

Parents' Participation in Children's Education in Indonesia, Tanzania and Kyrgyzstan and its Implications for Children's Academic Performance

Mastura Badzis¹, Mohd Izzuddin Abd Manaf, Sheerin Nuha Rafdhy

ABSTRACT

Participation of parents in their children's learning is crucial to prove the continuity and sustainability of positive progress among the children. This research paper studied the realm of parent participation in students' learning from NAMA Foundation supported schools in 3 different countries. The study investigated the relationship between parents' participation in children's education and its implication on children's academic performance. The sample involved 63 NAMA Foundation schools from 3 different countries. By employing a quantitative method, the data was collected through a survey design and SPSS was used to analyse the data. Through the descriptive analysis, the findings indicated that there is a positive increase in parents' participation in all three countries from 2021 to 2022 which are Kyrgyzstan (+0.7 index), Tanzania (+0.5 index) and Indonesia (+0.4 index). In terms of inferential statistics, Pearson Product Moment Correlation was used to analyse the data. It can be seen from the school index that there is a significant relationship between parents' participation and academic performance for Tanzania and Kyrgyzstan, while there is not statistically significant for Indonesia.

1 Kulliyah of Education, International Islamic University Malaysia, Kuala Lumpur, Malaysia

**Corresponding Author: bmastura@iium.edu.my*

INTRODUCTION

Parents are children's first educators, and they direct their children's first learning experiences. Parents teach the value of life to their children through role model and habituation in practical daily life. Teachers, school officials, and legislators in a variety of educational contexts have acknowledged the beneficial effects of parental participation on students' academic achievement. By emphasizing parental involvement, educators and policymakers worldwide are attempting to enhance student learning. However, there are several issues with regards to this parent involvement.

According to Sagyndyk Emilbek Uulu & Saparbek Omorov (2021), parents from extremely rural or mountainous locations often do not attend school events that are related to their children due to their engagement in daily household tasks and a general lack of awareness of their parental responsibilities. Besides, both parents nowadays are more likely busy having full time employment which may prevent the kids from forming stable bonds with their parents, leading to the hindering of the children's psychosocial growth (Habibov, N. N.M 2012). It can be observed that a myriad of efforts are needed in order to tackle this issue. Therefore, this paper will investigate the relationship between parents' participation and students' performance from NAMA schools in three countries which are Tanzania, Indonesia and Kyrgyzstan.

LITERATURE REVIEW

This literature review examines the educational landscapes and parental roles in Tanzania, Indonesia, and Kyrgyzstan, providing essential context for understanding holistic student development in these countries. It first outlines the structure, policies, and challenges within each national education system, highlighting variations in access, quality, and government support. The review also explores the evolving role of parents in supporting children's education, drawing on evidence from recent studies. Attention is given to the influence of socio-economic background, technological changes, and local cultural norms in shaping parental involvement and its impact on student outcomes across these diverse educational settings.

Education in Tanzania

In Tanzania, basic education consists of pre-primary, elementary, and lower secondary education for a maximum of 12 years. In Tanzania, attendance at preschool for children aged five and six is required and funded by the government (Ndijuye et al., 2020). Although current regulations have encouraged the use of both languages at all educational levels, Tanzanian elementary education has historically been taught in Kiswahili, with English

being taught in high school.

All national examinations in Tanzania are administered by the National Examinations Council of Tanzania, a government agency. Curriculum developers, school inspectors, university lecturers, and seasoned educators make up NECTA's "moderation panel," which is in charge of making sure exam items and questions are representative of the syllabus content and objectives and are of the appropriate difficulty for the level being assessed. (MoEST, 2018).

Students in Indonesia can enrol in public or private sector schools. Students are also allowed to attend primary and secondary education in religious schools or widely known as Islamic schools. These religious schools are superintendent and financed by the Indonesian Ministry of Religious Affairs. Students in Islamic schools may complete 12 years of education in Madrasah Ibtidaiyah (elementary school), Madrasah Tsanawiyah (junior high school), and Madrasah Aliyah (high school) (Vidi and Azizul, 2020). The number of schools of both kinds have been increasing quickly in recent decades, and the demand for schools is greater than the supply. Since the government owns all of the public schools, the land, structures, and amenities are completely subsidized. Meanwhile, although private schools get funding per student, just like public schools do, they must come up with their own funding sources for structures, land, amenities, and salaries (J. Shaturaev, 2021). As a result, public schools are often of a higher quality than those in most other countries.

