

PARENT PARTICIPATION IN IMPROVING THE QUALITY OF EDUCATIONAL INSTITUTIONS

Ikhwanul Muslimin
Institut Agama Islam Negeri Kediri, East Java, Indonesia
ikhwanulm3@gmail.com

Abstract

This study examines parental participation in educational institutions. Parents are the key to the success of a learning process at school because of their very important role, and the quality of educational institutions becomes superior if parents take part in the implementation of education. The approach used in this research is qualitative with a literature study method, researchers use several books, journals, and the results of recent observations as references. The findings reveal that parents' participation in improving the quality of educational institutions is because 1) the position of parents is very vital in educational institutions, including the results of their contributions in the form of thoughts, skills (certain expertise that a person has and can be applied in an activity), energy, property, and money. Then, the position of parents also plays a role in providing a conducive learning environment so that students can learn calmly and pleasantly; 2) synergy between schools and families (parents), and actively involved in assisting learning efforts and student development.

Key word: parent participation, quality improvement, quality of educational institutions

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INTRODUCTION

The quality of educational institutions will not be maximally successful without the support of the community (in this case the parents of students). In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, there are several roles that can be played by the community in the implementation of education, which are regulated in Article 54 Paragraphs 1 and 2, which reads: (1) community participation in education includes the participation of individuals, groups, families, professional organizations, employers, and community organizations in the implementation and quality control of education services, and (2) the community can participate as sources, implementers, and users of education results. The achievement of students' academic and non-academic achievements is one indicator of school quality, which needs to be supported by parents' participation (Dewan Perwakilan Rakyat Republik Indonesia, 2003).

Parental participation in education should occur in all educational institutions in Indonesia, including Islamic educational institutions. This is because education is not only the responsibility of the government, but also the responsibility of parents and the community. The participation of the community and surrounding parents is very important. On the one hand, schools need input from the community in developing relevant programs, as well as community support in implementing these programs. The implementation of education will be more successful if there is cooperation between the school and parents and the community.

Parents as a child's first teacher first instill values and morals, grow the child's character, and build independence. Since birth or even when still in the womb, parents have begun to provide education for their children. Parents are also very instrumental in preparing and guiding children to enter and face the school world. During the growth period, parents must fulfill basic needs to ensure healthy and good development. In the next stage until the child becomes an adult, parents play a role in delivering and facilitating him to become himself (I Gede Aditya¹, Iyus Akhmad Haris², n.d.).

The role of parents in education is further emphasized in the National Education System

Law No. 20 of 2003 article 1 and article 7. Article 1 states that "Educational resources are everything that is used in the implementation of education which includes education personnel, the community, funds, facilities and infrastructure". The word community in this article includes parents, both directly and indirectly involved in the implementation of education. Furthermore, in article 7 paragraph (1) "parents have the right to participate in selecting education units and obtaining information about the development of their children's education". In paragraph (2) "parents of children of compulsory school age are obliged to provide basic education to their children" (Dewan Perwakilan Rakyat Republik Indonesia, 2003).

When children enter the world of school, parents are not only obliged to choose a school or pay for school, but also to fulfill all the needs of their children. More than that, parental responsibility is absolutely realized in the direct involvement of parents in the education of their children. Parents' involvement in education, especially the enrollment program, can have a positive influence on their children, for example, the participation of parents can improve children's achievement, motivation and enthusiasm for learning. Children will feel excited in participating in activities at school if their parents always support and accompany them.

Schools and parents have a very close relationship in achieving school or educational goals effectively and efficiently. Furthermore, schools must also support the achievement of goals or fulfillment of parents' needs, especially the need for their children's education. Muwahid explained, that the process of organizing education in schools, will be able to succeed optimally, if supported by several parties, both resources originating from schools, parents of students, and the community (Muwahid & Soim, 2013). Muwahid further argued that the participation of parents of students in the form of material, moral and spiritual is needed to achieve the success of education in schools.

Therefore, the school is obliged to explain the objectives, programs, needs, and conditions of the school to parents. Conversely, the school must also clearly know what the needs, hopes, aspirations and demands of parents are, especially towards the school. They (the parents) are given the opportunity to play a role in the school program in order to achieve the vision

and mission. Thus, a harmonious relationship between schools and parents must be fostered and developed to realize quality education. Susanti emphasized that the active involvement of parents has a positive impact on the improvement of students (Susanti, 2017). Without the participation or support of parents, the quality of education (school) will not be maximized.

