

ABSTRACT

Triutami, Cicilia Siwi. (2021). *Exploring Parents' Home-Based Involvement in Their Children's English Learning and EFL University Students' Teacher Identity Construction*. Yogyakarta: English Education Master's Program, Department of Language and Art Language Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Parents and teachers are considered as the key factors in education since both have enormous contribution in students' holistic learning development. Nevertheless, the processes of both parental involvement and teacher identity construction are dynamic and demand individuals' continual struggle due to various factors. This thesis by publication comprises two research papers published in two accredited national journals. The studies are linked by their objectives to provide greater insights of the dynamic processes of parental involvement in children's English learning and teacher identity construction.

The two studies employed qualitative research to explore the processes of parental involvement and teacher identity construction. The first study aims to investigate the triggers and barriers of parents' home-based involvement in their children's English learning and to find out the features of their involvement. The semi-structured, in-depth interview was implemented with four parents of elementary school students. The finding showed the three main triggers in parents' home-based involvement which related to parents' belief and expectation and also the implementation of technological learning tools. While the barriers that parents encountered in their involvement deal with their time constraints, incompetence in English and unfamiliarity with technological learning tools. As the features of involvement, the study revealed parents' monitoring, accompaniment, assistances in their children's home-learning activities and providing some additional learning media.

Furthermore, the second study focuses on investigating how the EFL undergraduate students construct their professional identity within their sociocultural contexts. The semi-structured, in-depth interview was implemented with two EFL undergraduate students. The findings revealed that the process of students' professional identity construction is dynamic and shaped by the three intertwined factors namely: self-perception, educational environment, and teaching practicum.

The studies emphasize providing greater insights of the dynamic processes of parental involvement and teacher identity construction. Both internal and external factors are believed to be the contributing sources which are involved in these processes. Additionally, these studies provide recommendations for students, teachers, parents and future researchers.

Keywords: *parents' home-based involvement, children's English learning, EFL university students, teacher identity construction*

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Orang tua dan guru dianggap sebagai faktor kunci dalam pendidikan karena keduanya memiliki kontribusi yang sangat besar dalam pengembangan pembelajaran holistik siswa. Meskipun demikian, proses keterlibatan orang tua dan proses pembentukan identitas guru bersifat dinamis dan menuntut perjuangan terus-menerus karena berbagai faktor. Tesis dengan publikasi ini meliputi dua penelitian yang dipublikasikan ke dalam Jurnal Ilmiah Nasional Terakreditasi. Penelitian-penelitian tersebut terhubung oleh tujuan untuk memberikan wawasan yang lebih luas tentang proses dinamis dari keterlibatan orang tua dan pembentukan identitas guru.

Kedua penelitian menggunakan metode penelitian kualitatif untuk mengeksplorasi proses keterlibatan orang tua dan proses pembentukan identitas guru. Penelitian pertama bertujuan untuk menginvestigasi pemicu dan hambatan keterlibatan orang tua dalam proses pembelajaran anak di rumah dan untuk mengetahui bentuk-bentuk keterlibatan mereka. Wawancara semi terstruktur dilaksanakan dengan empat orang tua siswa SD. Hasil penelitian menunjukkan tiga pemicu utama keterlibatan orang tua di rumah yang terkait dengan keyakinan, harapan orang tua serta penerapan perangkat pembelajaran teknologi. Sementara hambatan yang dihadapi orang tua dalam keterlibatan mereka adalah kurangnya waktu, ketidakhadiran dalam bahasa Inggris dan ketidakpahaman dengan alat pembelajaran teknologi. Sedangkan bentuk-bentuk keterlibatan yang ditemukan dalam penelitian ini berupa pemantauan, pendampingan dan asistensi oleh orang tua dalam kegiatan belajar anak-anak mereka serta menyediakan beberapa media pembelajaran tambahan.

Penelitian kedua berfokus pada investigasi bagaimana mahasiswa tingkat S1 membangun identitas profesional mereka dalam konteks sosiokultural. Wawancara semi-terstruktur dilaksanakan dengan dua mahasiswa tingkat S1. Hasil penelitian menunjukkan bahwa proses pembentukan identitas profesional mahasiswa bersifat dinamis dan dibentuk oleh tiga faktor yang saling terkait yaitu persepsi diri, lingkungan pendidikan, dan praktek mengajar.

Penelitian dalam tesis ini menekankan pada pemberian wawasan yang lebih luas tentang proses dinamis dari keterlibatan orang tua dalam proses belajar anak dan pembentukan identitas guru. Baik faktor internal maupun eksternal diyakini sebagai sumber kontribusi yang terlibat dalam proses ini. Penelitian ini juga memberikan rekomendasi bagi siswa, guru, orang tua siswa dan peneliti yang akan datang.

Kata Kunci: *parents' home-based involvement, children's English learning, EFL university students, teacher identity construction*