

Parental Engagement in Education: A Descriptive Analysis of Current Practices in Selected Indonesian Schools

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ABSTRACT

This study investigates current practices of parental involvement in 24 Indonesian schools, based on baseline data collected in 2021 prior to the implementation of NAMA Foundation interventions. The objective is to identify effective strategies and areas for enhancement in school-parent partnerships. Adopting a qualitative descriptive methodology, in-depth interviews were conducted with parents and school administrators to capture diverse perspectives and engagement experiences. The analysis revealed strong parental involvement across three dimensions: financial, social, and intellectual. Schools reported consistent financial contributions, active participation in school activities, and parental engagement in academic monitoring. However, challenges remain in communication, sustaining funding, and student monitoring. The findings underscore the need for robust communication channels, increased financial literacy, and a holistic approach to parental involvement. This study focuses solely on the Indonesian context and does not consider Tanzania and Kyrgyzstan, where NAMA Foundation also operates. Future research is recommended to explore parental involvement across these additional contexts and to assess the impact of NAMA interventions. In conclusion, fostering collaborative, inclusive, and sustainable school-parent partnerships is essential for advancing educational outcomes and building resilient school communities in Indonesia.

Keywords: *parental engagement, school financial engagement, school social engagement, school intellectual engagement, student monitoring, school medium of communication*

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INTRODUCTION

This section explores the significance, mechanisms, and challenges of parental engagement in child education, drawing on empirical evidence and theoretical frameworks. Parental engagement has long been recognized as a pivotal factor influencing a child's educational outcomes. Research consistently highlights the role of parental involvement in fostering academic success, socio-emotional development, and long-term educational aspirations (Epstein, 2011).

Numerous studies demonstrate that children whose parents are actively involved in their education tend to perform better academically. For instance, a meta-analysis by Jeynes (2012) found that parental engagement, including activities such as reading to children, attending parent-teacher meetings, and supporting homework, correlates positively with higher grades and test scores. Moreover, parental involvement has been linked to improved student behavior and lower dropout rates (Fan & Chen, 2001).

The benefits of parental engagement extend beyond academic performance. According to Wilder (2014), active parental participation enhances a child's self-esteem and motivation. These children are more likely to develop a positive attitude towards learning, which is crucial for their overall development.

Parental engagement operates through several mechanisms, including emotional support, role modeling, and resource provision. Emotional support from parents fosters a secure and encouraging environment, enabling children to focus on their studies. Role modeling, where parents demonstrate the value of education through their attitudes and behaviors, significantly influences children's perspectives on learning (Hoover-Dempsey & Sandler, 1995). Furthermore, parents who provide educational resources, such as books and technology, create an enriched learning environment that supports academic achievement.

Cultural and socioeconomic factors also play a role in shaping parental engagement. For instance, parents from higher socioeconomic backgrounds often have more access to resources and time, which facilitates greater involvement in their child's education. However, even in low-resource settings, parental engagement can be impactful when parents leverage community resources and maintain consistent communication with teachers (Bakker & Denessen, 2007).

Despite its importance, achieving effective parental engagement is not without challenges. Time constraints, lack of educational knowledge, and language barriers are common obstacles. For example, parents working multiple jobs may find it difficult to participate actively in school-related activities. Additionally, parents with limited formal education may feel unprepared to assist with homework or understand school expectations (Walker et al., 2005).

Schools also play a critical role in facilitating or hindering parental engagement. A lack of welcoming school environments and insufficient communication between schools and families can deter parents from becoming involved. Epstein's (2011) framework emphasizes the need for schools to establish partnerships with families, promoting collaborative strategies that empower parents to engage meaningfully.

To overcome these challenges, schools and policymakers must adopt inclusive and supportive approaches. Providing flexible meeting times, offering parental education programs, and employing bilingual staff can help address barriers. Moreover, integrating technology, such as parent portals and mobile apps, can facilitate real-time communication between parents and teachers (Goodall, 2018).

