

The Effect of Communication on Media Social Group towards Attention on Children and Partnership between Parents and Teacher at Primary School

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Abstract—Communication through social media becomes present developing trend in the relationship between teacher and the students' parents. The communication which occurs through social media certainly has effect on some matters, such as the attention on children and partnership between parents and teacher. Therefore, this research is conducted to know how far the communication between the parents and teacher in social media group influence the attention on children and partnership between them is. Therefore, in the future, social media can give positive impact for the communication between the parents and teacher. This research utilizes quantitative research method with simple regression analysis and is supported by descriptive analysis. The primary data collection is carried out using questionnaire distribution to a number of students' parents and teacher of primary school. The result indicates that (1) social media group communication provides positive and significant effect on the attention towards the children; (2) it provides positive and significant effect towards the partnership between teacher and students' parents concerning their learning process at home or school. Therefore, chatting on social media group can become an effective communication media for parents and teacher to improve their attention towards children and the partnership among parents, teacher and school.

Keywords—communication, media social group, parents' attention, partnership, primary school students

I. INTRODUCTION

Parents and teacher should have a good relationship in supporting the success of learning process on children. A good relationship can be created from the communication between them. Communication technology development more enables and accelerates the communication among individuals although they are separated by the distance. Communication technology and information development influence social interaction in the society. At present, a group of people are able to communicate and interact by using a communication technology and information application. The presence of chat application on communication technology which provide group features such as WhatsApp(WA), line, Black Berry Messenger (BBM) enable a group of people to communicate interactively on the group. Media social is a media to socialize

one to another which is performed online that enables individuals to interact without space and time border.

The phenomenon which rises in the education world, especially present primary school is parents and teacher groups on the social media. Such groups are utilized as a communication method between parents and teachers concerning the development of children are learning process. It has certainly positive impact towards the quality of communication between parents and teacher.

The social media group is also utilized to make a partnership among the school, teachers, and students' parents. Partnership is an important matter. Epstein [1] explained that three interrelated parties in the partnership of education are teachers and school management, parents and students. School and the managerial units require a good partnership with parents and students to achieve the school objective, and vice versa. Parents and students also require a good partnership with school party to achieve the success of learning process. A good partnership is made by a good communication among the involved parties.

In the urban environment, the society has been familiar with smartphone, also parents, teachers and employees at a private primary school in Yogyakarta city. The phenomenon which occurs at present is social media groups such as *WhatsApp* or *blackberry messenger* in the parents and teachers community. It is a logical consequence of the increasing number of smartphone use among them. Social media is a media which is used to interact, perform reciprocal relationship among individuals. Through social media such as *WhatsApp* or *blackberry messenger*, parents are able to communicate both in written or orally with other parents or teachers. The emergence of the students' parents groups in the electronic social media networking applications such as *WhatsApp* or *blackberry messenger* is a good thing. The groups are able to be a means to share information on children's education. Moreover, there are teachers who are active in the online discussion with parents.

The harmonious interactive communication between parents and parents or teachers and students' parents can smooth the process of children's education and learning at school and home. Through the interactive communication

which is made by each class group, teachers are able to identify how far the parents' attention towards their children is. On the other hand, parents are able to identify how far the teachers' attention towards their students during the learning activity at school.

The interactive communication which has been built in the social media has an effect on many things. Some of them are two-ways or more communication pattern, attention towards the children, and partnership relationship and cooperation among the parents, teachers, and school. The observation result on some parents and teachers groups indicate that so far, the topic of communication is only "chat" between the teachers and parents or among parents. Topics concerning the children's development are less discussed in the group. The partnership relationship between the parents and teachers or school is only limited to information sharing,

So far, the research concerning cooperation between parents and teachers in supporting the children's learning process are still few. Even, the research on the emergence of parents and teachers' groups and the effect on the parents' attention level on children and their partnership with school to improve the education quality at school have not been performed. Considering the more developing various electronic social media, it is a requirement for the education stakeholders, in this case are school, teachers, parents and society to recognize the effect on children in forms of attention and partnership between school and parents in supporting the children's learning process. Therefore, this research is aimed to find out the effect of communication in social media group on attention towards children and partnership between the teachers and students' parents at primary school.

