



OPTIMIZING THE ROLE OF PARENTS IN MONITORING CHILDREN'S ASSIGNMENTS AND ATTENDANCE THROUGH THE ELECTRONIC PARENTS CONTROL PROGRAM TO DEVELOP QUALITY STUDENTS

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arents Control.

The responsibility of educating students is not only carried out by teachers at school but is a shared responsibility that includes parents. However, in practice, it seems that teaching and educating is solely the responsibility of teachers. Not only is there a lack of involvement at school, but only a small percentage of parents are actively involved in checking their children's assignments, whether at the elementary, junior high, or especially high school levels. As a result, many parents only become aware of their children's academic performance when they receive their report cards at school. This situation cannot be entirely blamed on the parents, as there has not yet been a widespread government policy regarding the involvement of parents in collaboration with teachers in the educational process, including monitoring their children's assignments and attendance. The method used in this study is classroom action research, aiming to optimize the role of parents so that students become more disciplined in submitting assignments and attending school. The sample in this research consists of students, parents, teachers, and the principal. Three research instruments were used: observation, interviews, and questionnaires. Interviews were conducted with students, teachers, and the principal, while questionnaires were given to parents to gauge their perceptions regarding the level of satisfaction, usefulness, and sustainability of the EPC program. The data was processed using descriptive statistical analysis. The results of this study show that the role of parents in monitoring their children's assignments and attendance through EPC is highly effective. In Class XII A, the discipline in submitting assignments increased from 82.8% to 97%, and attendance from 80% to 100%. In Class XII F, discipline in submitting assignments rose from 57% to 97%, and attendance from 80% to 100%. Additionally, the evaluation of the usefulness of EPC showed that 18 out of 32 respondents strongly agreed, while 14 others agreed that the EPC program should be continued for all subjects at SMA N 1 Bungo. Parents suggested that EPC be implemented in all subjects, and both the principal and teachers recommended applying this program to all subjects.

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A. Introduction

One of the goals of national education is to enhance the intellectual life of the nation. However, the government's efforts to achieve this goal have yet to yield optimal results. This is evident from the global education index, where Indonesia is still ranked 67th out of 209 countries (WorldTop).

The government has made efforts to improve the nation's intellectual life by establishing 436,707 schools, with around 1,390,000 teachers working across various educational levels and provinces in Indonesia (Statistik Indonesia, 2024). Teachers, as the frontline of educational advancement, play a crucial role in ensuring that their students become better individuals. Their role is essential in preventing students from being influenced by harmful environments (Sudarsono, 2021). The guidance provided by a teacher serves as a roadmap for students (Permana, 2021).

However, in practice, this responsibility is often placed solely on teachers, rather than being a shared responsibility between teachers and parents. Parents tend to withdraw from their responsibilities, assuming that teaching and educating their children is the primary task of teachers, without wanting to be involved—whether directly or indirectly—in the learning and educational process of their children at school.

Not only is there a lack of involvement at school, but only a small percentage of parents are actively checking their children's assignments, whether at the elementary, junior high, or especially high school levels. As a result, parents often only learn about their children's academic progress when they receive the report card at school. Parental involvement in this context is based solely on the outcomes, not on the learning process.

This situation cannot be entirely blamed on the parents. Up until now, there has not been a comprehensive government policy that promotes active parent involvement in collaboration with teachers in the education process. This includes both the monitoring of assignments given by teachers and keeping track of students' attendance during the learning process.

The lack of parental involvement in the educational process contributes to several student-related issues, such as indifference towards assignments, failure to complete tasks, or chronic lateness in submission. As a teacher at SMA Negeri 1 Bungo, I am compelled to seek innovative, impactful, and sustainable solutions to address these challenges. I have developed an original program, unprecedented in its application in other schools, both in name and operational system. This innovative solution, termed Electronic Parents Control (EPC), is designed to actively engage parents in their children's education. Through EPC, parents receive automatic WhatsApp notifications, enabling them to monitor their child's assignment progress and attendance in real-time.

The collaboration between teachers and parents through the EPC program will create a clear division of roles between teachers and parents. Teachers take on the role of parents while students are at school. Likewise, parents play a crucial role in taking

over the teacher's responsibilities while their children are at home (Bani, 2021). The synergy between teachers and parents is the key to success in learning (Bani, 2021). Problem Formulation How can the role of parents be optimized in monitoring children's assignments and attendance through the Electronic Parents Control program? How can the evaluation of the usefulness of the Electronic Parents Control program be analyzed in monitoring children's assignments and attendance at school?

