

Research Article

Perception as an Intermediary in the Relationship between Socioeconomic Status, Expectations, and Participation

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ABSTRACT

Family participation is needed in education. The level of parental participation for the success of their children in early childhood education still relatively low. The purpose of this study is to describe and analyze the relationship between socioeconomic status, expectations, and participation through parental perceptions in education in North Banjarmasin. This research is classified as descriptive correlational quantitative, with 148 research samples taken from 234 parents. Data were taken using a questionnaire and analyzed descriptively linear regression and path analysis. The results of the study concluded that there is a direct relationship between Socioeconomic Status, Expectations, Perceptions, and Parental Participation; there is an indirect relationship between socioeconomic status and parental participation through perception; there is an indirect relationship between expectations and participation through perception. It is recommended that parents, teachers, and early childhood education unit heads establish communication and socialization so the growing perception that will increase parental participation in education.

Keywords: Socioeconomic status, expectations, perceptions, participation

Introduction

The implementation of early childhood education functions to foster, grow and develop all the potential of early childhood optimally so that basic behaviors and abilities are formed by the stages of development to have the readiness to enter further education to achieve national education goals (Sujiono, 2009). Early childhood education is not only the responsibility for early childhood education institutions. Moreover, the target of early childhood education is the age of 0 to 6 years, where most of the time is with family. Thus, to avoid ambiguity in children's development, unity of understanding, stimulation, and ways of educating following the patterns of child development between early childhood education institutions and parents is something that can not be negotiable (Maimunah, et al., 2018).

This is one of the reasons why early childhood needs to get an education that appropriate for their age. However, it is due to several

factors, all young children cannot get the opportunity to experience this education, even though it is their right.

Early childhood education can not be separated from the parent's role or family. Family is the first and foremost education in society because inside of a family, humans are born and develop into adulthood. Parents' participation is involved in fulfilling facilities to support needs children's learning environment. Parents' participation in early childhood education can not be separated from the participation of parents in early childhood education institutions.

Mendez (2010) stated that "parents' involvement in their children's education enhances the continuity of learning across home and school settings". Another opinion by Hughes and Naughton (2000) allegedly increases parents' ability to support their children's development at home and school. That

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meaning is that parental involvement in the education of their children increases the continuity of learning from home to school. Another opinion by Suriansyah and Aslamiah (2015). Which means that the greater the involvement of parents with their children, the greater the learning and learning outcomes about positive life occur. In line with Fasina (2011) research the finding in Nigeria there is a significant relationship between parental involvement in early childhood education and the educational performance of the child. From the analysis, it is vividly obvious that children are most likely to perform better in their early childhood education with adequate participation of parents.

The school and parent economic condition will affect the involving parents in children's education, great schools with good financial capacity will give the easier way to conduct a parent participation program parents with good economic abilities will be more confident to be involved in their children's education also (Dadha, 2015).

Socio-economics for base understanding parents in children early childhood education, there are other things in the view of parents in entrusting education. Parents' perceptions consist of the impressions, interpretations, assumptions, views, knowledge, attitudes, and role related to the responsibility phenomenon children in early childhood education institutions.

Regarding the parent's perception in early childhood education from the results in research by Nuraeni and Santana (2015) shows children are an investment in life for scavenger families, they give education where at the age between 0-6 years is a very good age to educate and guide them. Children are also an investment. They are used to find sustenance, by participating in working. By doing that, children become more concerned and can accept reality.

The biggest expectation from scavenger families is that their children can finish school, and getting a better job than their parents so that they can get out of the poverty line and ultimately increase the social status of their family. However, the fact is that scavenger families still involve their children in earning a living,

where parents do not give time for their children to play and study without having to think and try to fulfill their life needs.

The results of initial observations and interviews can be concluded that the level of parental participation for the success of their children in early childhood education is still varied. There are still many parents who do not understand how important their participation is for the success of their children's education. This level of participation is still possible to be increased, the first stage is to find out the factors that cause the formation of participation. Rosdiana (2006) found that a central factor in the research model that influenced the level of parental participation was the level of parental understanding of early childhood education concepts. Another research by Nilawati (2013) also found a relationship between perception and attitudes (participation) of parents in early childhood education.

Also, the result of Irma et al., (2019) that the factors that influence the involvement of Masyithoh 1 Kindergarten Purworejo parents in educating children included social status factors, family form factors, family development stage factors, and role model factors. In line, the results of Crosnoe et al., (2010) suggest that family socioeconomic advantages were a driving force behind children's exposure to cognitive stimulation in various settings and their learning. Another research by Islami and Solfema (2019) there is a relationship between socio-economic status and teacher motivation in Jorong Sianggai-anggai.