The rest of this paper is organized as follow: Section II presents the related work. Section III describes the proposed research method. Section IV presents the obtained result and following by discussion. Finally, Section V concludes this work.

II. RELATED WORK

Dyches [2] stated that "*the foundation for effective communication is developing caring relationships with your students and their families*". The main basis of effective communication between the teachers and students is the development of relationship which is concern with the students and their family. Therefore, in order to create effective communication, an effective communication should also be built with the parents.

Media social is media to socialize and performed online which enables individuals to interact without space and time border. Zarella [3] proposed that basically, social media is a sophisticated development of internet-based new web technologies which enable all people to communicate, participate, share and build an online networking in order to share their own content. Post on blog twit, or YouTube video can be reproduced and watched live by millions people free. Sudiyatmoko [4] stated that social media characteristics are as follow:

- a. The content is shared to many people and not limited to a certain person;
- b. The message content appears without a gatekeeper;
- c. The content is shared online and live;

- d. The content is acceptable by online in faster time and can also be delayed to receive. It depends on the interaction time determined by the user;
- e. Social media makes the user as the creator and actor that enable himself/herself to perform self-actualization;
- f. There are some functional aspects in the social media contents, such as identity, interaction, sharing, existence, relationship, reputation (status) and group.

Social media provides wide opportunity to represent their selves. The research result finds that there are various ways for the individuals to represent themselves through social media. The existence of electronic social media makes the user as the leader and the message receiver; add variety in the self-representation. In line with the research result, Fischer [5] proposed that in the business world, social media is influenced by the users' interaction pattern with the company. It indicates that the existence of present social media has effect on the interaction pattern among individuals. Even, the wider effect also occurs in the economic activity field.

Nurudin [6] stated that the development of social media brings out the revolution in the communication process in the society. The communication revolution is indicated in three things, which are (1) the change of information sharing process from one step flow to multistep flow, (2) the numbers of information messages shared caused by social media is increasing to penetrate the space and time, (3) the society experiences spill over of communication which causes cultural shock in the society. Nurudin's opinion is relevant with the fact found in the digital era society at present, in which a message can be shared easily to many parties in short time through social media. The speed and easiness to share and receive the message also causes cultural shock in the society. The society easily receives the message and information from anywhere in the world. Unfortunately, this easiness is not counterbalanced with critical competence in reviewing the received message, then reshare it to other people through social media. It brings out a vulnerability of society towards hoax. Referring to some opinions, thus social media can be defined as an interactive communication media which utilizes sophisticated development of internet-based web technology which enables individuals to interact without space and time border.

Zarella [3] mentioned that the most media social forms are microblogging (Twitter), Facebook, and blog. Referring to the theory on the social media definition besides microblogging (Twitter), Facebook, and blog, chat media such as WhatsApp, line, BBM are also social media. It can be seen on the six characteristics of social media proposed by Sudiyatmoko which attaches on chat media such as WhatsApp, line, and BBM.

The social media use can support the students' learning process which provides interaction room for teachers, parents and students. It is stated that in the Curriculum 2013, teachers' activities and process are demanded to use internet and social media to enrich the learning material. Unexceptionally the students and their parents, they are also demanded to active to dig information through internet and social media. Social media can be used by the teachers and parents to interact without space and time border in order to monitor and guide the students' learning development. The interaction can be in

form of teachers and parents' attention towards the students' learning development.

Wenger [7] stated that community is a group of people that share an attention, problem to each other and has similar interest towards a topic and can deepen their knowledge and skill by interact with each other continuously. Within the community, the members have an intention, trust, resource, need, risk and a number of similar conditions. Referring to Wenger's opinion, the parents group can be defined as a group of students' parents that share environment, attention, problem to each other and has similar interest in the group. The group has similar intention and need, which is information access on students' learning development at school and socialization with parents whose children study at similar school.

Attention is an important thing for individuals in the effort to achieve a certain goal. Attention indicates individual's access towards something. Walgito [8, 9] defined an attention as a concentration of all individuals' activities which are shown to something or an object. Slameto [10] explained that in order to measure the level of parents' attention, the indicators are determined as follow: Attention towards children's school needs, children's learning at home, children who go to school, and their attention. Therefore, parents' attention is defined as a concentration of parents towards children's school needs, children's learning at home and interest, and they who go to school (their departure to school).