RESEARCH METHODS

In writing this article, researchers used the literature study method in which data were obtained by conducting a review or in-depth study of several literatures relevant to the research topic. The collection of literature data that has been reviewed in this article is obtained from several national journals, international journals, and books relevant to the topic of the author's scientific article, and is supported by previous observations related to parental participation in education. This research analyzes and reviews 15 references which include books and journals with details of 5 books, and 8 national journals and 2 international journals that have to do with the quality of educational institutions. In addition, the author also adds references from several books and other notes that are relevant to the topic of the author's scientific article.

RESULTS

Parental participation has a major influence on children's learning process and the learning that will be achieved. A number of studies have established the relationship between parental participation in education quality and children's achievement. Ayudia argues that there is a significant relationship between parental participation and students' achievements at school (Ayudia, 2014). Aditya stated that learners achieve higher results when their parents provide help with homework (I Gede Aditya1, Iyus Akhmad Haris2, n.d.). Other studies have also found that parental participation in schools has a direct impact on learner success (Sumarsono et al., 2019). Then Rahmawati's research concluded that parental participation affects the improvement of grades (Rahmawati, 2019). In addition, Ayudia also revealed that there is a significant influence between parental attention and students' achievement at school (Ayudia, 2014). Other

research findings as revealed by Sumarsono, that parental involvement is very important to improve the quality of education in schools (Sumarsono et al., 2019). Meanwhile, Arifi through the results of his research stated that there is a positive and significant relationship between parental involvement in their children's school activities and their academic achievement (Arifi, 2022).

Meanwhile, Sumarsono's research revealed that parents' participation in improving school quality in the aspect of learning, through parenting day activities as resource persons, preparing field trip activities, being actively involved in developing inspirational classes, together with teachers preparing for the implementation of try out exams for grade 6 students, planning and evaluating learning activities outside the classroom, and preparing learning aids, has an impact on the learning process and results to be more meaningful in an effort to improve the quality of education in schools (Sumarsono et al., 2019). Another finding in Yaqin's book explains that the involvement of parents in school activities has a positive effect on the progress and development of students' learning (Yaqin, 2016). This indicates that academic and non-academic achievement increases when there is participation from parents. Therefore, mobilizing or optimizing parental participation is expected to synergistically lead to one goal, namely improving school quality.

According to Muwahid and Soim, the family as the first center is the main and first educational "institution" in society. The development of a child clearly does not start from a tabula rasa. The child has been influenced by physical, biological and sociocultural factors from the family environment from birth to adolescence (Muwahid & Soim, 2013). The form, content and methods of education in the family will always influence the growth and development of the character and personality of every human being. The education received in this family will be used by children as a basis for further education at school. Parental participation is the real involvement of parents in an activity. Parental participation can be in the form of ideas, constructive criticism, support, and implementation of education. (Saefullah, 2012). Parents have a very important role in education and school progress. The form of participation provided can be in the form of ideas, energy,

and material or property. The results of Baeyens and Goffin's research on parental involvement in schools in 10 Eastern European countries show that the communication skills and strategies applied by teachers to parents will have an impact on the active involvement of parents in several school activities. The existence of interaction or communication between parents and the school is the key to an effective child education process, both at school and at home. This shows how important communication between schools and parents is for the sustainability of school-parent partnerships (Baeyens & Goffin, 2015).

Discussion

Parents are very decisive in the learning outcomes of students, and this determines the quality of educational institutions. So in this case the school must be able to explore all types of participation from parents of students tailored to their respective abilities for the smooth running of the school program.

1. Parents' position in improving education quality

The position of parents in the implementation of education is very vital in realizing the quality of an educational institution and their role is very strategic in determining the quality of learning outcomes. According to Rahmawati, the position of parents in educational institutions includes the results of their contributions in the form of thoughts, skills (certain expertise that a person has and can be applied in an activity), energy, property, and money. Then, the position of parents also plays a role in providing a conducive learning environment so that students can learn calmly and pleasantly (Rahmawati, 2019). While Muwahid and Soim in their book, the position and role of parents in education can be in the form of consultation, spontaneous donations in the form of goods / money, outside donations in the form of self-sustaining projects, donations in the form of work services, and entering into a joint agreement to work together to achieve a goal or ideals of educational institutions (Muwahid & Soim, 2013).