Theoretically, there are no fees for primary school. Families are responsible for providing regular financial aid for middle and higher education in the form of school fees that are paid to the state by each school and then returned to the schools via an account called the Education Funds Support (J. Shaturaev, 2021).

Kyrgyzstan's educational system encompasses both elementary and secondary education up to 9th grade and is considered as compulsory. The students can choose to continue their secondary education in school (grades 10–11), attend a vocational college, or enter the workforce after the ninth grade (Abdulloev et al., 2020).

Primary and secondary school enrolment rates have historically been high in the nation due to the extensive availability of schools and the strong emphasis on education during the Soviet, which has led to a high youth literacy rate of 99.75% in 2018. (World Bank, 2018).

Role of Parents in Children Education

Parents are the environment that children relate to, followed by their elder siblings and close family members that share a home. This is because that environment is what the youngster is exposed to. Involvement of parents in

their children's learning is crucial to children's interest in learning as well as their ability to learn. Evidence from various research showed that when parents play an active role, their children achieve greater success as learners, regardless of socioeconomic status, ethnic/racial background, or the parents' own level of education. The more intense the parents' involvement, the more confident and engaged their children are as learners and the more beneficial the effects would be on their achievement.

According to Sarmila, U. et. al. (2023), children who receive affectionate socialization will grow to understand more values such as the importance of peace and order, material and moral values, sustainability and innovation, and so forth. Therefore, through the development of discipline, freedom, and harmony, multiple figures including parents, relatives, and close family members should focus on educating kids so that they acquire the fundamentals of moral and appropriate social patterns (Depdikbud, 2020).

As technology advances, educational establishments face new difficulties. In the current digital age, the speed at which technology is developing leads to both positive and negative values to emerge, as well as remarkable surprises for people (Aslan, 2019). According to Yuhelizar (2018), YouTube and other websites on the internet now have an impact on how kids behave as it offers a wealth of films and videos, all unfiltered, showing both positive and bad contents which somehow becomes the place the kids run to feel like home. Through informational sessions, teacher-parent deliberation groups, and other means, parents should constantly monitor their children's progress and manage their conduct at home and at school. As a result, parents can figure out the reasons behind their children's successes and react appropriately to the issues they encounter (Sarmila, U. et. al., 2023).

The study by Sumarsono, R. B. et al, (2016) revealed how the parents' participation affects the quality of school life in Indonesia. It clarified that parenting day activities demonstrate how parents may actively participate in raising the standard of education in schools by serving as resource people, organizing field trips, and creating engaging classroom environments. Meanwhile, according to the study by Prayogo, M. M. et. al. (2023), parents in Indonesia participate in learning planning as both a provider and a recipient of information regarding their child's status throughout the evaluation process, but they are not involved in choosing the curriculum.

In Kyrgyzstan, it was found that parents from a wealthy family are more concerned about their child's education when compared with other families. The study by Hunner-Kreisel et al (2022) indicated that rich parents have put ambition for their child towards a professional career abroad. They will send their child to study in a private school with a belief that their children will have a higher chance to study abroad. The participation of parents, particularly those from affluent backgrounds, often plays a significant role in the financial aspect of school activities. Wealthy parents can contribute substantial resources, enabling the school to organize more elaborate events,

improve infrastructure, and provide additional learning materials. These contributions may enhance the overall educational experience for all students. However, this can also create disparities, as schools with a higher concentration of affluent parents might offer more opportunities compared to those with limited resources.

Meanwhile, the finding by Seni P. A. & Onyango D. (2021) revealed that the parents in Tanzania are struggling in some way with parenting since many of them did not fulfil their responsibilities. Although parents took part in choosing what to do at school, very few parents volunteered for school development initiatives, and even fewer parents took part in watching over their children's education at home. Moreover, this poor parent participation rate is supported by Edward, G. et. al. (2022) which clarified that lack of parental support, the consequences of the home learning environment, and parents' ignorance about pre-primary education all hampered parental involvement in learning activities.