Communication which occurs in the social media is an interactive communication. The communication has easy access towards the information concerning the students' learning process. This easiness becomes one of materials or input to provide attention towards the children concerning their learning process. Parents' attention towards their children can be seen from some indicators, such as attention on children's school need, their learning activity at home, and learning session at school or home.

Parents are the first education place for a child. In the Indonesian culture, teachers are the second children's parents when they are at school. Therefore, it is important for the teachers and parents to build a partnership concerning the children's education. Sulistiyani [11] perceived that partnership which is seen from etymologic perspective is adapted from the word *partnership* and is rooted from the word *partner*. Partner can be translated as a couple, mate, alliance, companion, while partnership is translated as an alliance or consortium. Notoatmodjo [12] defined a partnership as an official cooperation between individuals, groups or organizations to achieve a task or certain objective. Therefore, the partnership between parents and teacher that will be achieved is students' learning success in the learning activity both at school or home.

Wheeler [13] revealed seven partnership models between teachers and parents in order to support the children's learning process. The seven models are (1) common aim, (2) cooperation, (3) complementary expertise, (4) mutual respect, (5) open communication, (6) power sharing, and (7) negotiation. The seven models are adapted in the partnership between primary school students' teachers and parents in Indonesia. This partnership model that has been adapted in the relationship between teachers and parents is the similarity of

objective, cooperation, complementary expertise, and open communication between teachers and parents of primary school students.

Furthermore, Epstein [1] revealed the design of partnership work which involves 6 types of involvement forms in building a comprehensive partnership among the family (parents), school, and society. The six types of involvement in building the partnership are : (1) parenting, (2) communication, (3) volunteering, (4) learning at home, (5) decision taking, (6) collaborating with the community. The six involvements forms should also exist in the partnership of parents and teachers of primary school students.

The communication which occurs in the social media that involves the interaction between parents and teachers can also affect the partnership relationship between both parties. A good communication and interaction are able to improve the partnership between parents and teachers. In this research, the effect of communication in group towards the partnership between parents and teachers are seen from some indicators as follow: similar objective/goal, cooperation in some programs in the class which is pioneered from interactive communication in group, decision taking on some problems which emerge in social media group of parents and teachers, children's nurture at home and school, and partnership in the children's learning activity at home or school.

III. PROPOSED METHOD

This is expos-facto quantitative research. Bungin [14] stated that if the research is aimed to expose occurrences which have occurred, it is called as expose-facto research. This research will expose the interaction between parents and teachers in social media group and its effect on attention towards students and their partnership concerning the students' learning process at school.

The research was done at a private primary school in Yogyakarta City in 2017. The research subjects were 246 parents of primary school students which are grouped in some class groups on social media. The methodology of the research is given in Table I as follow:

TABLE I. METHODOLOGY

Instrument	Participants	Analysis
Questionnaire	246 parents of Primary School students. 182 samples are determined using Isac Michel's table in random (random sampling technique)	Regression analysis using Program SPSS 15.00 for windows
		Descriptive Analysis using Program SPSS 15.00 for windows

IV. RESULT & DISCUSSION

The effect of communication in social media group towards attention on children. The calculation result using Program SPSS 15.00 obtains regression coefficient score as given in Table II follow:

TABLE II. TEST RESULT OF REGRESSION X TOWARDS Y1

Explanatory Variable	Unstandardized Coefficients	Se	Standardized Coefficients	t stat	Sig	Remark
Communication in Social Media Group (X)	0.424	0.044	0.581	9.715	0.000	Significant
F-stat	94.373					
Sig. F	0.000					
Adj R-square	0.334					

Table II above indicates that the regression coefficient score of variables of communication between parents and teachers in social media group is 0.424 which means that the communication which is performed by parents and teachers in social media group has positive effect towards the attention on children. The testing result on Table II results in significance score $0.000 < \alpha$ (0.01) which means that communication between parents and teachers in social media group has significant effect towards parents' attention on children. The testing result on Table II also shows determination coefficient score R^2 (Adjusted R-square) which is 0.334 or 33.4%. It indicates that the percentage of independent variable effect contribution of communication in social media group towards dependent variable of attention on children is 33.4%. The communication in social media group which is able to explain is 33.4% towards attention on children. While the rest 66.6% is explained by other variables.

