SYNERGY ROLE OF PARENTS AND TEACHERS TOWARDS LEARNING ACHIEVEMENT AT SMK KARYA PEMBANGUNAN PARON, NGAWI

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ABSTRACT
Efforts to improve student achievement in schools, both academic and non-academic, require the synergistic involvement of parents' roles as figures for children and teachers as movers in school. This study aims to determine the role of parents and teachers in improving student learning achievement at SMK Karya Pembangunan Paron, Ngawi. This study used a qualitative approach, the method of data collection obtained by interviews, observations, and documentation studies. The results showed that first, there is a synergistic relationship between the role of parents and teachers on student learning achievement. Parents have an essential and useful role in providing a conducive learning environment and learning tools needed by students. Second, the teacher played the role of duties and responsibilities as a teacher, educator, mentor, and director in motivating students in school. This study recommends the need for a synergistic relationship between parents and teachers, positive communication between the two needs to be built and maintained as an effort to improve achievement and character in students.

Keywords: Roles, Parents, Teachers, Learning Achievements, Students

INTRODUCTION
Education is an activity to develop all aspects of human personality that last a lifetime. In other words, the school does not only take place in the classroom but also takes place outside. In general, education can be a
human effort to foster a personality following the values in society and culture. The primary function of education, when viewed from the standpoint of sociology and anthropology, is to promote student creativity, and instill good grades, in the view of humans and God Almighty. (Thoha, 1996: 99).

The education process should change students' behavior. It applies to the process of religious education. Islamic education should also experience changes in behavior in life. Expected changes are not only cognitive but also in terms of affective and psychomotor. Jalaluddin emphasizes that religious education is more focused on how to form habits in harmony with spiritual guidance (Jalaludin, 2001: 216).

These national education objectives are spelled out sequentially through institutional goals, curriculum goals, and instructional goals or learning purposes. Therefore, every educational institution has a curriculum and outlines of teaching programs that contain many subjects and subject matter at educational institutions.

Achievement of learning outcomes exists in three aspects, namely cognitive, affective, and psychomotor. The assessment also relies on the standard process and results, the conventional process of student behavior in daily activities both at school and home environment. In contrast, the quantitative results can be from the acquisition of learning achievement students listed in report cards, so with the report card grades can be known
whether or not students succeed in achieving learning goals. To obtain the learning objectives, guidance, direction, and teaching between parents and teachers are necessary. Several factors, such as internal and external factors affect efforts to improve learning achievement. Internal factors on the part of students and external factors come from teachers and parents.

External factors have a significant influence in motivating students to improve learning achievement. Therefore this study will discuss the role of parents of students and teachers in developing student learning achievement at SMK Karya Pembangunan Paron, Ngawi, East Java.

METHODS

This research is qualitative. This approach has a characteristic that lies in its goal, which is to describe everything related to the whole activity. This approach has some considerations. First, it is easier when dealing with multiple realities; second, presenting the nature of the relationship between researchers and respondents directly. Third, this approach is more sensitive and comfortable to adjust to the sharpening of shared influence and the patterns of values encountered (Moleong, 2000: 3). This approach produces descriptive data in the form of words written or spoken from people and behavior observed and directed at the natural setting and background of the individual holistically (overall).
The author used Field Research as data collection techniques. Field research is research conducted in the field of research/occurrence of symptoms (Hadi, 1990: 10). This method is to collect data done by jumping directly into the research arena to get accurate data.

The authors used several methods, including:

1. Observation Method in the form of systematic observation and recording of symptoms appear on the object of research. (S. Margono, 2000: 158). This method observes the geographical location and state of the school. The author used this method to obtain data in the form of concrete facilities and infrastructure.

2. Interview Method is a method used to obtain verbal information from respondents. (Koentjaraningrat, 1991: 129). According to Suharsimi Arikunto, an interview or oral questionnaire is a dialogue conducted by the interviewer to obtain information from the interviewee. This method, in terms of implementation, has three categories, namely: free, guided, and free conducted interviews (Arikunto, 2002: 132). Research using the type of guided open meeting was to interview teachers and parents of students at SMK Karya Pembangunan Paron, Ngawi, East Java. The author had carefully prepared questions beforehand in the sense of not being bound by the serial number in the interview guidelines.
3. Documentation Method, according to Arikunto (2002: 132), is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, and the duration. This method is for tracing data in the form of a list of grades of students at SMK Karya Pembangunan Paron, Ngawi.