Community-based initiatives also hold promise. Programs that involve parents in literacy workshops or extracurricular activities foster a sense of belonging and shared responsibility for children's success. Furthermore, training teachers to work effectively with diverse families can enhance mutual understanding and cooperation (Henderson & Mapp, 2002).

Parental engagement as part of the NAMA Foundation's Education Index

The NAMA Foundation, established in Malaysia in 2004, is a public company which its core mission revolves around advancing education and enhancing the capacity of third-sector organizations, including non-governmental organizations (NGOs) and community-based organizations (CBOs).

In the field of education, the Foundation has made significant strides by establishing and supporting schools across multiple countries to deliver high-quality education aimed at preparing future generations. A cornerstone of this effort is the NAMA Foundation Education Index, a standardized framework implemented in countries such as Indonesia, Kyrgyzstan, and Tanzania. With the tagline "Inclusive and Quality Education for All Students in Selected Institutions," the initiative seeks to foster excellence in education by empowering exceptional school leaders and coaches. These individuals implement effective practices that help develop students equipped with essential skills for the future.

The overarching objectives of the NAMA Foundation Education Index are to embed and strengthen the concept of impact measurement and to establish a comprehensive methodology for assessing the outcomes of programs and initiatives, in alignment with the Foundation's Theory of Change. The index focuses on four primary domains:

1. **School Life:** Evaluating the overall environment within schools, ensuring it is conducive to student growth and development.

2. Learning Success: Measuring academic achievements and skill acquisition among students.

3. Culture and Values: Promoting ethical standards, inclusivity, and community-focused attitudes within educational institutions.

4. Parent and Community Engagement: Recognizing the critical role of parents and the wider community in fostering a holistic learning experience.

The inclusion of parents and the community as key stakeholders underscores their essential role in the holistic development of children and the sustained success of schools. This domain specifically emphasizes three key dimensions:

1. Parental involvement in child learning and well-being.

2. Active participation of parents in school activities and decision-making processes.

3. Positive adherence by parents to school requirements and policies.

These dimensions align with the NAMA Foundation's Theory of Change, ensuring that every intervention not only addresses immediate educational needs but also contributes to long-term, sustainable improvements in the quality of education and community development.

Objectives of the Study

This paper examines the state of parental engagement practices and strategies in selected Indonesian schools during the year 2021. Additionally, it seeks to explore the participants' perspectives on areas of parental engagement that require strengthening to establish a sustainable and effective connection between home and school.

LITERATURE REVIEW

Parental involvement is widely recognized as a critical factor in improving children's educational outcomes. In Indonesia, a nation characterized by diverse cultural and socio-economic contexts, parental engagement varies significantly between urban and rural areas. This literature review synthesizes findings from ten key research studies to explore the dynamics, challenges, and impacts of parental involvement in Indonesian schools.

Patterns and impact of parental engagement in Indonesian schools

Several studies highlight distinct patterns of parental involvement in Indonesia. Yulianti, Denessen, and Droop (2018) identify a greater emphasis on parental

engagement at home compared to school-based activities. Their research, conducted in urban and rural Java, reveals that parents prioritize at-home learning due to cultural expectations and logistical barriers to school participation.

Similarly, Abdullah (2017) uses Epstein's framework to explore parental roles in two public schools in Makassar. This study underscores the varying degrees of involvement, with some parents actively participating in school activities while others remain primarily focused on supporting their children at home. Apriani and Suherdi (2024) expand this perspective by examining how Indonesian families foster children's interest in English as a Foreign Language (EFL), emphasizing the importance of parental encouragement and resource provision.

The relationship between parental involvement and student achievement is a recurring theme. Aisyah and Husein (2024) demonstrate that parental engagement significantly enhances academic performance among junior high school students. Their findings indicate that active parental participation in academic and extracurricular activities fosters better learning outcomes.

The SMERU Research Institute (2023) corroborates this by showing that providing targeted information to parents can improve students' performance. This field experiment highlights the potential of structured parental involvement programs to enhance educational outcomes.