METHODOLOGY

Data collection for the study involved a mixed-method approach, utilizing both quantitative and qualitative methods to ensure robust findings and accurate representation of the current situation in NAMA-supported schools across Indonesia, Tanzania, and Kyrgyzstan. The study covered 64 NAMA-affiliated schools across three countries: 38% from Indonesia, 33.3% from Tanzania, and 28.6% from Kyrgyzstan. The focus was on evaluating the relationship between parents' participation in their children's education and student achievement in both academic and moral domains.

The instrument used was mainly a Parent Survey. Feedback from parents was collected using a Google Form. This online questionnaire was distributed to parents in all three participating countries. The survey covered topics such as their engagement in their children's learning, involvement in school activities, communication with teachers, and perspectives on school quality and student development. To address language and cultural differences, trained assessors explained questions in local languages, reassured respondents about the confidentiality and the purpose of the survey, and provided real-time support as parents completed the forms.

To enhance data accuracy, information from the parent survey was triangulated with other sources, including student questionnaires, classroom observation tools, and feedback from teachers and school leaders. Class observation tools and student questionnaires were used to capture additional perspectives on parental involvement and its impact.

Data Collection Procedures included Pre-Visit Preparation, whereby assessors and in-country coordinators prepared the schools and parents for the survey. Parents received clear instructions, and meetings were

scheduled to facilitate their participation. In some settings, group sessions were held where assessors explained survey items and were available to clarify doubts. During school evaluation visits, assessors administered the Google Form surveys. In many cases, they provided explanations in the local language and answered parents' questions individually or in small groups, ensuring that parents understood the questions and could respond honestly.

To ensure data security, the survey process was supported by measures such as anonymity, assurance of confidentiality, and clarification that honest feedback was desired. This helped to mitigate social desirability bias, although it was noted that parents in Indonesia tended to give higher ratings due to cultural factors.

Quantitative data from the parent surveys were analyzed using SPSS. Descriptive statistics (frequency, mean, and standard deviation) were calculated to summarize levels of parental participation. Inferential statistics, specifically Pearson correlation analysis, were used to examine the relationship between parents' participation and student outcomes (academic performance and moral compass). Results from parent surveys were compared with student and school data to ensure triangulation and to validate findings.

Thus, the data analysis here deals with the three ToC core indicators that were involved; which are C1 (parents' participation), C3 (students' moral compass) and C4 (students' academic performance). C3 and C4 are part of the students' performance construct. Descriptive analysis was used to determine the result of the study core indicator which involved the application of frequency, mean, and standard deviation. Inferential analysis is also used to investigate the relationship between the constructs.

RESULTS

This section presents the findings from the analysis of student and school data across Indonesia, Kyrgyzstan, and Tanzania, focusing on three key domains: parent participation, students' moral compass, and academic performance. Descriptive statistics are provided for both the 2021 baseline and 2022 midterm periods, allowing for direct comparison and observation of trends. Additionally, inferential statistics, specifically Pearson correlation, were employed to examine the relationships between parents' participation and students' moral and academic outcomes. The results highlight positive changes and reveal the magnitude and significance of these relationships within each country context.

Table 1 presents the descriptive analysis for parents' involvement in students and school life in 2021 and 2022. For the aspect of participation in students' learning, it can be observed that there is an increment in the mean index for all countries which ranges from +0.4 to +0.8 where Kyrgyzstan has the highest increment and highest mean index in 2022 with 3.2 (SD=0.287).

Table 1: Parents’ Participation

COUNTRY	PARENT PARTICIPATIO N (C1)	DESCRIPTIVE ANALYSIS	2021	2022
TANZANIA	Students’ learning (PCP1)	Mean	2.2	2.6
		SD	0.366	0.584
	School life (PCP 2)	Mean	1.5	2.2
		SD	0.329	0.422
INDONESIA	Students’ learning (PCP1)	Mean	2.5	2.8
		SD	0.297	0.666
	School life (PCP 2)	Mean	2.5	2.8
		SD	0.324	0.363
KYRGYZSTA N	Students’ learning (PCP1)	Mean	2.4	3.2
		SD	0.292	0.287
	School life (PCP 2)	Mean	2.3	2.8
		SD	0.289	0.524

As for parents’ participation in school life, it also showed the increasing pattern in all countries with a range from 0.3 to 0.7 increment which also revealed that Tanzania resulted in the highest increment but lowest mean score in 2022 which is 2.2 (SD=0.422). Overall, there is a positive increment for parents' involvement in students’ schooling from 2021 to 2022 in all three countries.