B. Method

Research is defined as a process of systematically and logically collecting and analyzing data to achieve specific goals (Widodo, 2021). The method used by the author is classroom action research aimed at optimizing the role of parents to encourage students to be more disciplined in submitting assignments and attendance. The primary focus of this research is to achieve an increase in discipline in assignment submission and attendance, thereby demonstrating improvement before and after the implementation of the EPC. The samples in this research include students, parents, teachers, and the principal. There are three instruments in this study: observation, interviews, and questionnaires. Observation is used to assess the level of student discipline before and after the implementation of EPC. Interviews are conducted with students to understand their responses to the application of EPC in the English subject at SMA Negeri 1 Bungo, with teachers to gauge their agreement on applying it to other subjects, and with the principal to determine if there will be a policy to implement EPC across all subjects at SMA N 1 Bungo. Meanwhile, questionnaires are given to parents to gather their perceptions regarding parental involvement.

The analysis used is descriptive statistics, which describe the level of discipline in assignment submission and attendance before and after the implementation of EPC. It also describes the evaluation results of parents' satisfaction, usefulness, and sustainability of the EPC program.

C. Result & Discussion

1. Optimization of Parental Role in Monitoring Children's Assignments and Attendance Through the Electronic Parents Control

The Electronic Parents Control (EPC) program is a digital platform designed to strengthen communication and collaboration between the school, teachers, and parents. Through EPC, parents will receive automatic notifications via WhatsApp each time their child receives new assignments, submits tasks, and receives evaluations from teachers. Additionally, parents can monitor their children's attendance.

Like most schools, SMA Negeri 1 Bungo faces two main issues: assignments and attendance. Regarding assignments, some students show a lack of concern for submitting tasks, fail to complete assignments, or submit work late. However, teachers have limitations in monitoring all these students. As for attendance, some

students skip school, even though parents believe their children have left home for school.

Both of these issues are difficult to resolve without collaboration between teachers and parents. Therefore, parental monitoring of their children's assignments and attendance is essential. This collaboration can improve students' learning outcomes and character development. As a teacher, my role is not only to teach and educate but also to engage in best practices in innovative activities. As the initiator of this idea, I determined the name of the program and the features available on the EPC platform, including automatic WhatsApp notifications to parents and attendance monitoring by parents.

Implementing this program certainly comes with challenges. The main challenge is how to increase parents' awareness and involvement in monitoring and supporting their children's learning process. This is particularly crucial in selecting the right platform as a medium for collaboration between teachers and parents in monitoring students' assignments and attendance. I initially planned to create a Google Sheets link to share with parents to monitor their children's assignments and attendance. However, the aspect of sustainability was still lacking. The stakeholders involved include the principal, teachers, parents, and IT experts.

To optimize the role of parents, I chose Electronic Parents Control (EPC) as a medium for monitoring children's assignments and attendance at school. The steps I took to implement this began with discussing the plan with the principal to gain approval and support for the EPC implementation. This discussion also aimed to align the school's vision and mission with the goals of EPC, ensuring that all parties had a shared understanding of the program's importance.

Next, I invited fellow teachers at the school to socialize the EPC. I explained how EPC works and how this platform can help increase parental involvement in the educational process. I then invited parents to attend a socialization and training session. During this event, discussions and Q&A sessions were held to ensure that parents understood the benefits of EPC and how to use it. I provided practical guidance and direct simulations on how notifications would be received via WhatsApp and how they could use this information to monitor their children's progress. Finally, I implemented EPC in Class XII A and Class XII F for subjects at SMA Negeri 1 Bungo.

Through EPC, parents receive automatic WhatsApp notifications whenever their child is assigned new tasks. These notifications are sent directly to parents at the time the teacher uploads the assignments, allowing parents to remind their children to complete their tasks promptly. Additionally, when students submit their assignments, an automatic WhatsApp notification is sent to the parents. This means that if parents do not receive a notification within a certain timeframe, it indicates that the student has not submitted the assignment.

The third WhatsApp notification informs parents of the grades assigned by the teacher. As soon as the teacher grades an assignment, the grade notification is

sent to the parents, allowing them to be aware of all the assignments graded by the teacher. Parents no longer need to ask their children about the grades they received, nor do they have to wait for report cards to be distributed.

With the numerous WhatsApp notifications that parents receive, where each assignment generates three automatic notifications, I need to assess whether this monitoring is optimal or if it may become overwhelming for parents. To evaluate its effectiveness, the following graph can be analyzed:

Graph 1
Utilization of EPC by Parents



From 32 respondents, 19 stated that they were not at all disturbed by the WhatsApp notifications, and 13 parents indicated they were not disturbed. Therefore, it can be concluded that the role of parents in their children's education through the EPC program is already optimal. The use of EPC is very effective for parents in monitoring their children's tasks and attendance. This is evident as several parents consistently reply to every WhatsApp message received. In fact, many parents directly inquire through the admin's WhatsApp about their child's assignments, especially if their child is late in submitting tasks.

