

HASIL CEK_Parental Involvement

by Bk Parental Involvement

Submission date: 29-Mar-2023 10:57AM (UTC+0700)

Submission ID: 2049684309

File name: Parental Involvement In Elementary School-Aged.pdf (782K)


Word count: 3396

Character count: 18864




PAPER · OPEN ACCESS

Parental involvement in elementary school-aged child's creativity

To cite this article: Supami *et al* 2018 *IOP Conf. Ser.: Mater. Sci. Eng.* **296** 012051

 View the [article online](#) for updates and enhancements.

You may also like

-  [Community based school improvement: a case study in Adiwiyata School at Malang](#)
H A Syafrudie
-  [The Teachers Readiness of Scientific Collaborative Learning Model In Elementary School \(Exploration study at Elementary School Teacher of Surakarta\)](#)
Oktiana Handini and Bambang Hermoyo
-  [Analysis Anthropometry Comfort of Table and Chairs in the Elementary School Class](#)
Muchlis Alahudin, Solekha and Yosi Valentina Simorangkir

ECS Toyota Young Investigator Fellowship



For young professionals and scholars pursuing research in batteries, fuel cells and hydrogen, and future sustainable technologies.

At least one \$50,000 fellowship is available annually.
More than \$1.4 million awarded since 2015!



Application deadline: January 31, 2023

Learn more. Apply today!

Parental involvement in elementary school-aged child's creativity

Suparmi¹, S P Suardiman², and A Kumara³

¹ Student of Post Graduate Program, Yogyakarta State University

² Yogyakarta State University ³ Universitas Gadjah Mada

suparmi@gmail.com

Abstract. This study aims at describing the parental involvement in cultivating elementary school-aged child's creativity. The qualitative research was designed with multidisciplinary study approach. Eight students and some parents from public elementary schools of Ngawen 4th of Gunungkidul, Yogyakarta, and 4 students from an elementary school in Sleman, Yogyakarta were involved in the process of collecting the data. In-depth interview, observation, and documentation were used simultaneously to collect the data. The results showed that: 1) the subject had a level of intelligence quotient; the intelligence of parents creativity above the average level, and creative behaviour on average, 2) interaction of verbal and child-related discussions, experiences, and plans, academic problems in school were needed to boost the students' creativity, 3) interactions of parents and school-related participations in school were also encouraged to implant students' social awareness, 4) interaction among parents communicated each other to have a better result of academic awareness, and 5) Parents should install family norms to cultivate children's intelligence quotient.

1. Introduction

Nowadays, it is necessary for the next generation to be more creative for the development of the nation. The developing countries are expected not to underestimate creativity if they want to compete with the developed economic countries [1]. The study of Bierly III, Kolodinsky, & Charette [2,3] used a sample of 899 students from undergraduate programs consisting 51% of men and 49% of women with diverse backgrounds of educational, parental income, skin color, and ethnicity. The study inspired the present study to be undertaken.

One of the important factors that support the success of an educational process is the family. Related to the importance of family's involvement in cultivating children's creativity, the authors conducted a survey on the use of social media on 233 students at Ungaran Elementary school in grade 4th and 5th at Yogyakarta during 2013. The result showed that 76% (178 students) had their Facebook and Twitter accounts, and 24% (55 students) have no any account. Some of the aspects that influenced students in creating the account came from outside the school environment: 33% by their parents, 42% by their brothers, 8% by their friends, 8% by their siblings, and 9% on their self. Children who do not have accounts are allowed to search the internet with the assistance of parents.



Content from this work may be used under the terms of the [Creative Commons Attribution 3.0 licence](https://creativecommons.org/licenses/by/3.0/). Any further distribution of this work must maintain attribution to the author(s) and the title of the work, journal citation and DOI.