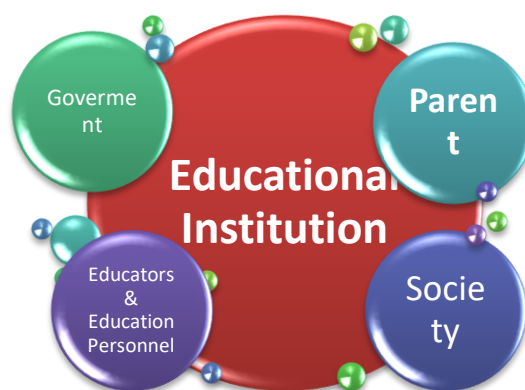


Figure 1. Elements of Education

Some of the positions of parents in realizing good quality education by building a conducive learning environment at home are, 1) Creating a learning culture at home. Parents should also participate in learning during study hours such as reading magazines, writing poetry, and writing work programs, thus creating a culture of learning; 2) Prioritizing tasks that are directly related to learning at school. If there are many activities that children must do, then prioritize those related to learning tasks; 3) Encourage children to be active in various school activities and organizations, both curricular and extracurricular; 4) Provide opportunities for children to develop ideas, ideas, and various activities that support learning activities; 5) Create a democratic situation at home, so that there is an exchange of opinions and thoughts as a means of learning and teaching; 6) Understand what has been, is, and will be done by the school, in developing the potential of their children; And finally, 7) Provide adequate learning facilities, according to parents' abilities and school needs (Siamat, 2003).

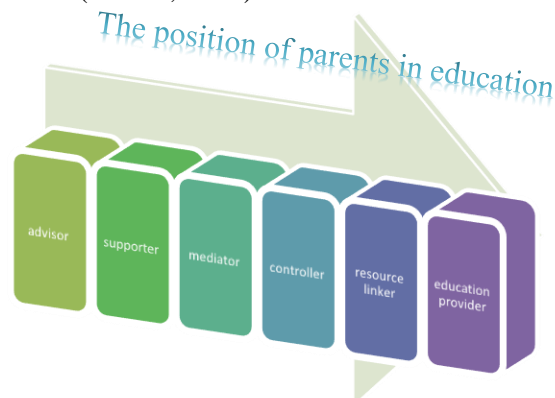


Figure 2. Some roles and positions of parents in educational institutions

According to Siti Farikhah and Wahyydhiana, the position and form of parental participation can be realized by spending time, giving money, ideas, trust and security to help improve school quality (dra. Siti Farikhah & drs. Wahyydhiana, 2015). Meanwhile, according to the Regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007 concerning process standards, the position of parents of students in the form of material towards the implementation of education can be realized by, 1) Procurement and provision of educational staff and experts to carry out or help carry out teaching, mentoring and / or training of students; 2) Procurement and/or implementation of educational programs that have not been held and/or organized by the Government to support national education; 3) Procurement of funds and provision of assistance that can be in the form of waqf, grants, donations, loans, student fees, and other similar forms; 4) Procurement and provision of room, building, and land to carry out teaching and learning activities; 5) Procurement and provision of textbooks and educational equipment to carry out teaching and learning activities; 6) Participation in educational and/or research programs organized by the Government at home and/or abroad (Mendiknas RI, 2013).

2. Synergy between Parents and Educational Institutions

Parents of learners have great potential in assisting schools in developing activity programs, however, everything also depends on how schools approach or empower the potential of parents of learners. When there is a strong connection between the school and the family (parents), and they are actively involved, it helps the learning and development efforts of students, and has a positive impact on improving the quality of education in schools.

The synergy of parents in realizing the quality of educational institutions is by, a) Increasing the dedication / contribution of stakeholders to the implementation of education in schools both in the form of services (thinking / intellect, skills), moral, financial, and material / goods; b) Empowering the existing capabilities of

stakeholders for education to realize national education goals; c) Increase the role of stakeholders in the implementation of education in schools, both as advisors, supporters, mediators, controllers, resource linkers, and education providers; d) Ensure that every decision and policy taken truly reflects the aspirations of stakeholders and makes the aspirations of stakeholders as commander for the implementation of education in schools (Susanti, 2017).