Table 2 revealed the descriptive analysis for students’ moral compass that involved four dimensions which are self-efficacy, empathy, community engagement and school attendance. In the recent average mean index, Indonesia and Kyrgyzstan shared the same pattern where the mean index for most of the dimension is higher than 3.0 except for community engagement. Meanwhile, the average mean index for Tanzania showed a different pattern which is lower than 3.0 for all dimensions involved.

Overall, all the dimensions showed the positive increment in the average mean index from 2021 to 2022 for all countries which has the range of 0.5 to 0.8 for self-efficacy, 0.7 to 1.1 for empathy, 0.9 to 1.1 for community engagement and 0.5 to 1.2 for school attendance.

Table 2: Moral Compass

COUNTRY	MORAL COMPASS (C3)	DESCRIPTIVE ANALYSIS	2021	2022
TANZANIA	Self-efficacy (CVS 1)	Mean	2.20	2.70
		SD	0.464	0.485
	Empathy (CVS 2)	Mean	1.60	2.60
		SD	0.376	0.262
	Community engagement (SLS 2)	Mean	2.20	2.30
		SD	0.228	0.485
	School attendance (SLS 3)	Mean	1.60	2.80
		SD	0.446	0.460
	Self-efficacy (CVS 1)	Mean	2.50	3.30
		SD	0.268	0.177
INDONESIA	Empathy (CVS 2)	Mean	2.40	3.10
		SD	0.224	0.384
	Community engagement (SLS 2)	Mean	1.80	2.90
		SD	0.290	0.404
	School attendance (SLS 3)	Mean	2.70	3.20
		SD	0.280	0.320
	Self-efficacy (CVS 1)	Mean	2.40	3.20
		SD	0.353	0.261
KYRGYZSTA N	Empathy (CVS 2)	Mean	2.20	3.30
		SD	0.299	0.192
	Community engagement (SLS 2)	Mean	1.80	2.70
		SD	0.284	0.391
	School attendance (SLS 3)	Mean	2.30	3.20
		SD	0.372	0.396

Table 3 summarized the descriptive analysis for students’ academic performance which included three dimensions; curriculum knowledge, creative and problem solving and national standard performance. According to the table, the recent mean index in 2022 for all dimensions ranging from 2.4 to 3.1 which both Indonesia and Kyrgyzstan have mean index more than 3.0 for most dimensions except national standard performance for Indonesia and skill of problem solving and creativity for Kyrgyzstan. Meanwhile, the average mean index of all dimensions for these three countries showed an increasing pattern from 2021 to 2022 which ranged from 0.6 to 1.4 increments. It also highlighted that Kyrgyzstan has the best increment in which all dimensions have a 1.0 or

more increment of the average mean index.

Table 3: Academic Performance

COUNTRY	ACADEMIC PERFORMANCE (C4)	DESCRIPTIV E ANALYSIS	2021	2022
TANZANIA	Curriculum knowledge (LSS 1)	Mean	1.70	2.50
		SD	0.333	0.479
	Creative and problem-solving skill (LSS 2)	Mean	1.80	2.40
		SD	0.376	0.527
	National standard performance (LSS 3)	Mean	1.50	2.80
		SD	0.487	0.436
INDONESIA	Curriculum knowledge (LSS 1)	Mean	2.00	3.10
		SD	0.380	0.330
	Creative and problem-solving skill (LSS 2)	Mean	1.80	3.10
		SD	0.337	0.270
	National standard performance (LSS 3)	Mean	2.20	2.80
		SD	0.565	0.509
KYRGYZSTAN	Curriculum knowledge (LSS 1)	Mean	1.70	3.10
		SD	0.377	0.362
	Creative and problem-solving skill (LSS 2)	Mean	1.80	2.80
		SD	0.348	0.285
	National standard performance (LSS 3)	Mean	1.90	3.10
		SD	0.542	0.583

As for inferential analysis, Pearson correlation was used to figure out the relationship between the parents' participation and students' performance. From Table 4, it can be seen that there is a significant relationship between parents' participation and moral compass in all countries except for Kyrgyzstan. Meanwhile, there are significant relationships between parents' participation and academic achievement except for Indonesia. However, although there are significant relationships about academic performance, the relationship is considered as weak.