Urban and rural contexts present unique challenges and opportunities for parental involvement. Yulianti et al. (2019) reveal that rural parents often face logistical and financial constraints that limit their school engagement. However, they are more likely to rely on informal methods, such as storytelling and cultural practices, to support learning at home.

Abdullah (2017) and Syamsudduha and Ginanto (2017) further explore these disparities, noting that urban parents tend to have higher levels of formal education and greater access to resources. These factors enable more direct and frequent engagement with schools compared to their rural counterparts.

Socioeconomic status significantly influences parental involvement in Indonesia. Yulianti et al. (2019) emphasize that families from lower-income backgrounds often struggle to allocate time and resources for school participation. In contrast, more affluent families can provide additional support, such as private tutoring or access to extracurricular activities.

Cultural factors also play a critical role. Aisyah and Husein (2024) note that Indonesian mothers often take the primary responsibility for their children's education, reflecting traditional gender roles. However, these cultural norms can both enable and constrain parental involvement, depending on individual family dynamics.

Research suggests several strategies to improve parental engagement. The SMERU Research Institute (2023) recommends structured communication between schools and parents to provide clear guidance on how they can support their children’s learning. Similarly, Abdullah (2017) highlights the need for schools to adopt inclusive practices that accommodate diverse family circumstances. Apriani and Suherdi (2024) propose fostering parental interest in specific subjects, such as EFL, to enhance engagement. By aligning parental involvement with children’s academic goals, schools can create a more cohesive and supportive learning environment.

METHODOLOGY

This study is classified as a descriptive research endeavor, as its primary objective is to provide a comprehensive account of parental engagement practices in selected Indonesian schools during 2021, while identifying areas of engagement that warrant further enhancement. To achieve this goal, a qualitative research methodology has been adopted. This approach is deemed most suitable as it facilitates participants' ability to articulate their experiences, perceptions, and insights freely and in depth, which is essential for a thorough understanding of the subject matter.

Data collection was conducted through in-depth interviews. This method was selected for its effectiveness in encouraging participants to provide detailed and nuanced explanations about the topic under investigation. Given that parental engagement is a multifaceted process involving both perception and action, interviews serve as an ideal instrument to explore these dimensions comprehensively. The data for this study were obtained through interviews conducted with parents and school administrators from a sample of 24 selected schools in Indonesia. For purposes of confidentiality, the names of the participating schools cannot be listed here and will only be referred to as **school 1,2,3,, 24** in the results.

Following the interviews, the verbal data were meticulously transcribed to ensure accuracy and completeness. Key ideas were then extracted from the transcripts, and the data were systematically coded to identify recurring patterns and themes. These themes were subsequently analyzed, described, and reported in alignment with the research objectives, offering valuable insights into the dynamics of parental engagement in the studied context. Manual coding was done using the following table:

Table 1: Coding template

No	School number	Status of parental involvement in the school	Empowering of the parental engagement		Main ideas	Themes
			What should the school administrator do	What should the parents do		
1	5	Interview data from the schools			xx	yy

FINDINGS AND DISCUSSION

Parental engagement is widely recognized as a cornerstone of educational success, with significant implications for the holistic development of children and the advancement of school communities. The active participation of parents in their children’s education has been linked to improved academic outcomes, enhanced social development, and stronger school communities. Many schools strive to build robust frameworks for parental involvement, recognizing its potential to bridge gaps between home and school.

In particular, **School Number 17** and **School Number 20** provide clear examples of what works well in practice:

“Jejaring yang kuat ini menguntungkan sekolah dari segi finansial, sosial, akademik, hingga marketisasi sekolah.”

(This strong network benefits the school in terms of finances, social connections, academics, and even school marketing)

“Sekolah perlu diberikan selamat dalam kemampuannya melibatkan orang tua. Selain itu sekolah juga sudah mulai berkembang dalam membangun budaya degan model dari pimpinan dan guru.”