TABLE III. TEST RESULT OF REGRESSION X TOWARDS Y2

	Unstandardized Coefficients	Se	Standardized Coefficients	t stat	Sig	Remark
Communication in Social Media Group (X)	0.203	0.030	0.439	6.652	0.000	Significant
F-stat	44.25					
Sig. F	0.000					
Adj R-square	0.189					

Table III above indicates that regression coefficient score of variables of communication between parents and teachers on social media group is 0.203, which means that the communication performed by parents and teachers on social media group has positive effect towards partnership between parents and teachers. The testing result of Table III is significance score $0.000 < \alpha$ (0.01), which means that the communication between parents and teacher on social media group has significant effect towards their partnership. The testing result of Table III also indicates determination coefficient score (Adjusted R-square) is 0.189 or 18.9%. It indicates that the percentage of independent variable effect of communication on social media group towards dependent variable of partnership between parents and teachers is 18.9%. The communication on social media group is able to explain 18.9% towards attention on children. While the rest 81.1% is explained by other variables.

TABLE IV. DESCRIPTIVE STATISTICS

	N	Minimum	Maximum	Mean	Std Deviation
Communication between parents and teachers (X)	187	12	24	20.71	2.530
Attention towards children (Y1)	187	16	26	24.74	1.846
Partnership of parents and teachers (Y2)	187	1	7	6.34	1.168
Valid N (listwise)	187				

From Table IV above that the data processing result on questionnaire indicates that communication variable of parents and teachers has mean score 20.71 with deviation standard 2.530 in which the mean score is higher than it is on deviation standard indicates that the communication of parents and teachers on social media is well built. The data analysis result on questionnaire indicates that attention variable on children has mean score 24.74 with deviation standard 1.846 in which the mean is higher than it is on the deviation standard indicates that parent's attention on children is in good category. Also, the data analysis result on variable of partnership between parents and teachers has mean score 6.34 with deviation standard 1.168 in which the mean score is higher than it is on the deviation standard indicates that partnership between parents and teachers is built well.

The research results in a finding that there is positive and significant effect on communication between parents and teachers in social media group towards parents' attention on children. The regression data result is supported by descriptive data obtained from the questionnaire on the effect of communication between parents and teachers towards parents' attention on children. The result indicates that 95% respondents state that communication between parents and teachers on social media group help parents in giving attention to children, especially concerning the learning process both at school or home.

As the indicators proposed by Slameto [10] that the measurement of parents' attention towards children can be obtained from: the attention to school need, children's learning at home, children who go to school, and children's attention. Through interaction in social media group, parents get easiness in obtaining information concerning children's learning activity through interactive communication in social media group. This information becomes a material for parents to give attention concerning children's learning process such as task, learning needs and activities, even the children's learning outcome. However, 5% parents state that social media group does not too affect the attention to children. The statement is based from parents' attention on children which has basically been very attentive. Therefore, whether there is information shared in social media group or not, 5% parents stated that they pay full attention to children through direct monitoring on them, their task book, and direct communication with their teachers.

The research result also reveals that interactive communication between teachers and parents in social media

group has significant effect towards partnership relationship in the effort to achieve the learning objectives at home or school. 84% parents and 100% teachers of primary school stated that social media group existence enable the communication with students' parents. From social media group communication, the teachers are able to build a partnership with the parents in order to support students' learning process at school. However, 16% parents who become the respondents state that interactive communication which occur within the group does not build partnership with the teachers concerning the learning process of Primary School students at school.

Thus, in line with Setyani *et al.*, in [15] research in 2013 which mentioned that one of social media uses as communication media is considered as effective to distribute information easily and quickly to the members without space, time and distance border. This research results in similar finding, which is communication in social media group is effective to share information from group members, both teachers and parents. Of the information, which is shared, there are parents who monitor or help the children's learning process. Therefore, the parents' attention on children also takes effect. Of the existing information, the partnership between parents and teachers also occurs in the interactive communication concerning the students' learning process. Parents and teachers cooperate, have similar objective on children's learning process, and respect each other in the interaction.