In line with Sunarti's (2020) research that the better the expectations of parents in early childhood education institutions, the better the participation of parents, and vice versa if parents do not have expectations of early childhood education for the development of their children later, then the possibility of participation will tend to decrease.

The purpose of this study is to describe and analyze the direct relationship between Socio-Economic Status, Expectations, and Parental Perceptions; a direct relationship between Socio-Economic Status, Expectations, Parental Perception, and Parental Participation in early childhood education; the indirect relationship

between socioeconomic status and participation through parental perception; and the indirect relationship between Expectations and Parental Participation in education through the parental perception of early childhood education.

Methodology

This research is included in the research with a quantitative approach whose analysis is more focused on numerical data (numbers) obtained from data collection using research instruments or questionnaires. This study has four variables, namely parental socioeconomic status (X1) as the first independent variable; parental expectations (X2) as the second independent variable; parental perception (Z) as a moderating variable (mediator); and parental participation (Y) as the dependent variable, as follows:

The target population is parents of TK and KB students, namely 234 people. The number of samples is determined using the Slovin formula (Ridwan, 2010: 65) as follows:

$$n = \frac{N}{Nd^2+1}$$

With an error rate of 5%, therefore only 148 employees were sampled. The research instrument used was a questionnaire containing several questions or written statements that would be used as material to obtain information from respondents about the socioeconomic status of parents, parental expectations of early childhood education, parental perceptions about early childhood education, and parental participation in early childhood education. Arikunto (2010) explains that a questionnaire method is several written questions that are used to obtain information from respondents in the sense of reports about his personality or things he wants to know. The lattice used in the preparation of the instruments in the

study here was developed based on indicators that have been determined from each of the research variables based on theoretical studies and operational definitions.

The results of testing the analysis requirements of the hypothesis test that tests for normality, homogeneity, multicollinearity, and autocorrelation have been met, then testing the research hypothesis can be continued using SPSS 20. Summary results from the multiple regression analysis of structure model 1 and structure model 2.

Descriptive analysis is used to describe factual descriptions of the variables studied systematically. The inferential analysis is used to answer the research hypotheses that have been formulated. The inferential analysis used is path analysis. Ghozali (2008) explains that path analysis is a further development of multiple regression analysis and bivariate. Path analysis wants to test a regression equation that involves several exogenous and endogenous variables at once to enable the testing of mediating or intervening variables (intermediate variables). Path analysis can measure direct and indirect relationships between variables in the model.

Results and Discussion

The socioeconomic status of parents tends to be classified in the low category with a mean of 40.47 and the standard deviation is 9.186. Parents' expectations tend to fall into the very high category with a mean of 121.63 and the standard deviation is 12.883. Parents' perceptions about early childhood development tend to be classified as very high with a mean is 32.42 and the standard deviation is 4.099. Parental participation in early childhood education tends to be in the low category with a mean is 40.81 and the standard deviation is 7.680.

Thus, the result of the analysis are:

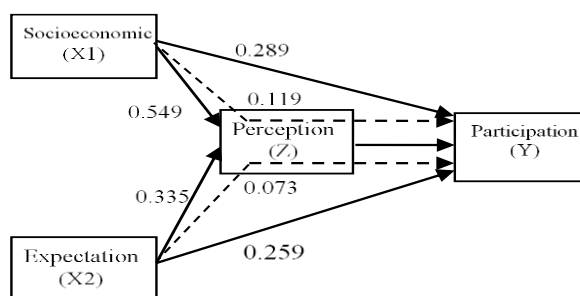


Figure 1. Summary of regression analysis/path analysis results

Based on the results of the above analysis, the results of testing the research hypotheses, including direct and indirect influences, are obtained through the intermediate variables expressed between the independent and the dependent. Thus, the following conclusions were made from the test results.

Relationship between the parents' socioeconomic status and parental participation

Furthermore, a relationship value equal to 0.289 was recorded, indicating a relationship between the parents' socioeconomic status and parental participation. There is a significant relationship between the parents' socioeconomic status and parental participation in Early Childhood Development in North Banjarmasin, thus, the hypothesis (H1) was accepted.

This finding is consistent with McGivney's, the main explanation in the theory of needs hierarchy is that what determines a person's participation depends on the extent to which he has been able to meet the level of basic needs. This theory is then used together with Forcefield Theory, developed by Lewin, to explain why a person's socioeconomic status is related to participation in education. Relatively, socioeconomic status has a strong impact and parental participation (Al-Matalka, 2014).