Table 4: Inferential analysis

Country	Type of performance	P-value	Correlation coefficient
Tanzania	Moral Compass	.001	.650
	Academic performance	.00	.771
Indonesia	Moral Compass	.000	.721
	Academic performance	.093	.351
Kyrgyzstan	Moral Compass	.152	.352
	Academic performance	.043	.483

DISCUSSION

The results of this study reinforce the centrality of parental involvement in supporting children's holistic development, particularly regarding academic achievement and the formation of a strong moral compass. This is evidenced by the observed increases in both parental participation and student outcomes across Indonesia, Tanzania, and Kyrgyzstan. The pattern of results is consistent with established findings in the literature, yet the nuanced country-level differences also highlight the complex interplay between cultural, socioeconomic, and institutional factors.

Across all three countries, Table 1 demonstrates that parents' participation in their children's education increased notably from 2021 to 2022. The most pronounced growth occurred in Kyrgyzstan, while Tanzania exhibited both the greatest increase in school life involvement and the lowest overall mean in 2022. Indonesia maintained consistently higher levels of parental involvement compared to Tanzania but was surpassed by Kyrgyzstan in the final year. These trends suggest that, while external interventions and increased awareness can drive improvement, the context and readiness of each country shape both the baseline and trajectory of parental engagement. The existing literature supports these patterns, with Yulianti et al. (2019) and Sumarsono et al. (2016) emphasizing that structured outreach and school-community initiatives are pivotal in shifting parental attitudes and behaviors.

This increase in parental participation correlates strongly with students' improved moral compass, as indicated in Table 2. The positive association between parental involvement and moral development is well-documented (El Nokali et al., 2010; Sarmila et al., 2023). In the present study, Indonesia and Kyrgyzstan both recorded mean indices above 3.0 for most moral compass dimensions, while Tanzania remained lower but still improved over the study period. This pattern mirrors the findings of Depdikbud (2020), who highlighted the importance of affectionate and consistent socialization at home in nurturing empathy, self-efficacy, and social responsibility among children.

Notably, the relationship between parental involvement and students' moral compass is not purely additive but may also reflect the alignment between home and school values. In Indonesia, for example, parental participation is often embedded within broader community and religious networks, creating a mutually reinforcing environment for value transmission (Sumarsono et al., 2016). In contrast, Tanzanian parents have faced persistent barriers related to poverty, limited access to information, and sometimes less familiarity with school expectations (Edward et al., 2022). Nonetheless, the positive direction of change across all contexts suggests that interventions targeting parent-school partnerships are effective in promoting student well-being and character development, even in resource-constrained settings.

Academic achievement, as presented in Table 3, also increased with parental engagement. Indonesia and Kyrgyzstan achieved mean indices above 3.0 in most dimensions, while Tanzania again showed gains but lagged behind the other two countries. These findings echo the work of Topor et al. (2010), who found that the quality of parental engagement—especially as it relates to school communication and involvement in learning activities—is a robust predictor of student success. However, the present results also reflect the complexity highlighted by Shaturaev (2021), who observed that infrastructure and resource disparities can mediate the degree to which parental involvement translates into higher achievement. For example, while Indonesia benefits from substantial government support for public education, regional disparities remain a challenge, which can limit the impact of even highly motivated parents.

A closer examination of the data reveals that the strength of association between parental involvement and student outcomes varies not only by country but also by domain. Table 4 shows that correlation coefficients for parental participation and moral compass were generally higher than those for academic performance. In some contexts, such as Indonesia, the relationship with academic outcomes was not statistically significant, while in Kyrgyzstan and Tanzania, the effect was present but relatively modest. These findings resonate with international studies suggesting that, although parental involvement is broadly beneficial, its greatest impact may be in non-cognitive domains such as self-regulation, motivation, and moral reasoning (El Nokali et al., 2010; Sarmila et al., 2023). This could be attributed to the direct modeling and value transmission that occurs at home, while academic performance may also depend on a host of school-based and structural variables.