(The school deserves to be commended for its ability to engage parents. Furthermore, the school has also started to grow in fostering a culture through the leadership and role modeling of its leaders and teachers)

Extensive research underscores the importance of parental involvement in enhancing academic achievement, socio-emotional growth, and long-term educational goals (Epstein, 2011). According to Jeynes (2012), parental engagement in activities such as reading with children, attending parent-teacher conferences, and assisting with homework is strongly associated with better

grades and test scores. Additionally, parental participation has been shown to contribute to improved student behavior and reduced dropout rates (Fan & Chen, 2001).

The advantages of parental involvement extend beyond academics. Wilder (2014) asserts that active parental engagement boosts children's self-esteem and motivation, fostering a more positive outlook on learning, which is vital for holistic development.

Previous studies support these observations. Aisyah and Husein (2024) emphasize the substantial impact of parental involvement on the academic success of junior high school students, noting that active participation in both academic and extracurricular activities leads to better learning outcomes. Similarly, the SMERU Research Institute (2023) highlights the effectiveness of providing parents with targeted information to improve student performance. Their field experiment illustrates how well-designed parental engagement programs can significantly enhance educational results.

Parental engagement practices in the selected Indonesian schools

The sampled schools unanimously indicated that the state of parental involvement is very good and strong. This suggests that these institutions have successfully implemented strategies to foster meaningful partnerships. Two schools, in particular, provide illustrative examples of effective practices. **School Number 1** emphasized its proactive approach in building parental engagement, stating,

“sekolah telah cukup baik dalam membangun keterlibatan orang tua.”

(The school has been quite effective in fostering parental involvement.)

Aligning with this perspective, **School Number 8** pointed out its holistic approach, noting,

“Sekolah memiliki hubungan yang baik dengan komunitas masyarakat sekitar lingkungan sekolah, maupun hubungan yang terbina baik dengan orangtua.”

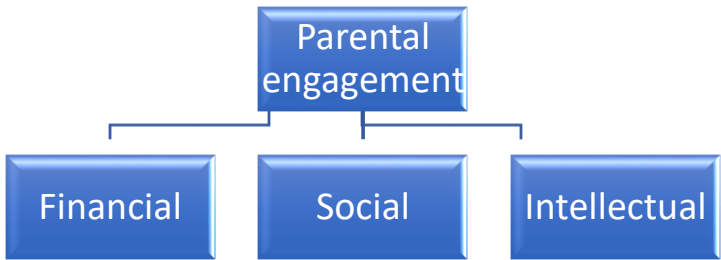
(The school maintains good relationships with the surrounding community as well as strong ties with parents.)

The findings align with previous research by Abdullah (2017) and Yulianti, Denessen, and Droop (2018), who categorized parental engagement into two types: school-based and home-based. Many parents prefer engaging at home rather than at school due to cultural norms and practical barriers. Yulianti et al. (2019) highlight that rural parents often face financial and logistical challenges that limit their involvement in school activities. Instead, they tend to support learning through informal approaches, such as storytelling and cultural

traditions, at home. Similarly, Abdullah (2017) and Syamsudduha and Ginanto (2017) emphasize the disparities between urban and rural parents, noting that urban parents generally have higher educational levels and better access to resources, enabling them to engage more frequently and directly with schools.

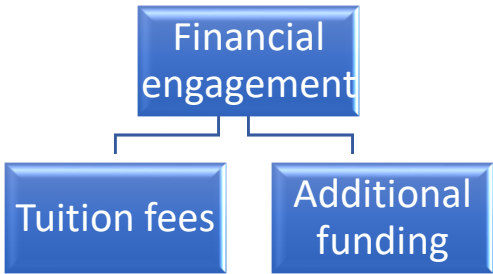
Strategies of parental engagement in selected Indonesian schools

In the sampled Indonesian schools, parents are reportedly demonstrating their commitment to their children’s education through various avenues, which can broadly be categorized as financial, social, and intellectual contributions.