As data collection techniques, the author used non-probability sampling, due to non-intention to draw generalizations of the results obtained but explore it in-depth. Therefore, the sampling technique used was a purposive sampling determining the sample with specific considerations to provide maximum data. (Arikunto, 2002: 16).

This study used data analysis techniques in the form of descriptive analysis. According to Arikunto (2002: 239), descriptive analysis is to describe the results of the data obtained, with the following techniques: 1) determining an informant; 2) conducting interviews with informants; 3) asking descriptive questions; 4) making component analysis, and 5) describing the findings.

RESEARCH FINDINGS

1. The Profile of SMK Karya Pembangunan, Paron, Ngawi

SMK Karya Pembangunan Paron is in the Ngawi district, precisely in Paron village, Paron sub-district, approximately 10 km from Ngawi city.
The establishment of the Pondok Karya Pembangunan Islamic Education Foundation (YPI-PKP) at SMK Paron began with a desire to build skills in engineering, which was then successfully established on March 23, 1986, with learning activities located in the building. On May 9, 1986, SMK Karya Pembangunan Paron, Ngawi, began operating/opening on July 16, 1986, with initial registrants of 42 students. The main objective of the establishment of SMK Karya Pembangunan Paron is to produce graduates who are skilled in mechanical engineering. Therefore, in more field practice activities and training workshops, besides that, religious and moral education and moral materials are also provided.

SMK Karya Pembangunan Paron has its building, which consists of six localities with details. Three locales are for classes (I, II, and III), one local for the teacher's room (office). One local is for the library, Asy-Syakur mosque for prayer activities in the congregation. Islamic boarding school is for students whose home is far from the school.

Teaching and learning activities at SMK Karya Pembangunan Paron Ngawi start in the morning. The total number of students of SMK Karya Pembangunan Paron Ngawi is 77 students in 2019/2020. The teaching staff and managers of the SMK Karya Pembangunan Paron Ngawi as a whole are 16 people consisting of 11 men and 5
women, with a composition of the level of S1 education of 10 people, D2 of 3 people, PGA of 1 person, and high school of 2 people.

2. The Role of Parents in Improving Student Learning Achievement

Parental attention, in terms of children's education, is necessary. The parents' attention to the learning activities by children every day in their capacity as students and scholars, projected as future leaders, are also essential. Forms of parental attention to children's learning can be in the form of guidance and advice, supervision of children's education, giving motivation and appreciation as well as meeting children's learning needs. (Sardiman, 1992: 73).

Experts agree that education in the family is influential due to an influence on children in the next life. A family is an organization that does not stand alone. Still, it is part of a society that both can meet the needs of community life. Therefore, a family is the center of education and the first place for children to get to know life, and education here is not only a deliberate thing that also affects the child's personality.

The parents should know that their children imitate all of their behavior since they were infants. To influence the growth and
development of children, the parents must give them the best protection.

A family is a center of education, and the first education obtained by the child, in which the parents as the people in charge of providing good examples, guiding and taking care. Hence, the child's behavior can reflect noble values based on the educational benefits that children have learned through the learning process at school and in the community.

Parents are instrumental in improving student learning achievement. Every child, especially at the beginning of its growth, likes to imitate their parents. Both parents will always be objects considered by their children and also become their pride. It will have a positive influence on their achievement at school.

Based on the information obtained from parents, there are several roles of parents in improving student learning achievement at SMK Karya Pembangunan Paron, Ngawi. Among the roles played by parents in enhancing student learning achievement, include: first, parental guidance in learning needed by students when in the home environment. Then, parents have an essential role in supervising and guiding learning. The parents who are devoted will provide positive stimulation for students always to improve their knowledge.
Moreover, parents always accompany students while studying to give directions for children to study harder.

Second, parents also need to motivate students in the form of intrinsic and extrinsic motivation. Motivation is related to an objective. Thus, motivation influences activities and can function as a business driver and achievement. A person makes an effort because of motivation. In other words, with a diligent effort and mainly based on the existence of motivation, then someone who tries can produce excellent achievements (see Sardiman, 2001: 76).

