

CHAPTER II

LITERATURE REVIEW

This chapter describes the theory that underlies this research. The theory is based on the findings of previous research related to the theme of partnerships between schools and families and between teachers and parents. The researcher will start this chapter with a brief description of the concept of the teacher and their duties and what kind of support system teachers need to carry out their duties and responsibilities. Then, the researcher will describe how partnerships between teachers and parents or between schools and homes support teachers in carrying out their duties and responsibilities in educating students.

2.1. Defining teachers

In general understanding, a teacher is a person who imparts knowledge to his students and conducts teaching. The word teacher is commonly seen by the general public as someone who carries out educational teaching in certain places such as schools, institutions, or tutoring. Yet, can also be in non-formal institutions such as homes, private lessons, and others (Djamarah, 2001). On the assumption that they have higher knowledge that can be shared, teachers occupy a good and respectable position in society and are considered to be full of authority. The role of teachers who educate their students to be better academically and also personally makes teachers respected.

According to Law no. 14 of 2005 concerning Teachers and Lecturers, the definition of teachers is professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal primary education and secondary education. This is also in line with the opinion of Husnul Chotimah (2008) where the teacher is the person who facilitates the process of transferring knowledge from learning resources to students.

The teacher is the most important thing in the continuity of education and the teaching and learning process because, without a teacher, the education

process will be difficult. According to E. Mullyasa (2010), teachers are planners, implementers, and curriculum developers for their classes. Thus, the teacher also plays a role in evaluating and improving the curriculum.

2.1.1 Task and responsibilities

A teacher has a responsibility to their students. Referring to the understanding of the teacher above, an educator or teacher has the duty and responsibility to teach, educate, and train students to become qualified individuals, both in terms of intellectual and morals. Some of the main tasks of teachers are as follows:

1. Teaching Students

A teacher is responsible for teaching science and knowledge to students. The main focus of instructional activities in this case is on intellectual terminology, so students are familiar with the content from a scientific area. According to Jensen and Kiley (2000), a teacher has the responsibility of teaching and educating people. A teacher also has the abilities and skills to use the knowledge they have at appropriate times.

2. Educate Students

Educating students is different from teaching science. In this case, educational activities are aimed at changing student behavior for the better and improving the students' morality. In order to improve the moral values or character building of the students, the teacher holds an important role in it. The process of educating students is a more difficult thing to do than teaching science. In addition, a teacher must be able to be a good role model for his students so that students can have good character according to the norms and values that apply in society.

3. Guiding and Directing

Students may experience confusion or doubt in the teaching and learning process. A teacher is responsible for guiding and directing his students to stay on the right track, in this case in accordance with educational goals. A teacher also needs to encourage students to strive for further progress. The form of encouragement given by a teacher to their students can be in various ways, for example by giving motivation and gifts.

The teacher's role as a mentor is to assist students in identifying their varied potentials, as well as to assist students in achieving and carrying out their developmental responsibilities so that they can grow and develop into ideal human beings who are the hope of every parent and society. The teacher's job is to sustain, direct, and guide students so that they can reach their full potential, interests, and talents.

When students are motivated to learn, the teacher acts as a motivator, and the learning process is successful. As a result, teachers must encourage students to maximize their learning potential. Teachers must be creative in building student learning motivation in order to achieve optimal learning outcomes.

As an assessor, the teacher is responsible for gathering data or information on the success of the learning that has taken place. The teacher will know or determine the success of pupils in accomplishing learning objectives by completing an assessment. In addition, the teacher can assess the success of each curriculum that he or she has designed.

2.2 Partnership between teachers and parents

In the process of learning, students might have difficulties doing it. Be it motivation, encouragement, trust, support, and other things. According to James P. Comer, and Norris Haynes (1997), students learn better when the significant adults in their lives such as teachers, parents, and other people close to them, work together to support, help, and encourage them to study. This is why parent-teacher collaboration is an essential part of a student's education. An optimal learning environment can be reached if there are partnerships between teachers and parents to enhance the quality of both the home and school learning processes. The partnership can commiserate the students' strengths and weaknesses to hinder the student's learning capabilities and become a good support system to help the students reach their best in academics.