Previous studies have identified similar forms of parental engagement, namely financial and social. However, financial engagement in rural areas often faces significant challenges due to socioeconomic constraints, as noted by Yulianti et al. (2019). In contrast, urban parents typically have higher levels of formal education and greater access to resources, enabling more frequent and direct involvement with schools, as highlighted by Abdullah (2017) and Syamsudduha and Ginanto (2017). Social engagement in rural communities, however, often relies on informal approaches, such as storytelling and cultural practices, to support children's learning at home.

Financial Commitment



One of the most tangible ways parents show their dedication to their children’s education is through financial contributions. The findings indicate that the sampled schools in Indonesia consistently receive tuition payments and

supplementary funding from parents when required. However, there is a need to enhance awareness regarding financial engagement to ensure the sustainability of this practice.

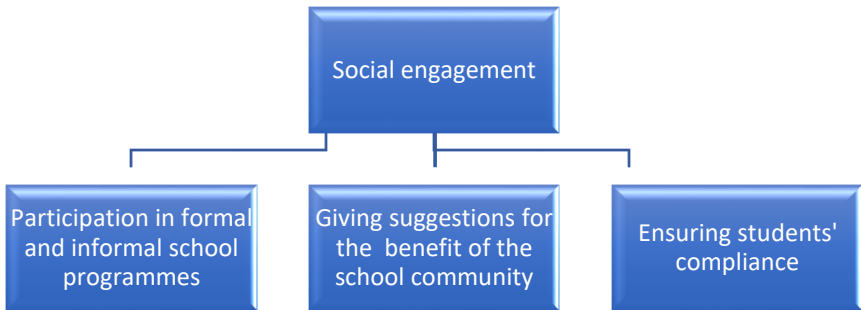
“Dukungan orang tua baik secara finansial maupun dalam mendukung kesejahteraan siswa nampak baik” (School Number 9)

(Parental support, both financially and in promoting student well-being, appears to be strong)

These financial resources not only cover basic tuition but often extend to supporting extracurricular activities, infrastructural improvements, and other school needs. Such contributions play a crucial role in enhancing the learning environment, enabling schools to maintain high standards of operation and help to ensure the uninterrupted delivery of quality education. Research has consistently demonstrated that adequate financial support from parents correlates positively with student performance and overall school development.

Although financial engagement is crucial, Yulianti et al. (2019) emphasize that families with lower-income backgrounds often face challenges in allocating time and resources for school-related activities. In contrast, more affluent families are better equipped to provide additional support, such as private tutoring and access to extracurricular programs.

Social Commitment



Parental engagement in social activities within the school setting reflects their investment in the educational and communal well-being of their children. This engagement manifests through active participation in both formal and informal school programs. Formal events such as teacher-parent socialization days and report card distribution meetings provide opportunities for parents to interact with educators, understand their children’s academic progress, and address any

concerns collaboratively. Informal avenues, such as volunteering at school events or attending cultural programs, further strengthen the bond between families and schools.

“School Number 13 perlu diberikan apresiasi dalam pelibatan orang tua. Dimana salah satu keunggulannya adalah melakukan sosialisasi kalender akademik di awal semester kemudian orang tua yang memiliki kompetensi yang berkaitan dapat memberikan kontribusi baik sebagai guru tamu maupun kontribusi lain. Orang tua juga memiliki komitmen yang baik dalam mematuhi ketentuan dan peraturan sekolah.” (School Number 13)

(School Number 13 deserves recognition for its efforts in involving parents. One of its strengths is conducting socialization of the academic calendar at the beginning of the semester, allowing parents with relevant expertise to contribute as guest teachers or in other capacities. Parents also demonstrate strong commitment to adhering to the school rules and regulations)

Social engagement encompasses ensuring that children consistently adhere to school rules and regulations, maintain regular attendance, and actively participate in school activities without exception. Furthermore, it involves contributing constructive suggestions aimed at enhancing the overall quality and success of the school.