Based on the results of the interview, it appears that the parents of SMK Karya Pembangunan Paron, Ngawi, play a role in motivating students not only to function as a determinant of action but also a determinant of the results of action. In other words, with diligent effort and especially being aware of motivation, a learning child will give birth to excellent achievements.

The third is to monitor and control the learning outcomes. Student learning outcomes come from the results of tests, report cards, and student learning outcomes after participating in learning. The parents play a role in controlling student learning outcomes periodically, when children have completed assignments and when receiving report cards. The task of parents is nothing but monitoring and evaluating students' learning outcomes. Based on observation,
parents have the full authority to supervise and control their children's learning outcomes.

The fourth is providing learning tools. Parents' responsibility to their children to create learning achievements requires supporting facilities and infrastructure, such as learning resources, textbooks as a guide to facilitate students in their efforts always to read and study subjects while studying at home. This supporting learning facility can be one of the most important supporting factors to motivate students in their efforts to improve learning achievement.

The fifth is to create a conducive environment. A conducive learning environment is needed by students while studying at home. The unsupportive environment, such as a crowded and noisy atmosphere, or challenges that can prevent a student from learning, will become an obstacle for students to concentrate. Thus, the task of parents at home is to create a conducive learning environment. Students need calmness in learning during the learning process at home. A safe, secure, and controlled environment can make it easier for students in their efforts to be more active and remember what they are learning.

3. The Role of Teachers in Improving Students' Learning Achievement
Educators are an essential component in education because they will deliver students to the goals determined, along with other related and complementary components. According to Al-Ghazali, educators function as Al-Muallim (teacher), Al-Mudarris (instructor), Al-Muaddib (educator), and Al-Walid (parents). So, the teacher is in charge of teaching and educating students in the classroom. (Zainuddin, 1991: 50).

In connection with its function as a teacher, educator, and supervisor, it is necessary to have various roles in the teacher. The purpose of the teacher will always describe the expected behavior in a variety of interactions, both with students (especially), fellow teachers, and other staff. From various teaching and learning, interaction activities can be as central to its role. Part of the teacher's time and attention is devoted to working on the teaching and learning process and interacting with students.

There are several opinions about teachers' roles in education. Prey Katz describes the roles of the teacher as a communicator, a friend who gives advice, motivator, inspiration, and encouragement, a guide in the development of attitudes and behavior, and the values of people who master the material. Havighurst explains that the role of the teacher in the school as an employee in established relationships, as subordinates to his superiors, as colleagues in
relations with colleagues, as a mediator in relations with students, as regulators of discipline, evaluators and substitute parents (Havinghurst, 1985: 13).

James W. Brown states that the tasks and roles of teachers include mastering and developing learning materials, planning and preparing daily lessons, controlling, and evaluating student activities. Federation and professional organizations of teachers worldwide, reveals that the role of teachers in schools is not only as a transmitter of ideas but also as a transformer and catalyst of values and attitudes (Brown, 1959: 32).

Based on the opinion above, in detail, the role of the teacher in teaching and learning activities briefly has a definite position. Firstly, the informant is the implementer of informative, laboratory, field studies, and sources of information on academic and general activities. In this case, the following communication theories apply stimulus and response theory, dissonance-reduction theory, and functional approach theory. Secondly, organizers are the teachers as an organizer, manager of academic activities, syllabus, workshops, and lesson schedules. The components related to teaching and learning activities are all organized in such a way as to achieve effectiveness and efficiency in learning in students.
Thirdly, a motivator is essential to increase the enthusiasm and development of student learning activities. Teachers must stimulate and provide encouragement and reinforcement to dynamize students' potential, foster self-help (activity), and creativity. So, there will be dynamics in the teaching-learning process. Taman Siswa, as an educational institution, has long been known by the term "ing madya mangun karsa." The role of the teacher as a motivator is crucial in teaching-learning interactions, because it involves the essence of the work of educating that requires social skills, concerning performance in terms of personalization and self-socialization.