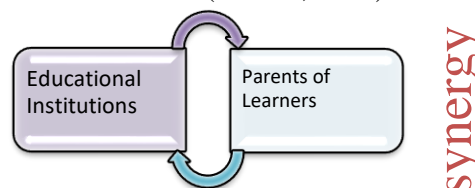


Figure 3. Mutual synergy of educational institutions & parents

Meanwhile, learning synergy can work when there is a good relationship between the school, teachers, children, parents and the community. Parents have a role as partners in a series of learning and following up on children's education at school as well as consulting various information between teachers and parents to strive for the best for children (I Gede Aditya1, Iyus Akhmad Haris2, n.d.). This is confirmed in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 8 which reads "the community has the right to participate in the planning, implementation, supervision and evaluation of education programs" (Dewan Perwakilan Rakyat Republik Indonesia, 2003). Parents' participation can take the form of their participation in the organization of education. Parental participation can also facilitate access to sharing information on children's daily lives in class and at home, so that the treatment provided by teachers and parents can run in harmony. Activities in schools generally have a shorter duration of time to accompany students every day in the implementation of educational services, while parents have a higher time intensity to accompany children. Cooperation between parents and teachers in handling children's development makes children receive continuous educational services.

The things that schools can do in the form of student management to increase parental and community participation include:

- a. The school must really show the seriousness of its efforts to acquire, maintain, enhance or improve its image in the eyes of the community and parents. If the school does not have a good image from the community, it will be very difficult for the school to obtain maximum participation from the community and parents. A good image can be obtained by the school by conducting activities such as the school conducting an 'open house', which invites parents and the community to see the progress or success of their children at school. This event can be done in a simple way and involve all students. In addition, schools can also publicize the event through newsletters, print and electronic media (Ayudia, 2014).
- b. Schools involve parents and the community in making school plans, and if necessary, parents are even given the authority to organize some school activities. In other words, schools should provide the community with the widest possible opportunity to participate in any form for the betterment of the school, including providing criticism and suggestions (Yaqin, 2016).
- c. Schools need to be open. There are several things related to this openness. Firstly, the school must be open about its financial condition, i.e. be willing to report its financial income and expenditure to parents and the community, and be willing to be audited by the community and held accountable. Secondly, the school must be willing to receive parents and the community at any time if they want to come to the school to see their children learning or to obtain information about their children's activities at school or problems that occur at school, and the school must be willing to provide the information they need (Sumarsono et al., 2019).
- d. Schools also need to provide information to parents about what parents need to do to help make their children's education a success. In this case the school must be able to convince parents that the efforts made by the school are to help the success of their children's education, and this effort will not be successful without parental support (Susanti, 2017).

This is in line with Siamat's opinion that efforts to optimize parental participation or develop a synergy of cooperation between schools and parents of students, schools need to pay attention to the principles, among others: (1) the program must be easy to understand and implement, (2) sensitive to the aspirations of the community, in this case the parents of students, and (3) the ideas contained are communicated simply and clearly (Siamat, 2003).

So it is important for schools to pay attention to in order to build and develop synergy between the community (parents) and the school, namely: "...participation, meaning that the programs and services provided by the school should be developed together..." (Marnis & Priyono, 2008). Similarly, Muwahid and Soim argue that schools and communities (including parents of learners) should be given a greater role in planning, implementing and monitoring the improvement of the quality of education in schools (Muwahid & Soim, 2013). Meanwhile, Siti Farikhah and Wahyudhiana stated that increasing participation is an effort to create an open and democratic environment, where teachers, students, employees, and the community (parents of students) are encouraged to be directly involved in the implementation of education starting from decision making, implementation, and evaluation which is expected to improve the quality of education in schools (dra. Siti Farikhah & drs. Wahyudhiana, 2015).

CONCLISION

Parental participation in education is the real involvement of parents in the running of a learning program at school. Parental participation can be in the form of ideas, constructive criticism, support and implementation of education. Parents have a very important role in the quality of education and school progress. The form of participation provided can be in the form of ideas, energy, and material or property. Parents also play a role in providing a conducive learning environment so that students can learn calmly and pleasantly. Parental participation is necessary in such family education, as parental participation in children's education has been seen as a mechanism to raise standards, build and develop

synergy between schools and parents in the local community. Parental participation is also seen to play a role in improving learner learning.

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