The results of this study are in line with previous research conducted by Nugraheni (2014) finding a relationship between parents' socioeconomic status and their participation in early childhood education, such as parental education factors, parents' economic condition, parents' environment, and socialization about early childhood education. Parents who participate in early childhood education institutions on average have higher education compared to

parents who do not participate. The economic situation of the family also affects though indirectly. Parents who participated in early childhood education were mostly higher income than parents who did not participate. Rasyid (2015) found several factors related to parental participation in early childhood education, one of which was economic factors.

Relationship between parental expectations and parental participation

Furthermore, a relationship value equal to 0.259 was recorded, indicating a relationship between parental expectations and parental participation. There is a significant relationship between parental expectations and parental participation in Early Childhood Development in North Banjarmasin, thus, the hypothesis (H2) was accepted.

The results of this study are consistent with the results of Sunarti's (2013) research found that the better the expectations of parents in early childhood education institutions, the better the participation of parents, and vice versa if parents do not have expectations and early childhood education for their child's development later, the possibility of participation will also tend to decrease.

The results of the study were supported by research by Yamamoto and Holloway (2010) who found that there was a relationship between parental expectations and parental participation. Parent participation in children's education generally refers to the level and quality of parental assistance with children's homework, communication with teachers, participation in school activities, and facilitating activities that are cognitively stimulating.

Parents who think that education is very important and have higher expectations about the educational attainment of their children tend to participate more in activities related to the achievement of children's development, including reading books to their children, involving children in extracurricular activities, and monitoring academic development they (Halle, Kurtz-Costes, & Mahoney, 1997; Sy, Rowley, & Schulenberg, 2005)

Relationship between parental perception and parental participation

Furthermore, a relationship value equal to 0.217 was recorded, indicating a relationship between perception and parental participation. There is a significant relationship between parental perception and parental participation in Early Childhood Development in North Banjarmasin, thus, the hypothesis (H3) was accepted.

The findings inline research by Lalvani (2012) Parents' perceptions of their advocacy and vigilance as critical to the development of meaningful educational programming for their children with disabilities emerged as a key finding in this study.

Another research by Rasyid's (2015) research, parents who have perceptions and understandings that are in line with the concept of education developed, will voluntarily contribute thoughts and material to improve the quality of their children's education. Conversely, if you do not have an understanding of the concept of education and even sometimes not in line with the concept developed, there will be doubts about getting involved to contribute to the delivery of education.

Another research by Wardhani & Solikhah (2015) that the factors related to parents' perceptions of sex education in early childhood (Y) are education (X1). The results of the product-moment analysis obtained a correlation coefficient value of 0.664 and a significance level of 0.05 $r_{count} > r_{table}$, namely $0.664 > 0.361$.

Relationship between parents' socioeconomic status and parents' perceptions

Furthermore, a relationship value equal to 0.549 was recorded, indicating a relationship between the Parents' Socioeconomic Status

and Parents' Perception. There is a significant relationship between the Parents' Socioeconomic Status and Parents' Perception of Early Childhood Development in North Banjarmasin, thus, the hypothesis (H4) was accepted.

According to Robbins (2002) several factors influence perception, namely (1) Factors that are in the self that perceives (perceiver) in the form of attitude, motive, interest, experience, and expectation; (2) Factors that are in the object perceived (target), in the form of novelty, motion, sound, size, background, and proximity; (3) Factors that are in a situation (situation), in the form of forms, work settings, and social settings.

The results of this study are in line with the results of Yani and Indrawati's (2014) research found the perception that early childhood education is often in the class of social classes where the community only knows early childhood education is only an introductory education to have the skills to be brought to elementary school (SD). Society considers early childhood education expensive and some people are not interested in early childhood education because of the high cost.

Relationship between parental expectations and parents' perceptions

Furthermore, a relationship value equal to 0.335 was recorded, indicating the relationship between Parental expectations and parents' perceptions. There is a significant relationship between the Parental expectations and parents' perceptions of Early Childhood Development in North Banjarmasin, thus, the hypothesis (H5) was accepted. Furthermore, a relationship value equal to 0.335 was recorded, indicating the relationship between Parental expectations and parents' perceptions. There is a significant relationship between the Parental expectations and parents' perceptions of Early Childhood Development in North Banjarmasin, thus, the hypothesis (H5) was accepted.

According to Robbins (2002) several factors influence perception, namely factors that are in the self that perceives (perceiver) in the form of attitude, motive, interest, experience, and expectation. In line with this research by Sunarti (2020) that the results of this study are

to indicate that the picture of parents' expectations and cooperation is quite good. The data analysis shows that significantly the cooperation of parents is influenced by expectations. This fact in general illustrates that there is a relationship between expectations about early childhood education with the collaboration of parents in early childhood education institutions.