Ofsted (2011) stated that parents serve as an important link between their children and their schools. In education, the necessity of a healthy and robust relationship between parents and other caregivers and instructors is well-recognized and investigated.

A collaboration between parents and teachers improves children's academic achievement, work habits, social skills, and emotional well-being. (Ministry of Education, 2010)

The Learning Disabilities Association of Canada (LDAC) asserts that developing respect and appreciation-based connection is essential to any successful cooperation.

Ziraldo (2016) suggests the following tips for successful parent-teacher conferences:

- a. Put the student's interest first.
- b. Concentrate on determining a positive course of action.

- c. Encourage parents to come to the meeting with questions.
- d. Share information about the student's strengths, needs, programming goals, and instructional strategies.
- e. Share information with the student; by attending parent-teacher meetings, students can present their ideas and perspectives and learn to advocate for their needs.
- f. Set up a procedure for follow-up.
- g. Summarize the information, as this will be the basis for the next meeting.
- h. Express appreciation for each other's participation in the conference.

Ziraldo (2016) highlights the following qualities of a good parent-teacher partnership:

- Spend some time together and pay close attention to each other.
- Allow everyone the opportunity to voice their ideas and offer suggestions
- Treat one another as essential members of the planning and decision-making team.
- Approach arguments in a way that encourages people to work together to solve problems.
- When there is an unresolved disagreement or when there is no solution to a challenging problem, seek a second viewpoint.

2.2.1 Types of teacher and parent involvement

Regardless of a parent's direct involvement in school activities, excellent communication between parents and teachers is critical. Each has a piece of the puzzle when it comes to a child's growth, and when information is shared, it can

be more effective (Wherry, J., 2009). Constant communication makes sure that parents and schools are considerate of each child's unique requirements, fostering the development of the child as a whole. Some of these interactions should take place in person, whether at school, at home, at a parent's workplace, or somewhere else (James P. Comer, and Norris Haynes, 1997). It must be considered a vital element of schooling, and sufficient time must be allocated for school workers to carry it out during regular working hours. At the same time, this communication must be recognized as an important aspect of parenting, and parents must commit to meeting with their children's teachers on a regular basis. Educators and parents can be integrated into a stronger web of mutual assistance than ever before because of technology. Computer networks can connect schools and families, allowing them to freely share information via email and bulletin boards every time they needed it.

2.2.2 Benefits for teachers, students, and parents

There are several advantages to parent-teacher collaboration, but here are a few of the most important ones:

- Establishing a strong relationship and trust with the student and their family.
- Establishing open lines of communication that support the academic goals of the student.
- Creating a more pleasant learning environment for students. Find out how the students learn and how are they as a person.
- Fostering communication between the teacher and the student's parents so that everyone is aware of the student's objectives and potential.
- Keeping parents informed about their child's intellectual and social progress.

2.3 Challenges in partnership

To a good collaboration between parents and teachers, there are some ways to achieve them at once such as having good communication which encourages the parents to be more involved with their children at school such as taking part in school events. To make good communication, a teacher also needs to make routine phone calls or texts to the parents regularly and create a weekly newsletter to be sent to family members. A regular text or call is needed to give parents information about what happened at school or such. This communication is expected to be happening both ways so that the family member or parents can reach teachers out if there are any related problems to their children's educational or schooling needs.

Coordinating Supplementary Activities: To help the children, the teacher can make learning more pleasurable for the students. Teachers can also encourage students' parents to participate in the lesson when for example, learning outside of the classroom such as at a local museum or exhibition that may refer to a recent lesson at school that can be used as a supplement to their learning through a family field trip. This is in hope that the parents can help the children to understand more about the lesson during non-school hours.

Feedback: To make a good collaboration between parents and teachers, providing feedback on the student's progress is important and helpful for the students. To deliver some feedback to the parents, the teacher needs to remember that they need to focus on what happens to the children by saying it clearly to the parents. By celebrating positive things and bravely discussing the negative ones, teachers may offer insight on how the parents can help the student maintain the positive and help to improve them more. Feedback also works both ways where parents can give feedback to the teacher in communicative ways and address their concerns in hope that their children can excel. By doing this, both

teacher and parents may feel more that they are in the same team with the final purpose of the children's improvements in learning.