider to improve and enhance their children's personality. Parents believe that the school has full responsibility for their children's education. With such cultural patterns, parents are not having initiatives to get involved in the educational process at school. If it is associated with the quality system, the mindset of parents is still at the stage of quality control (quality control), not have the mindset of quality assurance (quality assurance) or integrated quality (total quality)⁴. The concept of quality control is that they only act as quality inspectors at the end of the process. If the quality

is good then it would be acceptable whereas if the quality is bad (failed) then it will be discarded. While the concept of quality assurance and total quality are the parties directly involved since the beginning of activity, thus the results can definitely be qualified totally and there is no product that failed. A good parent should have the attitude and act to carry out the concept of quality assurance and integrated total quality if they demand the best education for their children.

IV. CONCLUSION

Viewed from the aspect of sociology of education, parents in Indonesia are in a transitional phase behavior that is influenced by the political situation of openness, but on the other side, their character are still in the phase of the past which are less concerned about the responsibilities of rearing his children. This conclusion is based on the results of the research that awareness of the right to obtain information about the curriculum or educational program at the school, but not accompanied by zeal to obtain information from the school. If the kind of culture is not immediately anticipated, the people will always blame the school or government when they "fail" to educate their children. The proposed solution is immediately put through revitalization and improving communication intensity between parents and the school.

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