“Sekolah perlu mendapatkan apresiasinya dalam melibatkan orang tua terlibat dalam beberapa agenda sekolah baik secara sukarela maupun syarat formal serta dukungannya terhadap kebijakan maupun peraturan yang telah ditetapkan sekolah. Termasuk didalamnya memastikan seluruh anak-anaknya selalu hadir dalam pembelajaran.” (School Number 7)

(Schools deserve recognition for involving parents in various school agendas, whether voluntarily or as part of formal requirements, as well as for their support of the policies and regulations established by the school. This also includes ensuring that all children consistently attend their learning sessions.)

Many schools have established effective communication channels that enable parents to voice their ideas and suggestions. These platforms foster a collaborative atmosphere where parents feel valued as partners in the educational process. Their input often contributes to the development of policies and practices that benefit both students and the broader school community.

Parental engagement in education is influenced by a range of cultural, socioeconomic, and logistical factors. Yulianti et al. (2019) note that rural

parents often favor home-based involvement due to challenges such as logistical barriers and cultural norms. These parents support their children's learning through traditional practices like storytelling and cultural activities, which enrich and broaden their educational experiences. In contrast, parents in urban areas are more likely to engage directly in school-related activities. This is attributed to their greater access to resources and higher educational attainment, enabling more active participation (Abdullah, 2017; Syamsudduha & Ginanto, 2017).

Parental support manifests in various ways, including emotional encouragement, role modeling, and resource provision. Emotional support creates a secure and motivating environment that allows children to concentrate on their studies. Role modeling, where parents exhibit the value of education through their actions and attitudes, profoundly shapes children's perspectives on learning (Hoover-Dempsey & Sandler, 1995). Additionally, parents who supply educational materials, such as books and technological tools, cultivate a resource-rich environment conducive to academic success.

Socioeconomic status also significantly influences parental engagement. Families from higher socioeconomic backgrounds often have more time and resources, which facilitate greater involvement in their children's education. Nonetheless, parents in low-resource settings can also have a meaningful impact by utilizing community resources and maintaining strong communication with teachers (Bakker & Denessen, 2007).

Intellectual Commitment

A less common but equally significant form of parental involvement is intellectual engagement. Parents who accept invitations to serve as guest teachers or facilitators bring unique perspectives and expertise into the classroom. As noted by School Number 13, parents with applicable skills can contribute meaningfully as guest educators or through other forms of involvement.

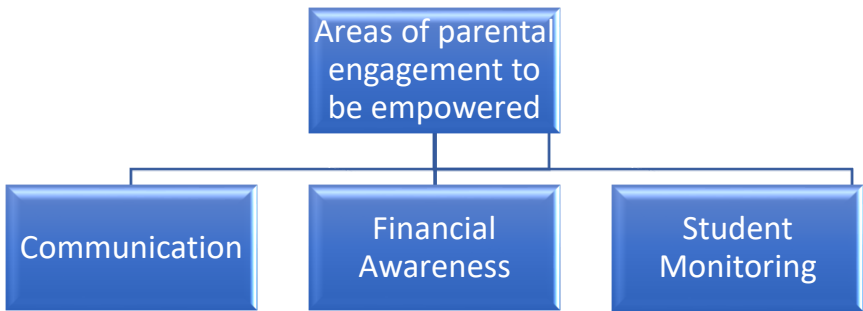
"kemudian orang tua yang memiliki kompetensi yang berkaitan dapat memberikan kontribusi baik sebagai guru tamu maupun kontribusi lain."

(Parents with relevant competencies can contribute either as guest teachers or through other forms of involvement)

This practice not only enriches the curriculum but also inspires students by exposing them to diverse career paths, skills, and real-world applications of their studies. Such intellectual contributions reinforce the message that education is a shared responsibility and emphasize the importance of lifelong learning.

Empowering Areas for Parental and Community Involvement in Schools

Engaging parents and the broader community in actively supporting their children's education necessitates intentional and strategic efforts. The findings from the sampled Indonesian schools highlight a focus on empowering three key areas: enhancing communication, fostering financial literacy, and strengthening student monitoring mechanisms. These measures are aimed at promoting sustainable and effective parental involvement in the educational process.