Contextual factors help explain these differences. In Kyrgyzstan, for example, affluent families were shown to be more involved and more likely to support their children's educational and extracurricular experiences (Hunner-Kreisel et al., 2022). This can enhance academic opportunities but may also contribute to disparities between schools with different parent communities. The current findings are consistent with this observation, as Kyrgyzstan demonstrated the greatest gains in parental participation and corresponding increases in both moral and academic indicators.

In Tanzania, low parental participation has been linked to socioeconomic constraints and limited information about school processes (Seni & Onyango, 2021; Edward et al., 2022). These barriers may explain why improvements, though evident, lagged behind those in other countries. Nevertheless, even incremental gains in parental awareness and involvement—supported by school and NGO outreach—were associated with positive changes in student outcomes.

Comparative analysis with prior studies suggests that the type and quality of parental involvement matter as much as the quantity. For instance, in Indonesia, parents' active participation in school planning, resource provision,

and classroom activities has been linked to higher school quality and better student engagement (Sumarsono et al., 2016; Prayogo et al., 2023). However, as shown in Table 4, the relationship with academic achievement may be diluted by other systemic factors, such as curriculum demands, teacher capacity, and school leadership.

Furthermore, the present study's findings suggest that parental involvement is most powerful when it is collaborative, sustained, and aligned with school goals. Where parents are engaged as partners rather than passive observers—participating in parenting days, classroom activities, or resource provision—the benefits for student development are maximized. This reinforces the literature's call for schools and policymakers to design family engagement strategies that are inclusive, culturally responsive, and tailored to the specific needs of different communities (Yulianti et al., 2019; Sarmila et al., 2023).

Overall, the study affirms the multidimensional impact of parental involvement in education, substantiating previous research while also uncovering important nuances. It also highlights the need for continued efforts to understand and address the contextual variables that mediate these effects across diverse international settings.

CONCLUSION

This study provides evidence that parental involvement plays a crucial role in shaping both the academic achievement and the moral development of secondary school students across Indonesia, Kyrgyzstan, and Tanzania. By analyzing baseline and midterm data, the research demonstrates that increased parental participation is associated with positive changes in students' sense of efficacy, empathy, community engagement, school attendance, and academic performance. The most significant improvements were observed in Kyrgyzstan, followed by Indonesia and Tanzania, underscoring the role of context and readiness in influencing the effectiveness of parental engagement. These findings reinforce existing literature that emphasizes the importance of parental involvement for holistic student development (El Nokali et al., 2010; Topor et al., 2010; Sumarsono et al., 2016; Sarmila et al., 2023).

The results also suggest that while the influence of parental participation is strong in fostering students' non-cognitive outcomes, such as moral compass and social-emotional development, its direct impact on academic performance may be more mediated by other school- or system-level factors. The collaborative efforts between parents, schools, and community organizations, including those facilitated by the NAMA Foundation, are essential to sustaining and scaling positive outcomes for students, particularly in under-resourced settings.

Limitations

Despite these encouraging results, several limitations should be noted. First, the study relies primarily on quantitative, self-reported data, which may be subject to social desirability bias and may not fully capture the depth and complexity of parental involvement. While the use of validated instruments adds rigor, the absence of qualitative data, such as interviews or focus groups, limits the ability to explore parents' and students' lived experiences and perspectives in greater detail.

Second, the study's cross-national design, while enabling valuable comparisons, may obscure important intra-country variations due to socioeconomic status, urban-rural divides, ethnicity, or school type. For example, the differences between public and private schools, or between rich and poor families, may lead to unmeasured confounding effects that influence both parental engagement and student outcomes. Additionally, the sample does not include all possible types of secondary schools and communities, and the findings may not be generalizable to the broader populations of Indonesia, Kyrgyzstan, or Tanzania.

Third, although the study analyzes changes before and after interventions by the NAMA Foundation, it does not employ a randomized controlled trial or matched comparison group, which means causality cannot be definitively established. Other concurrent policy changes, educational reforms, or external influences may have contributed to observed trends.