Fourth, the director is the leading spirit of the teacher in this role is more prominent. The teacher, in this case, must guide and direct student learning activities following the goals aspired. Teachers must also "handayani."

Fifth, the initiator is the teacher in this case as the originator of ideas in the learning process. Of course, those ideas are creative ideas that can be emulated by their students. So, it belongs to the scope of the motto "ing ngarso sung tulodo."

Sixth, transmitter, in teacher learning activities will also act as disseminators of educational and knowledge policy.
The seventh is the facilitator. Acting as a facilitator, the teacher, in this case, will provide facilities in the teaching and learning process, for example, by creating an atmosphere of learning activities. In harmony with student development, teaching and learning interactions will take place effectively with their motto "Tut Wuri Handayani."

Eighth, a teacher as a mediator can be as a mediator in student learning activities, for example, mediating or providing a way out of congestion in student discussion activities. Mediators also mean media providers on how to use and organize media. The ten evaluators, the teacher, has the authority to assess the achievements of students in the academic field and social behavior, so they can determine how their students succeed or not. (Sardiman, 2001: 146).

To improve learning achievement, teachers must motivate students to learn, pay attention to students' behavior at school, guide students in learning towards positive attitudes and lessons given to them, and foster them in their lives. The role of school teachers at SMK Karya Pembangunan Paron, Ngawi, including:

The first is to guide learning. One of the teacher's tasks is to guide the students during the learning process in a class by using several approaches to learning. One of the approaches used by teachers of SMK Karya Pembangunan Paron, Ngawi, is giving direction and
input to the difficulties faced by students during the learning process, such as providing concrete examples so that students can understand and comprehend the subject matter.

Second, teachers motivate students to study hard. Much of the success of students to obtain high achievements depends on the efforts of teachers to increase student motivation. In SMK Karya Pembangunan Paron, the motivation provided by the teacher is by

1) Giving grades; generally, every student wants to know the results of learning. Students who get good grades will be more enthusiastic in learning;

2) Giving praise to students as a learning booster since it will create a feeling of satisfaction and pleasure;

3) Giving group work assignments. Students work together in learning, and each group member maintains the group's good name becomes a powerful driver in the act of learning;

4) Making a competition, both groups and competition individuals give social motives to students;

5) Maintaining the purpose and level of spirit of the family will encourage student activities. A continuous assessment helps students to learn because children tend to get good results.

The third is to monitor and control the learning outcomes. The efforts should obtain maximum results to improve learning
achievement and the creation of stable and better learning achievement. The teacher's task is to supervise and control student learning outcomes. The teachers at SMK Karya Pembangunan always control students' learning outcomes by conducting periodic evaluations to students. One example is by holding tests so that teachers can evaluate whether students have mastered the intended objectives.

Educative interaction as a bridge between knowledge and deeds leads to behavior following the students' education. Thus, educative interaction is a two-way relationship between teachers and students with many norms as a medium to achieve educational goals. Many components of teaching and learning affect optimal learning outcomes. One example is how to organize the material, the methods applied, and the media used. Besides the main components that exist in teaching and learning activities, other factors affect the success of student learning. One of them is the relationship between teachers and students.

The relationship between teachers and students in the teaching and learning process is a determining factor. Harmonious relationships will create desirable outcomes compared only to depend on great material. In this connection, one way to overcome this issue is through contact-hours in the teacher-student
relationship. Contact-hours or meeting hours between teacher-students are activities outside the class.

**CONCLUSION**

From the research above, the role of parents of students in improving learning achievement is by making efforts, guiding students in learning, motivating students to study hard, supervising and controlling the results of learning, providing learning facilities and infrastructure, creating a learning environment conducive. The role of the teacher improves learning achievement in the field of Islamic education by making many efforts, namely, guiding students in learning, motivating students to study hard, supervising, and controlling the results of learning.

Based on the results of this study, parents and schools should continue to strive to maintain their achievements and improve it. Besides, efforts to overcome the inhibiting factors should be more concrete. The first is improving school facilities and infrastructure. The second is to increase elective in accepting new students. As for parents, some efforts are necessary, such as continuing to supervise their children at home, providing a conducive place and learning facility, and becoming a figure. Lastly is giving a good role model in the child's growth period.
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