



Parental Participation Evaluation in Education at SD Negeri 024 Petapahan Jaya

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Abstract. Aim – This study aims to evaluate the level of parental participation in education at SD Negeri 024 Petapahan Jaya and to identify the factors that affect their involvement. **Design/methodology/approach** – This research method uses a qualitative descriptive approach with the data collection technique used in this study is an in-depth interview with the principal and a survey aimed at teachers to explore information about the participation of students' parents at SD Negeri 024 Petapahan Jaya. **Findings** – The findings of the study show that the level of community participation in education at SD Negeri 024 Petapahan Jaya is very high, community participation in SD Negeri 024 Petapahan Jaya is in the form of assistance, at SD Negeri 024 Petapahan Jaya creates a class association, namely an association of parents or guardians of students which aims to build, grow and increase the participation of parental care and responsibility by providing suggestions and input as efforts to improve students learning outcomes. In addition, at SD Negeri 024 Petapahan Jaya, it also established a classroom reading corner and received a lot of supports from the community such as funds and community labor, the largest participation of parents and the community at SD Negeri 024 Petapahan Jaya, particularly the contribution to fence construction that reached 80 million Rupiah. **Research limitations/Implications** – This research has several limitations that need to be considered. First, the scope of the research is limited to one elementary school, namely SD Negeri 024 Petapahan Jaya, so the findings probably not be generalized to all elementary schools in other regions. Second, the data collected is mostly from interviews, which may be influenced by the subjectivity of the respondents. The limitations can affect the accuracy and reliability of the data obtained. The implication of this limitation is necessary for further research to a wider and more diverse sample to get more comprehensive pictures of parental participation in education in various contexts. Further research is also expected to use more varied and in-depth data collection methods, such as direct observation and longitudinal studies, to increase the validity of the findings. In addition, further analysis of external and psychological factors influencing parental participation can provide deeper insights and more effective solutions to improve their involvement in children's education. **Practical Implications** – This research has several practical implications that are important for the development of education in SD Negeri 024 Petapahan Jaya and other elementary schools. First, the results of the study show that parental participation in their children's education has a positive effect on students' academic achievement and social-emotional development. Therefore, schools need to adopt more effective

strategies to increase parental involvement. One strategy that can be implemented is to hold training and socialization programs for parents about the importance of their participation in children's education, as well as concrete ways to be more actively involved. Second, communication between schools and parents needs to be improved. Schools can utilize various communication media, such as regular meetings, newsletters, and digital platforms to ensure that important information reaches parents. With better communication, parents will feel more involved and have a clearer understanding of their role in supporting their children's education. Third, involving parents in the process of planning and evaluating school activities can increase their sense of ownership and responsibility for the success of their children's education. Schools may form committees or working groups consisting of representatives of parents, teachers, and school staff to jointly formulate programs that support student learning and development. **Originality/Value** – This study provides new insights into parental participation rate in education in primary schools in Indonesia, especially in the Petapahan Jaya area. These findings are expected to be the basis for the development of more effective policies and programs in increasing parental involvement.

Keywords: Partisipation, Primary Education, Parental Partisipation, Education Evaluation.

1 Background

Parental participation in education is an important aspect that has been widely discussed in the educational literature. This participation includes various forms of involvement, from providing moral support to directly participating in school activities. The basic phenomenon behind this study is the importance of parental involvement in improving the quality of children's education. Parent involvement plays a significant role in improving students' academic achievement and socio-emotional development [4]. In the context of SD Negeri 024 Petapahan Jaya, the evaluation of parental participation is relevant to identify the extent to which their involvement affects student learning outcomes.

Previous research has shown that parental involvement in children's education has a positive impact on academic achievement. Cotton dan Wikelund (1989) suggests that children whose parents are involved in education tend to have better academic performance compared to those whose parents are less involved [29]. However, on the other hand, there is still a research gap related to the form and intensity of parental participation that is most effective in local and specific contexts, such as at SD Negeri 024 Petapahan Jaya. The state of the art in this study includes an understanding of the dynamics of parental participation in primary schools in Indonesia and how this can be optimized to improve the quality of education.