Communication Medium to Enable Effective Engagement with Parents

The importance of building robust communication channels or media between schools, parents, and the surrounding community cannot be overstated. Schools like **School Number 10** emphasize the necessity of creating accessible platforms for parents to convey their thoughts and suggestions effectively.

“Perlunya membangun saluran komunikasi maupun media komunikasi dengan orang tua maupun masyarakat sekitar.”

"It is necessary to establish communication channels and media with parents as well as the surrounding community."

This includes fostering mutual understanding and collaboration between the school and families to achieve shared educational goals. These communication mediums may involve regular parent-teacher meetings, digital platforms for direct interaction, or forums for collective discussion, ensuring that parental voices are heard and valued. By enhancing such communication systems, schools can establish a transparent and supportive educational environment.

Building on previous research, various strategies have been proposed to strengthen parental engagement in education. The SMERU Research Institute (2023) highlights the need for establishing structured communication channels between schools and parents to provide clear guidance on supporting children’s learning. Similarly, Abdullah (2017) underscores the significance of inclusive school practices that consider the diverse needs and circumstances of families.

To address barriers, schools can adopt several practical measures. Flexible meeting schedules, parental education programs, and the employment of bilingual staff can help bridge gaps and facilitate greater involvement. Additionally, leveraging technology—such as parent portals and mobile applications—enables real-time communication between parents and teachers, enhancing engagement and collaboration (Goodall, 2018).

Financial and Funding Commitment Awareness

Financial sustainability is a critical factor for the development of private schools, especially those with boarding facilities like **School Number 1**. Awareness among parents regarding their financial obligations is essential. Schools must involve parents in fundraising activities and cultivate a shared responsibility for securing financial resources.

“Kewajiban finansial sebagai faktor penting dalam pengembangan sekolah swasta menjadi urgent untuk disadarkan pada seluruh elemen orang tua. Sebagai sekolah berasrama yang sedang berkembang maka pelibatan orang tua dalam pencarian dan pengumpulan funding perlu ditingkatkan”

"Financial obligations, as a crucial factor in the development of private schools, need to be emphasized to all parents. As a developing boarding school, the involvement of parents in sourcing and collecting funding needs to be increased."

This collaborative approach not only supports the school's cash flow but also strengthens the community's commitment to the institution's growth. For instance, **School Number 11** in Jakarta highlights the importance of timely payment of educational fees by parents to maintain the foundation's financial stability.

“Untuk menjaga cashflow keuangan yayasan, diharapkan orang tua bisa memprioritaskan pemenuhan kewajiban membayar iuran pendidikan putra/putrinya”

"To maintain the foundation's cash flow, parents are expected to prioritize fulfilling their obligation to pay their children's education fees."

Schools can further enhance engagement by providing parents with clear information about the financial needs and benefits associated with their contributions. Workshops or seminars on financial literacy and planning could also be introduced to help parents manage their commitments effectively.

A heightened awareness of financial and funding commitments is essential, as previous studies have demonstrated the significant influence of socioeconomic status on parental involvement in Indonesia. Yulianti et al. (2019) highlight that families with lower incomes often face challenges in

dedicating time and resources to school-related activities. In contrast, more affluent families are better positioned to offer additional support, such as private tutoring or access to extracurricular programs.

Monitoring Academic, Ethical, Emotional, and Physical Well-being of Students

Parental involvement in monitoring their children's development across various dimensions—academic, ethical, emotional, and physical is indispensable. Schools like **School Number 11** in Bogor encourage parents to actively track their children's academic progress by reminding them of assignments and observing their social-emotional conditions. Additionally, parents should ensure their children adhere to school rules, participate in programs, and maintain full attendance.