Through the implementation of EPC, there are benefits for the advancement of education at SMA Negeri 1 Bungo, for teachers, for parents, and for students. The results achieved from the collaboration between teachers and parents through EPC have helped improve student discipline in completing assignments and attendance.

Graph 2
Improvement in Learning Outcomes Before and After the Implementation of EPC



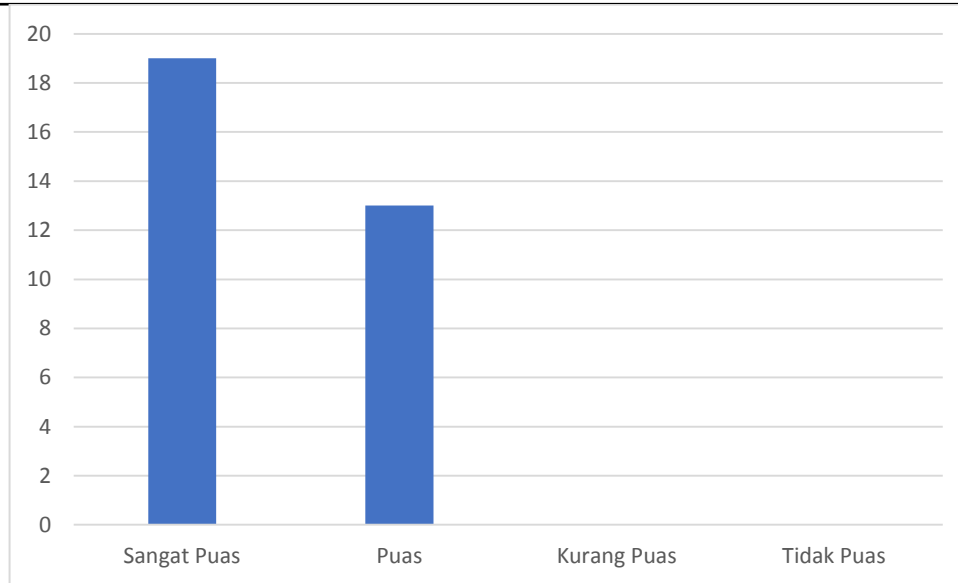
The graph above shows the improvement in student discipline regarding assignment submission and attendance before and after the implementation of EPC. In 2023 and 2024, I taught the same students when they were in class XI and class XII. In class XII A, there was an increase of 5 students who were disciplined in assignment submission, rising from 82.8% to 97%. Additionally, in terms of attendance discipline, there was an increase of 7 students, from 80% to 100%. Meanwhile, in class XII F, there was an increase of 14 students disciplined in assignment submission, rising from only 57% to 97%, and for attendance discipline, it improved from 80% to 100%.

2. Analysis of the Evaluation of the Benefits of the Electronic Parents Control Program in Monitoring Student Assignments and Attendance at School

The preparation time for the EPC only takes one month to implement in the odd semester of the 2024/2025 academic year. The automatic WhatsApp notifications when teachers assign tasks, when students upload assignments, and when teachers provide assessments for tasks only take a few seconds to be received by parents. To determine the effectiveness of the EPC usage, 32 out of 70 parents of students in class XII A and class XII F filled out the questionnaire.

Graph 3
Satisfaction with the Use of EPC

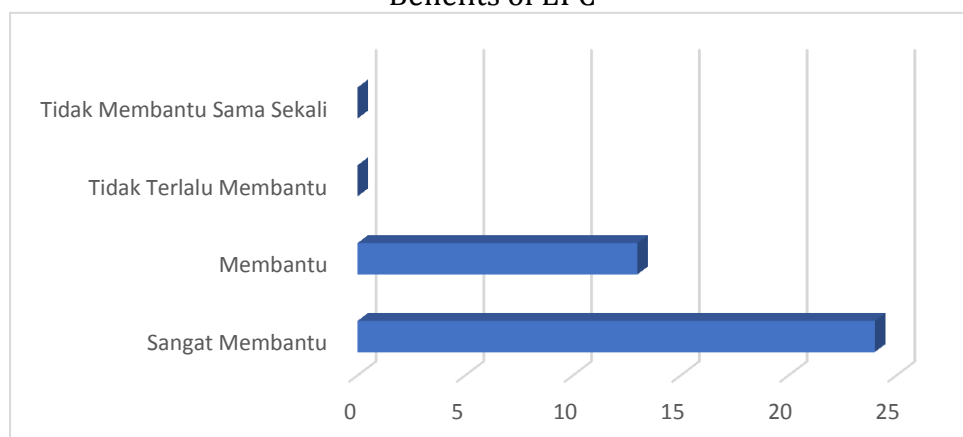
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From the 32 respondents, 19 stated that they were very satisfied, and 13 stated that they were satisfied. These results indicate that none of the respondents expressed dissatisfaction or dissatisfaction with the EPC program.