The novelty of this study lies in its comprehensive approach in evaluating parental participation, not only from an academic perspective but also considering the social and emotional aspects that contribute to children's development. The formulation of the problem raised is: What is the form of parental participation in education at SD Negeri 024 Petapahan Jaya and to what extent does this participation affect student learning

outcomes? The purpose of this study is to evaluate parental participation in education at SD Negeri 024 Petapahan Jaya and identify the factors that affect the level of participation.

The usefulness of this research is expected to make theoretical and practical contributions. Theoretically, this study will enrich the literature on parental participation in basic education in Indonesia. In practical terms, the results of this research are expected to be the basis for schools and related stakeholders to design more effective strategies in involving parents in the education process. Thus, this research not only seeks to identify problems, but also offers solutions that can be implemented to improve the quality of education at SD Negeri 024 Petapahan Jaya.

In conducting this research, various literature and theories about parental participation in education will be reviewed to provide a strong conceptual foundation. Epstein's theory of family and school involvement, as well as Vygotsky's sociocultural approach, would be the main theoretical framework [27]. This research will also benefit qualitative methods that will be used to understand the perceptions and experiences of parents, teachers, and students. By using the holistic approach, it is hoped that this study can provide a clear and in-depth picture of parental participation in education at SD Negeri 024 Petapahan Jaya. The results of this study are expected not only to be useful for the development of education policies at the local level, but also to be a reference for similar studies in the future.

2 Research Aim

The purpose of this study is to evaluate the rate of parental participation in education in SD Negeri 024 Petapahan Jaya. The study aimed to gain a deep understanding of the extent to which parents are involved in school activities and home learning support, as well as to identify the factors that affect their participation rates. Thus, this study aims to provide a comprehensive overview of the dynamics of parental participation in the context of primary school education, which can be the basis for the development of effective strategies in increasing parent involvement and improving the quality of education in SD Negeri 024 Petapahan Jaya and other elementary schools.

3 Basic Concepts of Parent Participation in Education

Parental participation in education is a significant relevance concept in the context of education. In the educational literature, parental participation is often considered as factor that has a prime influence on a child's academic achievement and development [3]. Parental participation includes many forms of involvement, from support in home learning to active participation in school activities (Camila Del Carmen et al., 2023). This concept emphasizes the importance of collaboration between parents and schools in supporting student development.

One important aspect of parental participation is the support they provide in learning at home. This support includes helping children with homework, reading together, and providing encouragement and motivation to learn [14]. Research shows that parental support in learning at home has a positive impact on students' academic achievement.

In addition, parental participation in school activities is also an important factor in improving the quality of education. Parents who are actively involved in school activities, such as teacher parent meetings, school events, and extracurricular activities, tend to have children who are outstanding and have a positive attitude towards school [7].

In addition to providing direct support in school learning and activities, parental participation also includes their contribution in decision-making related to school programs and policies. Through parent committees, forum meetings, or individual consultations, parents have the opportunity to play a role in determining the direction and policies of the school [24]. Parental participation in school decision-making is a manifestation of the principle of democracy in education, where all stakeholders have the opportunity to contribute to the shaping of policies that affect their children's education. However, although parental participation in education is considered important, there are several factors that affect their participation rate. One of the main factors is the level of education and socioeconomic status of the parents. Research shows that parents with higher levels of education tend to be more actively involved in their children's education [6]. In addition, economic conditions can also be an obstacle to parental participation, as they may have limited time and resources to be actively involved in school activities.

In addition to individual factors, environmental factors also affect parental participation in education. The quality of the relationship between the school and parents, including the level of communication and cooperation, can affect the level of parental participation [10]. Schools that are able to create an open, inclusive environment and receive input from parents tend to have higher participation rates. In the Indonesian context, parental participation in education is also a major concern in efforts to improve the quality of national education. Programs such as Sekolah Ramah Keluarga (SRK) (Family Friendly School) and Gerakan Literasi Sekolah (GLS) (School Literacy Movement) is a concrete effort by the government to encourage parental participation in the education of their children (Ministry of Education and Culture, 2018). However, complex challenges, such as economic disparities and educational accessibility, remain obstacles that need to be overcome in increasing parental participation in Indonesia.