Published under licence by IOP Publishing Ltd

2. Some Related Literature

According to Whitehead [4], Creativity is the principle of novelty. According to Renzulli [5], there are three points which become the criteria of giftedness called three-ring conception that is above average ability, above average creativity and task commitment. Furthermore, Monks [6] elaborated Renzulli's model by adding the environmental characteristics of family, school, and peers. Cooperation between the six factors can lead to giftedness. Maurer Sternberg 1985; Sternberg & Lubart, 1995; Sternberg & Williams, 1996 [7]. Creative work requires applying and balancing three abilities that can all be developed. These capabilities are Analytic, Synthetic, and Practical Ability. Urban (1995) in Seo, Lee, and Kim [8], classified creativity into three components: the cognitive aspects, personality, and environmental conditions. Amabile [9] there are three components in individual creativity: "expertise, creative thinking skills, and intrinsic task motivation", each of which is essential for creativity and the three components interact with each other.

Based on the description above, a subject who has good creativity can be identified by conducting the cognitive test, verbal creativity test (VCT) and creative behavior scale as well as subject achievements and preferences based on school and family documents. Anwar & Sagala [10], asserted that parents are responsible in the field of education. Ki Soeratman [11], reminded that the atmosphere of family life is the best place to conduct individual education and social education. Yan [12] has developed a variable family social capital that involves four aspects: 1) parent-child interactions, 2) parent-school interactions, 3) interactions with other parents, 4) family norms.

Taylor (2014) said that parents support to enhance child's creativity by Four Creativity Essentials is 1) stress can killing creativity, 2) failure, 3) play is one way to cultivate creativity, 4) opportunity to create and make. Garcia [2] suggested to parents to encourage children's creative talent: 1) that of vigilance, 2) your child's interests, 3) inspirational offerings, 4) giving encouragement, 5) get creative. Tartakovsky [13] suggested nine ways in which parents can encourage the creativity of their children: 1) Give space to create, 2) keep games and simple activities, 3) spend time, 4) expose children to the world, 5) creativity discuss, 6) cultivate creative thinking, 7) give child freedom to be creative, 8) help facilities, 9) spend time for your own creativity. This research will use the variables of Yan [12] to identify parent involvement including parent and child interaction, parent and school interaction, interaction among child's parents, and family norms cultivation.

3. Methods

Qualitative data analysis was conducted inductively, and the researchers did not treat the subjects in the environment. The research setting was carried out in the Yogyakarta by taking the setting at Public Elementary School IV Ngawen, in Dukuh Candi, Gunung Kidul, and Sleman Public Elementary School Model, Wedomartani Village, Sleman, in Yogyakarta. Both elementary school models have a personal character of creative students who are able to actualize themselves up to the provincial level and Ngawen IV elementary school to the national level. Analysis begins by collecting data. The data obtained from the documentation, archive records, observation, deep interviews, and physical devices of the research subjects.

4. Discussion

Subjects in this study were two students and parents from Ngawen IV elementary school, four students, and parent from Sleman model of elementary school, Yogyakarta. Data collection was conducted in May to August 2015. Parental involvement focuses on 1) parent-child interaction, 2) parent-school interaction, 3) interaction between child parents, 4) and family norms. The source of parental involvement comes from the parents of the subject. The results of data collection process on the level of intelligence and child creativity intelligence presented in table 1 below:

Table 1. IQ and VCT Subject with Wechsler Norm

Subject	Age	IQ Score	Category	VCT Score	Category
D	12 year	147	Very superior	137	Very superior
I	11 year	128	Superior	111	High average
K	10 year	136	Very superior	122	Superior
R	11 year	136	Very superior	115	Superior
A	10 year	143	Very superior	120	Superior
H	11 year	144	Very superior	124	Superior

Based on Table 1, the subject has the level of Intelligence Quotient (IQ) and Verbal Creativity Test (VCT) above average with Wechsler norm. The subjects are still elementary school students. The data of children's creative behavior was obtained based on the scale of the Munandar's creative behavior. The results served on Table 2 below:

Table 2. Creative behavior

Category	Formula	Range	Freq	s
High	$(\pi + 1 \text{ SD}) \leq X$	$\leq 21,33$	- 6	-
Medium	$(\pi - 1 \text{ SD}) \leq X < (\pi + 1 \text{ SD})$	$10,67 \leq X < 21,33$	-	100%
Low	$X < (\pi - 1 \text{ SD})$	$< 10,67$	-	-

Keterangan:

π = average

SD = standard deviation

X = score factual

Based on the calculation of the data on Table 2, the maximum score of the creative behavior scale is $1 \times 32 = 32$ and the minimum score is $0 \times 32 = 0$, mean: 16, standard deviation: $32 - 0 : 6 = 5.33$. Thus, the subjects had moderate behavior.

The results of child's achievement and activity data were delivered on Table 3 below:

Table 3. Achievement subject

Subject	Achievement and subject preference
D	National Math Olympics and help make handicrafts brooches
I	Soccer and make toys that are used to dispel the birds in the fields "long-longan" Storytelling at Sleman district level, making robotics, and "dolanan anak"
K	Tennis at the district level and "dolanan anak"
R	Child and child artist and movie artist, drawing comics and "dolanan anak"
A	Little doctors at the district level and "dolanan anak" and also write stories
H	

Based on table 3 above, the subject had the diversity of presentation and preferences:

- Case study A

The subject's parent is not a biological parent. The subject's biological mother died while giving birth to her second sister. The subject is originated from Lampung. Since the kindergarten, the subject lives together with the elder brother's siblings who later referred to as parents in the village of Kampung, Ngawen, Gunungkidul. In developing children's sustainable creativity, parents seek: to actively interact with the child to discuss any learning problems, the expected

school in future, and personal problems. The extracurricular selection also was consulted to his parents, especially on his mother. Parents often interact with schools in order to experience children's schooling and to cooperate on preparing all learning materials and the Olympics matter. With high discipline, parents can deliver the subject to be a national math Olympics participant.

- Case study B

The subject's parent is not a biological parent because the subject's biological mother has died when the subject is a first-grade elementary school in Klaten district. When the subject was in Second grade, he moved and lived with his foster father in the village of Kampung, Ngawen, Gunungkidul. The subject's father works as a farmer, and his adoptive mother is a housewife who manages a grocery stall at home.

Parents interact with schools to the extent if the school took the initiative to convey the development of his sons and daughters. In helping household work, the subject was given the obligation to sweep the yard in the morning. In the afternoon after the break, the subject helped parents in the fields. With these activities, the subject could work to make a toy that can dispel birds that are named "long-longan". Case study C

Mr. FW is a K's father who works as a motivator, and the wife is a housewife, a mother who is willing to give up her job to accompany her children. The subject is the third son of three brothers and sisters. Parents were conducted cultivating and practicing child's creativity sustainability by discussing with their child about learning difficulties, personal problems and getting a less satisfactory grade. The storytelling course was accomplished outside the school. Parental interaction with the school was arranged in certain events (due to the eruption of Kelud Mountain). Parents offered themselves to volunteer for cooperation on cleaning up the classroom environment. Habituation did with mentoring of watching TV, playing games both offline and online. Before the fourth-grade, parents prepared all the school stuff but since the fourth grade, the subject prepared their own school's equipment. The habit of reciting Quran was also done every day after maghrib until isya.

- Case study D

Mr. IY is R's father who works to be Widyaaiswara in government agencies, and his mother is a makeup artist. The subject of two brothers with sister. Creativity is a way for the child to develop their minds and not make childless socially appropriate with the age of child development. Parents, in fostering sustainable creativity, attempted to discuss with the child about the problem of learning difficulties. Parental interaction with the school was arranged in certain events (due to the eruption of Kelud Mountain). Parents offered themselves to volunteer for cooperation on cleaning up the classroom environment. Mother's subjects also often volunteer to assist children's activities at school, such as makeup artists on the annual stage event ahead of the classroom hikes, featuring extracurricular art activities at school.