Another research by Yamamoto and Holway's (2010) research found that there is a relationship between parental expectations and parental participation. Parents who think that education is very important and have higher expectations about the educational attainment of their children are more likely to participate in activities related to achieving child development, including reading books to their children, involving children in extracurricular activities, and monitoring academic development.

The indirect relationship between Parents' Socio-Economic Status and Parental Participation through Parental Perception

Furthermore, a relationship value equal to 0.119 was recorded, indicating the relationship between Parents' Socio-Economic Status through parental perception and parental participation. There is a significant indirect relationship between Parents' Socio-Economic Status through Parental Perception and Parental Participation in North Banjarmasin, thus, the hypothesis (H6) was accepted.

This can be explained that, although the socio-economic status of parents has a significant relationship with the perception and the coefficient of this relationship is quite high, however, the relationship between parental perceptions and parental participation in early childhood education is relatively low.

Thus, it can be understood that the relationship between parental socioeconomic status and parental perceptions is not too high, coupled with the relationship between parental perceptions and parental participation is low, so it can be ascertained that the indirect relationship of parental socioeconomic status and parental participation through parental perceptions is will be very low. Thus, parental

perception does not function to mediate the relationship between parental socioeconomic status and parental participation in early childhood education.

In line with this research by Baiti et al, (2019) there is an indirect relationship between socioeconomic status through parental communication on children's language ability. Another research by Lavendra (2011) in Israel the findings also revealed a significant but very weak mediating effect of parental role construction. The model had a similar fit for both Jewish and Arab samples. Little of the variance in parental involvement was explained by ethnic/cultural affiliation and socio-economic status. Implications for parental involvement interventions with diverse populations are discussed. Research by September et al. (2015) in Africa about the socio-economic and parenting style, the finding is the findings of this study present results that differ. The current study results show that in general parents were fairly knowledgeable and perceived their parenting to be authoritative across the groups. However, parents in the low socio-economic group were significantly more knowledgeable about the norms and milestones of child development than those in the high socioeconomic group.

The indirect relationship between parental expectations and parental participation through parental perception

Furthermore, a relationship value equal to 0.073 was recorded, indicating a relationship between parental expectations through parental perception. There is a significant indirect relationship between Parental Expectations through Parental Perception and Parental Participation in North Banjarmasin, thus, the hypothesis (H7) was accepted. There is a significant indirect relationship between Parental Expectations through Parental Perception and Parental Participation in early childhood education. This can be explained that, although expectations have a significant relationship with perception (0.335), the coefficient of this relationship is still relatively low, which is between the correlation range of 0.200 - <0.400.

Also, the relationship between parental perceptions and parental participation in early childhood education is relatively low, which

has a correlation coefficient of 0.217. Thus it can be understood that the relationship between parental expectations and parental perceptions is low, coupled with the relationship between parental perceptions and parental participation is low, it can be ensured that the indirect relationship of parental expectations and parental participation through parental perceptions will be very low, ie 0.073. Thus, parental perceptions do not function to mediate the relationship between parental expectations and parental participation in early childhood education.

Also, research by Nugraheni and Fakhrudin (2014) found that parents with higher education had better perceptions about early childhood education and early childhood education institutions compared to those with less education. Factors that influence parents towards early childhood education institutions are education, economic conditions, environment, and socialization. Another research by Siwi (2015) the relationship between the parents' perceptions about early childhood education with Motivation to Send Children to School is equal to 0.690. It can be interpreted that deep. This research has a very positive relationship significant from the coefficient of the test results, then it can be seen that the parents' perception about early childhood education has a strong relationship with the motivation to send them.

Conclusion and Recommendation

Based on the research result and discussion impacts were established: description and analysis of the data, the results of this study can be concluded as follows: (1) there is a significant relationship between parental socio-economic status and parental participation; (2) there is a significant relationship between parental expectations and parental participation in; (3) there is a significant relationship between parental perception and parental participation; (4) there is a significant relationship between parents' socioeconomic status and parents' perceptions; (5) there is a significant relationship between parental expectations and parents' perceptions; (6) there is a significant indirect relationship between parents' socioeconomic status and parental participation

through parents' perception; and (7) there is a significant indirect relationship between parental expectations and parental participation through parental perception.

Also, it can be done by making physical contributions to the school building, providing suggestions, input, ideas, and opinions for the advancement of children's education at school. Parents tend to still think that parenting is only done by schools parents perceive that sending children to early childhood education will add to the burden of fostering at home because they have to prepare all the needs of school children and help children learn at home. This still needs to be clarified so that parents' perceptions about early childhood education become more precise. Parents' expectations on this aspect of art development still need to be improved parents more communicate with schools and discussing with educators at school, so parents can understand the importance of art developing aspects in early childhood education.

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