In the context of globalization and the development of information technology, parental participation has also undergone a transformation. Parents now have greater access to information about their children's education through the internet and social media. This opens up new opportunities for collaboration between schools and parents in supporting their children's education [1]. However, on the other hand, technological advancements also pose new challenges in ensuring that parents remain actively involved in their children's education in this digital age. In addressing the complexity and importance of the role of parental participation in education, further research is needed to deepen our understanding of the factors that influence parental participation as well as effective strategies to increase their involvement in their children's education. Thus, we can create a more inclusive, collaborative, and effective educational environment for the holistic development of students.

4 Factors Influencing Parental Participation

Parental participation in education is a complex matter and is influenced by various factors, both individual, environmental, and systemic. These factors have a significant impact on the level of parental involvement in school activities and their support for their children's learning. Some of the key factors that influence parental participation in education, which include individual factors, environmental factors, and systemic factors [32].

4.1 Individual Factors

Individual factors refer to the personal characteristics and conditions of parents that can affect their rate of participation in their children's education. One of the important individual factors is the level of education of parents. Research shows that parents with higher levels of education tend to be more actively involved in their children's education. Parents who have a higher education have a better knowledge and understanding of the importance of education, as well as have more resources to support their children's education. In addition to the level of education, another factor that affects parental participation is socioeconomic status. Parents with higher socioeconomic status tend to have more resources, both financial and time, which allow them to be actively involved in school activities and support their children's learning [25]. In contrast, parents with lower socioeconomic status may face obstacles in terms of time and resources to engage in their children's education. In addition to these factors, parents' personal characteristics can also affect their participation in education. For example, a parent's personality, motivation level, and perception of the importance of education can affect the extent to which they are involved in school activities and home learning support [12]. Parents who have high motivation to support their children's education tend to be more actively involved in their education.

4.2 Environmental Factors

Environmental factors include the social, cultural, and community contexts in which parents live, which can affect their participation in education. One of the environmental factors that affect parental participation is the quality of the relationship between the school and parents. Schools that are able to create an open, inclusive environment and receive input from parents tend to have higher participation rates [13]. Conversely, if the relationship between school and parents is poor, parents may feel uncomfortable or unappreciated, which can reduce their motivation to engage in their children's education. In addition to school-parent relationships, other environmental factors that affect parental participation are the prevailing cultural norms and values in society. Cultures that encourage parental participation in their children's education tend to have higher participation rates than cultures that do not support parental participation. For example, in some cultures, parents are seen as important partners in their children's education, while in others, education is often seen as the sole responsibility of the school.

4.3 Systemic Factors

Systemic factors refer to the policies, practices, and structures of the education system that can influence parental participation in education. One of the systemic factors that affect parental participation is the accessibility of education. Parents who live in areas with poor or limited educational accessibility may face barriers when it comes to attending school meetings or participating in school activities [17]. Therefore, improving the accessibility of education can increase parental participation in their children's education. In addition to accessibility, education policies can also influence parental participation. For example, policies that encourage parental involvement in school decision-making, such as the establishment of parent committees or teacher parent forum meetings, can increase parent participation [23]. Conversely, policies that do not support parental participation or even hinder it can reduce their participation rates in their children's education.

5 Parental Participation in the Context of Elementary Schools

Parental participation in the context of primary school is a very important aspect in supporting the educational process of children at the primary level. Primary school is the initial phase in formal education where children begin to acquire the foundations of knowledge, skills, and values that will form the foundation for their later development [21]. In this explanation, we will explore the importance of parental participation in the context of primary school, including their role in supporting children's learning, involvement in school activities, and contribution to decision-making [5].