- Case study E

Mr. SPY is the father of A who works as a lawyer, and the mother is a housewife. The subject also asked parents to get a source of learning outside the school sources, like the internet sources. Parents gave freedom and facilitated to work on the desired projects. Various courses were conducted by subject ranging from the first-grade elementary school, such as painting, piano, vocals, swimming, and chess. Parental interaction with the school was conducted in certain events (due to the eruption of Kelud mountain). Parents offered themselves to volunteer for cooperation on cleaning up the classroom environment. Interaction with schools related to children's activities was often arranged because the subject had solid activities such as filming. Parents also work with schools to prepare subjects if they are going to compete in schools such as "dolanan anak". Active parents are also in school committee organizations. Habituation did with mentoring watching TV, playing games both offline and online. The habit of praying with other families, especially the prayers of Maghrib and Isya.

- Case study F

Mr. AS is H's parents who work as village apparatus and mother works as a kindergarten teacher. The subject of two brothers with a younger brother. The subject also lives with his grandmother. Parents of the subject who interpreted creativity is very important as an effort how children are able to find answers to the problems faced. Parental interaction with the school is done in certain events (due to the eruption of Kelud mountain) parents offer themselves to volunteer for "gotong-royong" clean up the classroom environment. Parents also work with schools to prepare subjects if they are going to compete in small doctor competitions, scientific writing and "dolanan anak". Habituation did with mentoring watching TV, play games both offline. Before the fourth-grade parents prepare all the school equipment but since the fourth grade the subject of preparing the school's own equipment. The habit of praying with other families, especially the prayers of subuh and isya. The habit of reciting Qoran is also done every afternoon in the month of Ramadhan in the nearest mosque.

5. Discussion

Subjects meet creativity requirements of creative talent in the level of intelligence above average, commitment to the task, and creativity [5] and to children's environment [6]. Urban (1995) in Seo, Lee, and Kim [8], the meaning of creativity is also interpreted by various parents. Other parents consider a child who has a creativity as a child who is clever, independent and whatever ideas and actions make money. It is compatible with analytical abilities, synthetic abilities, and practical abilities [7]. Other parents argue that creativity is the intelligence, skill, and sense of the children that will be useful in their life [9].

Creativity is defined as self-deprecation of a child that is able to solve problems. This opinion is in accordance with basic needs instinct from Maslow, 1970 about self-actualization [14]. The parents consider creativity as a process and the result which is important for their children in accordance with the process of creativity [15]. The subject's parents come from the various job, economic backgrounds, and residences but have a common opinion that creativity is important for their children.

Various activities can represent the process of children's creativity, include discussion, trusting, guiding, supervising, giving examples, appreciating, giving opportunities, facilitating, and relating positively [1,3,11,16–19]. Parents also have similarities in adjusting positive habits of family values. However, the parents of the Elementary School Model of Sleman set up their own community to advise schools and to receive information from the school. Parents are also looking for sources outside the school so that their children can actualize themselves more widely [12,20].

6. Conclusion

Based on data analysis and discussion of the findings, this study concludes that creativity is a very important competence so that it is required to be explored and trained continuously. The source of the subject's aspiration to be creative comes from Television, hearing stories, courses, and following the competition. Parents of both the Elementary School of Ngawen 4 and the Elementary School Model adapt the family values with positive habits. For parents of children who come from SDN Ngawen 4 Gunung Kidul, parents' involvement with children limited to discuss the learning problems in school and personal problems. The Elementary School of Ngawen 4 holds additional learning if the students are in sixth grade to face the final exam. The Elementary School Model located near the urban areas of part of the Subject involves activities from outside the school venues such as tennis and theater. Parents provide freedom and facilities to their children. This research provides important information to parents: 1). optimizing child's creativity on an ongoing basis, parents need to take time to engage directly with the child in creative activities, 2). parents need to provide simple facilities so that

children can try to answer their curiosity, and 3). parents need to seek information outside the school so that child can express themselves in a wider area.