“Meningkatkan perhatian mereka terhadap progres belajar putra/putrinya, misalnya dengan mengingatkan tugas dan memperhatikan kondisi sosial emotional siswa, memperhatikan kesehatan fisik siswa, termasuk kesehatan gigi dan mendukung pelaksanaan kegiatan dan program sekolah dengan senantiasa tepat waktu dalam menyelesaikan kewajiban finansial yang harus dipenuhi”

"Increase their attention to the learning progress of their son/daughter, for example by reminding them of assignments and paying attention to the students' social and emotional condition, as well as their physical health, including dental health, and support the implementation of school activities and programs by consistently fulfilling financial obligations on time."

Physical well-being is equally vital, including aspects like oral health and overall cleanliness. Parents should instill good hygiene practices and regular health check-ups as part of their responsibilities. Supporting school activities and programs on time and fulfilling financial obligations further reflect a parent's commitment to their child's education.

Similarly, **School Number 4** advocates for parental participation in school events such as parenting workshops. Parents are encouraged to motivate their children to engage in school activities and maintain high standards of cleanliness and health. Such involvement creates a holistic environment conducive to the student's comprehensive growth. Furthermore, building a strong parent-school partnership ensures the development of disciplined, healthy, and ethically grounded individuals.

“Ikut serta dalam kegiatan yang diadakan oleh sekolah seperti parenting dll dan memiliki komitmen dalam melaksanakan kewajibannya sebagai orang tua karena sudah menyekolahkan

putra/putrinya di School Number 4. Memberikan motivasi kepada putra/putrinya agar mengikuti kegiatan sekolah dengan baik. Orang tua juga hendaknya memperhatikan kebersihan dan kesehatan putra/putrinya”

"Participate in activities organized by the school, such as parenting programs and others, and demonstrate commitment in fulfilling their responsibilities as parents, since they have enrolled their son/daughter at School Number 4. Provide motivation to their son/daughter to participate well in school activities. Parents should also pay attention to the cleanliness and health of their children."

CONCLUSION

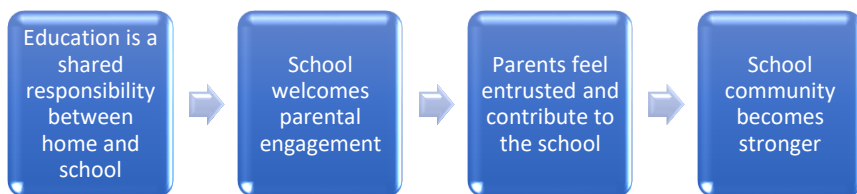
Indonesian schools exhibit a strong commitment to fostering parental involvement, recognizing it as a crucial component of a holistic educational process. This commitment is grounded in the understanding that the education and development of children extend beyond the confines of the classroom. It underscores the idea that the responsibility for educating children should not rest solely on the shoulders of teachers and schools. Instead, education is framed as a shared responsibility, requiring the active engagement of both educators and parents.

Schools actively encourage parents to participate in various aspects of their children's education, reflecting an institutional belief that education is a collaborative endeavor. This approach promotes a culture of mutual accountability, where parents understand that their involvement significantly influences their children's academic success and overall development.

To operationalize this shared responsibility, Indonesian schools provide multiple avenues for parents to engage with the educational process. These opportunities are designed to leverage parents' diverse capacities, allowing them to contribute financially, intellectually, and socially. By offering such varied opportunities, schools create an inclusive environment where all parents, regardless of their socioeconomic background, can find meaningful ways to contribute.

When parents are actively involved and entrusted with significant roles within the school community, their perception of the school becomes more positive. This sense of inclusion and respect motivates parents to deepen their involvement, creating a virtuous cycle of participation and contribution. Parents who perceive schools as welcoming and collaborative are more likely to invest time, resources, and energy into school activities. This dynamic not only enhances the school's capacity to achieve its objectives but also fosters a sense of community and shared purpose among all stakeholders.

By building relationships founded on mutual respect and shared goals, schools and parents create a sustainable framework for cooperation. The consistency of this relationship ensures that both parties remain engaged, contributing to the stability and growth of the educational system. The relationship can be summarized as follows:



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