5.1 Supports in Children Learning

One of the main roles of parents in the context of primary school is to provide consistent support in their children's learning. This support includes a variety of activities, from helping children with homework, reading together, to providing encouragement and motivation to learn. Research shows that parental support in home learning has a significant positive impact on students' academic achievement in primary school. Parents who are actively involved in their children's learning tend to create an environment that supports their children's cognitive, social, and emotional development. In addition to helping children with homework, parents also have an important role in motivating their children to learn and explore their interests and talents. By providing praise, encouragement, and moral support, parents can help their children develop confidence and intrinsic motivation in learning [30]. This is very important in developing a positive attitude towards learning and fostering children's interest in exploring different areas of knowledge.

5.2 School Activities Involvement

In addition to support in learning at home, parental participation also includes their involvement in school activities. Parents who are actively involved in school activities, such as teacher parent meetings, school events, and extracurricular activities, tend to have children who are more accomplished and have a positive attitude towards school.

Through this participation, parents can make a meaningful contribution in creating a school environment that is conducive to learning, as well as strengthening the relationship between the school and the family. One form of parental involvement in school activities is participating in volunteer activities, such as volunteering at the school library, helping to supervise children during school trips, or being a guest speaker at school events [2]. Through this participation, parents can become effective partners for schools in providing a diverse educational environment and meeting the needs of all students [11].

5.3 Contribution to Decision Making

In addition to supporting their children's learning and being involved in school activities, parental participation in the primary school context also includes their contribution in decision-making related to school programs and policies. Parents who are involved in the school decision-making process tend to feel more owned and have greater responsibility for the educational success of their children. Through parent committees, forum meetings, or individual consultations, parents have the opportunity to contribute to the shaping of school policies that affect their children's education [25]. Thus, parental participation in school decision-making is a manifestation of the principle of democracy in education, where all stakeholders have the opportunity to play a role in the formation of policies that affect their children's education. In the context of elementary schools in Indonesia, parental participation is also an important focus in efforts to improve the quality of national education. Programs such as Sekolah Ramah Keluarga (SRK) (Family Friendly School) and Gerakan Literasi Sekolah (GLS) (School Literacy Movement) is a concrete effort by the government to encourage parental participation in the education of their children (Ministry of Education and Culture, 2018). Through parental participation, it is hoped that a more inclusive, effective, and responsive educational environment can be created to the needs of students in elementary schools.

6 Challenges in Increasing Parental Participation in Elementary Schools

Parental participation in the primary school environment has a significant impact on their children's educational development. However, increasing the level of parental participation in school activities is not easy and involves a number of challenges that need to be overcome [10]. The main challenges faced in increasing parental participation in primary schools are as follows:

- a. **Time and Commitment Limitations:** One of the main challenges is the time limitations and commitments that parents have. According to research by [9], many parents face hectic work schedules and family responsibilities that limit their time to engage in school activities. This can significantly reduce the parental participation rate
- b. **Lack of Parental Involvement at Home:** Parents who are less involved in their children's education at home tend to be less motivated to be involved in school

- activities. Parental involvement at home has a significant impact on their participation rates in school.
- c. **Lack of Communication and Cooperation Between Schools and Parents:** Ineffective communication between schools and parents can be a barrier in increasing parental participation. Strong cooperation between schools and parents is needed to create an environment that supports parental participation.
 - d. **Cultural Differences and Values:** Parents from different cultural backgrounds may have different views and values related to education. This can make it difficult for schools to accommodate the needs and preferences of diverse groups of parents. The importance of recognition and respect for cultural differences in increasing parental participation.
 - e. **Resource Limitations:** Schools with limited resources may struggle to provide programs and services that are of interest to parents to get involved with. The importance of investing in school resources to increase parent participation [28].

7 Evaluation of Parental Participation in Education in the Indonesian Context

Parental participation in education has significant implications for their children's academic achievement and social development [22]. In Indonesia, evaluation of parental participation has become the main focus in efforts to improve the quality of education. Various studies have been conducted to evaluate the level of parental participation, the factors that influence it, and its impact on children's education in Indonesia. The rate of parental participation in education in Indonesia varies depends on a number of factors. Economic factors are one of the main factors that affect parental participation. Families with low income levels tend to have limited time and resources to be actively involved in their children's education [15]. In addition, parental education also plays an important role in their participation in children's education. Parents who have a higher level of education tend to be more active in supporting their children's education [20].