Suggestions for Future Research

Future studies should aim to address these limitations through more comprehensive research designs. Incorporating qualitative methods—such as in-depth interviews, focus groups, and ethnographic observation—would provide deeper insights into how parents, students, and educators perceive and experience engagement. Research should also disaggregate data by socioeconomic status, gender, ethnicity, and school type to better understand the mechanisms through which parental involvement operates in diverse contexts.

Furthermore, longitudinal studies with larger and more representative samples, as well as studies employing experimental or quasi-experimental designs, are needed to clarify the causal pathways between parental involvement and student outcomes. Exploring the specific types of parental engagement (e.g., at-home support, volunteering, communication with teachers) that are most effective in different settings would also inform the development of targeted interventions.

Funding

This research was sponsored by the NAMA Foundation.

REFERENCES

- Abdulloev, I., Gil Epstein, S., Gang, N. Ira (2020). Migration and forsaken schooling in Kyrgyzstan, Tajikistan, and Uzbekistan. *J. Dev. Migr.*, 11 (1) (2020), pp. 1-27.
- Aslan (2019). Peran Pola Asuh Orang Tua di Era Digital, dalam *Jurnal Studia Insania*, 2(2).
- Atuhurra, J & Kaffenberger, M (2022): Measuring education system coherence: Alignment of curriculum standards, examinations, and teacher instruction in Tanzania and Uganda, *International Journal of Educational Development*, 92.
- Depdikbud. (2020). *Surat Edaran Nomor 4 Tahun 2020 tentang Pedoman Penyelenggaraan Belajar Dari Rumah (BDR) di Masa Darurat COVID-19*. Jakarta: Depdikbud.
- El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development*, 81(3), 988–1005. <https://doi.org/10.1111/j.1467-8624.2010.01447.x>
- Habibov, N.N. (2012). Does childcare have an impact on the quality of parent–child interaction? Evidence from post-Soviet Kyrgyzstan, Tajikistan, and Uzbekistan. *Children and Youth Services Review*, 34(12).
- Jailobaeva, K., Jailobaeva, T., Baialieva, G. , Ismanbaeva R., Kirbasheva D., Adam, M.A. (2023). Empowering parents and promoting school and teacher accountability and responsiveness: Case of Kyrgyzstan. *International Journal of Educational Development*, 103.
- MoEST, 2018. *Education sector development plan (2016/17 - 2020/21)*. Government of Tanzania.
- Munene, C.J., (2017). Refocusing and revitalizing Uganda's national assessment system. Peeping into emerging patterns of a sprouting institution. Kampala: Keynote presentation at the *National Symposium on Evolution of Uganda's assessment and examinations system*.
- Sarmila, U., Aslam, Astaman (2023). The Role of Parents Towards Youtube Users In Building Children's Religious Behavior in Kuala Pangkalan Keramat Village. *Archipelago Journal of Southeast Asia Islamic Studies (AJSAIS)* , 1(2).
- Shamsudduha, St. & Ginanto, D. (2017). Parental Involvement in Indonesia: A study on two Public Schools in Makassar. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 66.
- Shaturaev, J. (2021). A Review of the National Education System of Indonesia and Uzbekistan: Structure, Financing, Reforms. *International Journal of*

- Shaturaev, J. (2021). *Indonesia: Superior Policies and Management for Better Education (Community development through Education)*.
- Uulu, S.E. & Omorov, S. (2021). Student Empowerment in Schools of Kyrgyzstan. *NAMA International Journal of Education and Development*, 1(1).
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183–197. National Library of Medicine. <https://doi.org/10.1080/10852352.2010.486297>
- World Bank (2018). Literacy Rate, Youth Total (% of People Ages 15–24) - *Kyrgyz Republic* | Data.
- Yuhelizar (2018). *10 Jam Menguasai Internet Teknologi dan Aplikasinya*. Jakarta: PT Elex Media Komputindo.
- Yulianti, K.; Denessen, E.J.P.G.; Droop, W. (2019). Indonesian parents' involvement in their children's education: A study in elementary schools in urban and rural Java, Indonesia. *School Community Journal*, 29, 1.
- Vidi Sukmayadi & Azizul Halim Yahya (2020). Indonesian Education Landscape and the 21st Century Challenges. *Journal of Social Studies Education Research*, 11 (4), 219-234.

Mastura Badzis, Parents' Participation in Children's Education

....