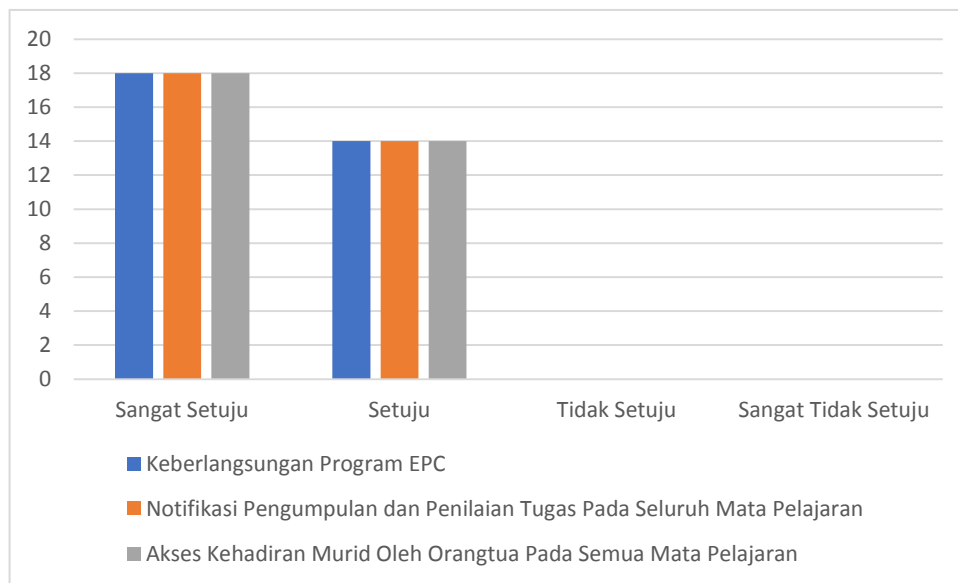
Feedback from other parties regarding the use of EPC includes the school principal, who requested that the program continue and be utilized for all subjects. Teachers have also requested that the program be implemented as soon as possible for other educators. Students reported feeling very happy and motivated by the EPC program because their parents are involved and remind them about assignments and inform them of the grades they have received. The acceptance of the EPC program by parents is illustrated in the graph below.

Graph 4
Benefits of EPC



From 32 respondents, 24 stated that it was very helpful, and 8 stated that it was helpful. None of the respondents stated that it was less helpful or not helpful at all regarding the benefits of EPC. This activity received support from various parties, including parents, for the sustainability of the program. This is more clearly illustrated in Graph 5.

Graph 5
Sustainability of the EPC Program



A total of 18 out of 32 respondents expressed strong agreement regarding the continuation of the EPC, the development of notifications for task submission and assessment, and access to student attendance for all subjects. Additionally, 14 other respondents agreed. None of the respondents indicated disagreement or strong disagreement. This means that 100% of the respondents support the sustainability of the EPC program and its development across all subjects at SMA N 1 Bungo.

D. Conclusion

The Role of Parents in Monitoring Children's Tasks and Attendance Through the Electronic Parents Control Program is Highly Effective. The use of EPC in the odd semester of the 2024/2025 academic year has led to an increase in the discipline of task submission and attendance. In Class XII A, the discipline in task submission increased from 82.8% to 97%, and attendance improved from 80% to 100%. Meanwhile, in Class XII F, discipline in task submission rose from only 57% to 97%, and attendance increased from 80% to 100%.

Evaluation of the Benefits of the Electronic Parents Control Program in Monitoring Children's Tasks and Attendance at School is reflected in the results of the

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questionnaires distributed to parents. Three questions were asked of parents regarding their satisfaction with the use, benefits, and sustainability of EPC. Out of 32 respondents who evaluated the use of EPC, 19 expressed strong satisfaction, and 13 indicated satisfaction. This result shows that none of the respondents reported being dissatisfied with the EPC program. Regarding its benefits, 24 out of 32 respondents stated that EPC was very helpful, while 13 said it was helpful. No respondents reported that it was not very helpful or unhelpful at all. Specifically concerning sustainability, 18 out of 32 respondents strongly agreed on the continuity of EPC, the development of notifications for task submission and assessment, and access to student attendance across all subjects. An additional 14 respondents agreed. This means that 100% of respondents support the sustainability of the EPC program and its development across all subjects at SMA N 1 Bungo.

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