Cultural and traditional factors also affect parental participation in education in Indonesia. Cultures that value education and place an important value on the role of parents in educating their children tend to increase the rate of parental participation in education [8]. Although the importance of parental participation in education is recognized, there are still a number of challenges that need to be addressed. One of them is the socioeconomic gap that can limit the ability of parents from underprivileged walks of life to be actively involved in their children's education [16]. In conclusion, parental participation in education has a significant impact on children's education in Indonesia. While there are still challenges that need to be addressed, increasing parental participation can have a huge positive impact on children's academic achievement and development [31].

8 Methodology

This type of research is classified into the form of Qualitative Descriptive research, research used in natural objects. Descriptive research is a type of research that provides a picture or description of a situation as clearly as possible without any treatment of the object being researched [19]. The informants in this study are the principal and teacher at SD Negeri 024 Petapahan Jaya.

9 Data Collection

The data collection used in this study is an in-depth interview with the principal and a survey aimed at teachers to explore information about the participation of parents of students at SD Negeri 024 Petapahan Jaya.

10 Data Analysis Procedure

Data analysis in qualitative research is carried out at the time of data collection, and after the completion of data collection in a certain period. Miles and Huberman, in Sugiyono's book, stated that activities in qualitative data analysis are carried out interactively and take place continuously until they are complete, so that the data is saturated [18]. Effectiveness in data analysis, namely: data reduction, data display, and data conclusion drawing/verification. The data that has been collected is analyzed descriptively by summarizing, grouping, and interpreting relevant information. Data analysis is carried out in several stages, namely data reduction, data presentation, and conclusion drawn. Data reduction involves the process of selecting, focusing, and transforming raw data into a more organized and meaningful form. After the data is grouped, the data is presented in a descriptive form so that in the end conclusions can be drawn in the research.

11 Results and Discussion

Community participation in the development of Indonesian education needs to grow the willingness and ability of citizens or community groups to participate in the development of education. On the other hand, the government or the State also provides space or opportunities for citizens or community groups to participate as widely as possible so that we can spark a creative and imaginative idea in the development of education, as the Javanese proverb "Rawe-rawe rantas, malang-malang putung" or in Indonesian Language is *Bercerai kita runtuh, Bersatu kita teguh* (in English, the meaning unity will make a person stronger than alone. This proverb emphasizes the importance of unity and unity in all aspects of life). Community participation according to Isbandi (2007) is community participation in the process of identifying problems and potentials that exist in the community, selection and decision-making about alternative solutions to handle problems, implementation of efforts to overcome problems, and community involvement in the process of evaluating changes that occur.

The principles of participation, as stated in the Guidelines for the Implementation of the Participatory Approach prepared by Department for International Development (DFID) (cited in Monique Sumampouw, 2004) as follows:

- a. Coverage. All persons or representatives of all groups affected by the outcome of a decision or development project process.
- b. Equal Partnership. Basically, everyone has skills, abilities and initiatives and has the right to use these initiatives to be involved in every process to build dialogue without taking into account the level and structure of each party.
- c. Transparency. All parties must be able to grow and develop communication and an open and conducive communication climate so as to create dialogue.
- d. Sharing Power/ Equal Power Ship. The various parties involved must be able to balance the distribution of authority and power to avoid domination.