This research supports Aeni's [16] research result which finds that parents' attention has good relationship with learning achievement. In this research on parents with high attention towards the children, there is tendency that the children have good learning achievement. Ilyas [17] found the communication effect of parents towards the students' learning achievement. It indicates that the communication between parents and children encourages more intense attention to them. This attention can motivate children to be achievement. However, this research result is contradictory with Karter *et al.*'s in [18] research in 2014 at Inpres State Lolu 2 Primary School which indicated that there is no positive relationship between parents and teachers' communication and students' learning achievement. It is because in Karter's research communication between parents and teachers at Inpres State Lolu 2 Primary School is very apprehensive, even it can be said as very minimum. The parents come to school when they take or pick the students up. The communication occurs when the report card taking, SPP payment or if there is a problem concerning the school tuition. The communication through phone or letter is rarely performed by them. Thus, it is natural if the research results in the inexistence of positive relationship between parents and teacher's communication and students' learning achievement, considering that the communication built between teachers and parents is also low.

V. CONCLUSION

Based on the finding and discussion, it is concluded that there is positive and significant effect of parents and teachers' communication on social media group towards parents' attention on children and their partnership in the learning process of Primary School students. The result of the research

indicates that interactive communication between parents and teachers on social media group supports in giving attention on children concerning their learning activity at home and school.

Parents find an easiness in obtaining information concerning their children's learning activities through interactive communication in social media group. This information becomes a material for parents to give attention concerning children's learning process such as task, children's learning needs, activities or even their learning outcome. Although only some parents who say that the social media group does not too affect the attention towards the children. The statement is based on the natural parents' attention on their children. Therefore, whether there is information shared in social media group or not, parents state that they are very attentive to their children through direct monitoring on children, their task book and direct communication with their teachers.

Interactive communication between parents and teacher in social media group has positive and significant effect towards partnership among them in the effort to achieve the learning objective both at home and school. Most of Primary School students' parents state that the existence of social media group enables the communication with other students' parents. Using this communication pattern, teachers are able to build partnership with parents in order to support the students' learning process at school. Besides, some programs between parents and teachers can be initiated and decided through collective discussion in group. It is an innovation in the relationship between parents and teachers on the present digital era. The collective programs that has been implemented are parent's day, family gathering, and learning instrument and material procurement for children collectively in a class group community.

The important thing that should become the attention of this research is interactive communication between parents and teachers within the social media group that has significant effect in the effort to support parents' attention on children learning process. Through interactive communication in group, teachers deliver various preparation information, needs, even the children's learning process. Then, based on the information, parents follow up the attention towards the children. Therefore, the communication through social media group should be intensified between the teachers and parents. It is in line with the result of Setyani *et al.*'s research in 2013 which mentioned that one of social media uses as the communication media is considered as effective to easily and quickly share information to the members without space, time and distance border.

Another benefit of interactive communication in the group is that parents indirectly build a partnership in which it is important to support the success of children's process success. Partnership in form of cooperation between parents and teachers can be done continuously from the lower to high class. The partnership which can be built through interactive communication in social media group of teachers and parents of Primary school students is the instrument and material preparation for learning process in the classroom, students' motivation to study, collect the task, and perform activity to

support the learning process in the classroom such as outing class, field or laboratory study outside the school.

Based on the previous research result, it is recommended that teachers as the classroom administrators are able to build interactive and effective communication with parents by using social media group. Social media group phenomenon which is built between teachers and students' parents become effective communication for teacher to support the parents to pay more attention on the children learning process.

Parents' attention on children is an important thing because during the Primary School age, children need their parents' attention in their learning process. besides, interactive communication in the social media group as parents and teachers should be used by the teachers to build wider partnership in order to support the success of learning process and school program.

This research result reveals some problems that should be observed further. Some of them are on social media group management to maximize the attention development of parents towards the children's learning process, parents' involvement in social media group in the classroom and partnership development which involvement teachers and parents in wider aspect is not only on the students' learning process at school.

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