References

- [1] Shaheen R 2010 Creativity and education *Sci. Res.* **1** 166–9
- [2] Garcia L 2014 Creativity Is King: What Art Can Do for Your Kids
- [3] Munandar S C U 2009 *Pengembangan kreativitas anak berbakat* (Jakarta: Rineka Cipta) [4] Whitehead A N 2009 *Filsafat Proses, Proses dan Realitas Dalam Kajian Kosmologi* (Yogyakarta: Kreasi Wacana)
- [5] Renzulli J S 1998 Three-ring conception of giftedness. In Baum, S. M., Reis, S. M., & Maxfield, L. R. (Eds.). *Nurturing the gifts and talents of primary grade students Mansf. Center, CT Creat. Learn. Press*
- [6] Monks F J, Knoers A M P and Siti R H 2006 *Psikologi perkembangan pengantar dalam berbagai bagiannya (Ontwikkelings Psychologie Inleiding Tot De Vesschillende Deelgebieden)* (Yogyakarta: Gajah Mada University Press)
- [7] Steinberg R J and Williams W M 2003 Teaching For Creativity: Two Dozen Tips
- [8] Seo H-A, Lee E A and Kim K H 2005 Korean Science Teachers' Understanding of Creativity in Gifted Education *J. Adv. Acad. ProQuest Educ. Journals* **XVI** 98 – 105
- [9] Amabile T M 1997 Motivating Creativity in Organizations: On Doing What You Love and Loving what you do *Calif. Manage. Rev.* **40**
- [10] Anwar Q and Sagala S 2004 *Profesi jabatan kependidikan bagi guru sebagai upaya menjamin kualitas pembelajaran* (Jakarta: Uhamka Press)
- [11] Soeratman K 1977 *Karya Ki Hajar Dewantara, bagian pertama Pendidikan* (Yogyakarta: Majelis Luhur Persatuan Taman Siswa)
- [12] Yan W 1999 Successful African American Students: the role of parental involvement *J. Negro Educ. Howard Univ. Proquest Educ. Journals* **68** 5
- [13] Tartakovsky M 2012 9 Ways to Support Your Child's Creativity
- [14] Feist J and Feist G J 2008 *Theories of personality Edisi Keenam translated by Yudi Santoso* (Yogyakarta: Pustaka Pelajar)
- [15] Sudarminta 1991 *Filsafat Proses, Sebuah Pengantar Sistematis Filsafat Alfred North Whitehead.* (Yogyakarta: Kanisius)
- [16] Epstein J L and Al. E 2009 *School, family, and community partnerships your handbook for action* (California: Corwin Press A Sage Company)
- [17] Peppler K A and Solomou M 2011 Building creativity: collaborative learning and creativity in social media environments *Q Emerald Gr. Publ. Ltd.* **19** 13–23
- [18] Davis G A 2004 Creativity, self-actualization, and you dalam *creativity is forever*
- [19] Supriyadi D 1994 *Kreativitas, kebudayaan, dan perkembangan iptek* (Bandung: Alfabeta) [20] Pishghadam R and Zabihi R 2011 Social and cultural capital in creativity *Can. Soc. Sci.* **7** 32–8

HASIL CEK_Parental Involvement

ORIGINALITY REPORT

8%

SIMILARITY INDEX

8%

INTERNET SOURCES

7%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1

pingpdf.com

Internet Source

5%

2

Submitted to Liberty University

Student Paper

1%

3

www.cdl.org

Internet Source

1%

4

N Nugraheni, Wahyuningsih. "Improving the students' skills in developing geometry learning by building the character of academic atmosphere in Study Program of Elementary School Teacher Universitas Negeri Semarang", Journal of Physics: Conference Series, 2018

Publication

1%

5

O Badriyah, M Ruhimat, I Setiawan. "Travel time efficiency for students to school in bandung regency", IOP Conference Series: Earth and Environmental Science, 2021

Publication

1%

6

www.tfzr.rs

Internet Source

1%

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On