From the results of the research that has been carried out, the results are obtained based on observations and interviews conducted by researchers with informants, stating that:

Although the educational and working backgrounds of the students' parents at SD Negeri 024 Petapahan Jaya vary, in general, they have oil palm plantations and are on average in the upper middle economy. Because SD Negeri 024 Petapahan Jaya is present in the general public, people outside SD Negeri 024 are also needed and even expected even though they feel that they have a moral sense of belonging so that they grow their participation in participating in the success of the development of education at SD Negeri 024 Petapahan Jaya. Parental involvement in terms of management helps determine decisions and implementation, evaluation program is carried out by implementing participatory management. The efforts made by schools in gathering community participation, especially parents, according to the results of the research are building a school image, because by image the school as a superior school, community participation will flow, both from parents or official or non-official agencies. The use of figures, by using community leaders and policy holders, the entire community can participate in SD Negeri 024 Petapahan Jaya. Silaturahmi, SD Negeri 024 packaged all its events in the form of friendship to attract community participation because all parents of SD Negeri 024 students are the majority of Muslims. Appeal or invitation, SD Negeri 024 through its principal explained all work programs and all his wishes in every meeting with students' parents as well as appealing and inviting the community to participate in the programs that have been presented.

The results of the study are clear that the participation given by the community to SD Negeri 024 Petapahan Jaya is generally shaped. Participation is in the form of financial/material for the community or parents who have school children at SD Negeri 024 Petapahan Jaya. Participation is in the form of ideas or ideas for people who have a level of thinking and insight into education and hold policies in Petapahan Jaya. Participation is in the form of prayers for the community and parents of SD Negeri 024 students who have moral concern for SD Negeri 024 Petapahan Jaya.

Pailwar dan Mahajan (2005), said community participation has proven to be an effective approach in addressing and identifying socio-economic and cultural barriers by defining local program condition initiatives. Local communities have also helped to fill the gap where the government is unable to provide education services with efficient use of limited resources, and make a considerable contribution in improving the quality

of education and access by developing infrastructure facilities. In order to encourage community participation, schools can carry out activities to carry out community programs, such as environmental cleanliness, and help traffic around the school, such a simple program, slowly but surely will foster community sympathy. Holding an open house that provides an opportunity for the wider community to know about school programs and activities. Of course, on such occasions, schools need to highlight programs that attract the interest of the community.

Parent gathering is also one of the efforts to encourage the participation of parents or the community. Gathering is a characteristic of efforts developed in gathering community participation because friendship is in accordance with the character of the school. Appeal/invitation to parents or the community to participate in school is an inviting language for parents and the community to be able to back up, because success is not the success of one person, but actually there are many factors that support the success.

The form of community participation in SD Negeri 024 Petapahan Jaya is very diverse, based on the results of an interview with one of the teachers at SD Negeri 024 Petapahan Jaya, Mrs. Mahmudah, S,Pd, she said that the community participation at SD Negeri 024 Petapahan Jaya is as follows:

1. *Paguyuban* (Association)

Participation is in the form of financial/material for the community or parents who have children who attend SD Negeri 024 Petapahan Jaya. SD Negeri 024 created a student guardian organization called the association. *Paguyuban* is a familial association, established by like-minded people (by blood) to foster unity (harmony) among its members. At SD Negeri 024 Petapahan Jaya creates an inter-class association organization, each class has a group, which is an association of parents of students in a class that aims to build, grow, and increase the participation of parents' care and responsibility by providing suggestions and inputs in an effort to improve student learning outcomes. *Paguyuban* also aims to get to know each other more closely, foster a sense of brotherhood and solidarity among students' parents, so that there is an opportunity for them to meet and discuss many things for the improvement and progress of the school.

One example of participation from the class association at SD Negeri 024 Petapahan Jaya is giving donations in the form of fans that are intended for the class in which the child learns. Because the economy of students' parents is in the middle and upper middle economy, each group between classes seems to be competing in equipping the facilities for the learning process in the classroom, for example in the fan, Each class has a different number of fans according to the agreement of the class association, there are parents who understand the needs of students in class but there are also parents of students who do not want to know the needs of students in class in the learning process.

2. Building reading corner

The Reading Corner is a corner where students read, where books about education and science are provided, as well as student works that can add uniqueness and artistry. The Reading Corner is an activity that students do in their spare time between class hours to read books that are available on the classroom corner shelf. This reading corner also applies as a mini library in each class.

In order to develop students' interest in reading, the Reading Corner in each class has benefits, including: It can stimulate students to be fonder of reading and have good thinking power, bring books closer to students so that students are more interested in reading, The function of the reading corner itself is to get students used to reading books. In addition, it is also one of the programs to eradicate ignorance. The form of participation of parents and the community at SD Negeri 024 Petapahan Jaya in establishing a reading corner is in the form of financial assistance and manpower, funds given to the school to buy equipment in setting up a reading corner, books to fill the shelves of the reading corner are provided by the school and there are also receiving grants and book waqf from the community.

3. Contribution to the construction of school fences

The fence that stands at SD Negeri 024 Petapahan Jaya is the largest form of participation from parents and the surrounding community, before erecting the fence, the school invites parents and the community to discuss the construction of the fence, all communities participate in making donations to build the school fence. SD Negeri 024 Petapahan Jaya received donations from parents, the community and the cooperative of the Hikmah Jaya Autonomous Unit Village Unit (KUD UUU) Petapahan Jaya in the amount of 80 million rupiah. All the money obtained is used to build school fences, and there are also people who directly donate in the form of materials such as cement, sand and stones.

4. Parent participation as a facilitator for their children at home if there is online learning

Parents' participation in online learning is also as a facilitator, in general, parents as facilitators have a meaning, namely as people who can provide facilities or needs. Facilities are very important during the online learning period, especially smartphones and internet facilities such as quota or wifi in order to access the internet network. Therefore, the participation of parents in facilitating children smartphones connected to the network is very important. As we know, smartphones without a network will not be able to be used for online learning. In addition to internet facilities, parents must also provide facilities in the form of books and other learning media, and also provide facilities for children to learn comfortably and quietly.

At SD Negeri 024 Petapahan Jaya because the students are still at the elementary level, the average student does not have their own smartphone, therefore parents must be able to facilitate or use their parents' smartphones for online learning.

The large number of parent participation at SD Negeri 024 Petapahan Jaya will not be able to avoid factors that can affect it, there are several factors from the results of interviews with several teachers at SD Negeri 024 Petapahan Jaya:

From the results of interviews with teachers and also guardians of students, there are several factors that can influence parents to participate in education at SD Negeri 024 Petapahan Jaya, including: because the work background of the parents of the students at SD Negeri 024 Petapahan Jaya is different, this is one of the factors that can affect because they have their personal activities. Mrs. Mahmudah as a teacher at SD Negeri 024 Petapahan Jaya also said that socio-economic status also has a significant impact on parental participation at SD Negeri 024 Petapahan Jaya. Parents with higher socio-economic status tend to have more resources, both financially and socially, which

allows them to be more actively involved in school activities and provide greater support in children's learning. On the other hand, parents with low socio-economic status experience obstacles such as busy work, time constraints, and lack of access to educational resources, which can hinder their participation in SD Negeri 024 Petapahan Jaya.

The same thing was also conveyed by Mr. Satria Jaya Kusuma where he said that the background and socio-economic background of the parents of the students at SD Negeri 024 Petapahan Jaya are also very related to the quality of the relationship between parents and the school. The quality of the relationship between the school and parents is also an important factor in influencing parental participation in education at SD Negeri 024 Petapahan Jaya. Schools that are able to create an open, inclusive environment and receive input from parents tend to have higher participation rates. Conversely, a lack of communication and cooperation between schools and parents can cause parents to feel uninvolved or not heard, which can reduce their motivation to get involved in school activities. With parents who have different socio-economic and occupations and have busy lives, it makes them less participatory, resulting in a lack of quality of parental relationships between the schools.

Not only socio-economic and the quality of relationships between schools are factors that affect parental participation at SD Negeri 024 Petapahan Jaya, based on an interview with Mrs. Devi Astuti, she said that cultural and contextual factors can also affect parental participation in education at SD Negeri 024 Petapahan Jaya. The cultural values, beliefs, and expectations possessed by parents can influence their attitudes and behaviors related to their children's education, because the students and students at SD Negeri 024 Petapahan Jaya are not only from the Muslim community but half of the students are from non-Muslims. There are some parents in cultures where education is considered a top priority, these parents tend to be more actively involved in their children's education. On the other hand, in a culture where the role of parents in education is considered less important, making parental participation can be lower.

In addition to the factors mentioned above, there are also other variables that can affect parental participation in education at SD Negeri 024 Petapahan Jaya, as said by the principal of SD Negeri 024 Petapahan Jaya, Mr. Yoyok Pujianto, he said that the influencing factors can be from the support of a life partner, childhood education experience, and access to educational resources.

The importance of understanding and identifying these factors is so that schools and related parties can develop effective strategies in increasing parental participation in their children's education. By overcoming these obstacles, it is hoped that a more inclusive, effective, and responsive educational environment can be created to the needs of students.

12 Practical Implications

This research has significant practical implications for various stakeholders in the world of education, especially in the context of parental participation in SD Negeri 024 Petapahan Jaya. The results of the research can be used by schools to design and

implement more effective programs in involving parents, such as regular meetings, parenting skills workshops, and joint activities between teachers, parents, and students that can strengthen the relationship between the three. In addition, the study provides insights for policymakers at the local and national levels to develop policies that support the active participation of parents in their children's education, such as providing incentives to schools that successfully increase parental participation and providing adequate resources. For teachers and educators, this study provides a better understanding of the importance of parental involvement in the teaching and learning process, so that teachers can be more proactive in establishing communication and cooperation with parents to create a more conducive learning environment for students.

13 Research Implications

The implications of this study make an important contribution to the literature on parental participation in education, especially in the context of primary schools in Indonesia. This study enriches the theory of parental participation by adding empirical data from local contexts, which is important because most of the existing literature is still dominated by research from Western countries. The methodological approach used in this study, such as the use of survey and interview methods, can be a reference for future research to provide a more comprehensive picture of parental participation. The results of this study also show that parental participation is not only influenced by internal factors such as attitudes and motivations, but also by external factors such as school support and government policies, encouraging further research to pay more attention to the local context in examining parental participation.

14 Significant Value of Research

This research has significant value that is important for various parties, highlighting the importance of parental participation in primary education as a key factor in improving students' academic achievement and their character development. By understanding the factors that affect parent participation, schools and governments can take more appropriate steps to increase parent involvement. This study also provides empirical evidence regarding the condition of parental participation in SD Negeri 024 Petapahan Jaya, which can be used as a basis for evaluating and improving existing programs. In addition, the results of this study can be a reference for future research that wants to examine parental participation in different contexts, both in terms of geographical location, demographic characteristics, and education levels.

15 Future Aim

Future aim that can be taken to deepen understanding of parental participation in education. Longitudinal research that tracks parental participation and students' academic and non-academic development over a longer period of time will provide

deeper insights into the long-term impact of parental participation. Comparative research between schools with different levels of parental participation can help identify the key factors that make a school more successful in engaging parents. In addition, trying different forms of interventions to increase parental participation, such as parenting training, mentoring programs, or the use of information and communication technology (ICT) to facilitate communication between parents and schools, and then evaluating the effectiveness of those interventions, is an important step for further research. Further research also needs to pay attention to the influence of social and cultural context on parental participation, given that Indonesia has a very wide cultural diversity, which can affect the way parents participate in their children's education.

16 Advanced Research Recommendations

Recommendations for further research include diversifying the sample to include schools in urban and rural areas as well as schools with different socioeconomic backgrounds to get a more comprehensive picture of parental participation in Indonesia. A multidisciplinary approach that combines perspectives from different fields such as education, psychology, sociology, and public policy will provide a more holistic understanding of the factors that influence parental participation. Further studies need to explore the role of technology in increasing parental participation, for example, examining the effectiveness of using applications or digital platforms designed to facilitate communication between parents and teachers, as well as supporting learning activities at home. Further research also needs to pay attention to the role of gender in parental participation, examining how the roles of mothers and fathers differ in supporting children's education and the factors that influence these differences. Finally, it is necessary to conduct evaluative research on the programs that have been implemented to increase parental participation, including an analysis of the effectiveness of the program, the obstacles faced, and recommendations for improvement.

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