The Impact of School and Parent Collaboration in Curriculum Implementation in Elementary School Education

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ABSTRAK

Kurikulum pendidikan menekankan pentingnya keterlibatan orang tua dalam proses pembelajaran anak. Keterlibatan ini diharapkan dapat meningkatkan efektivitas pembelajaran melalui kolaborasi aktif antara sekolah dan orang tua. Namun, banyak sekolah masih mengalami kendala dalam melibatkan orang tua akibat kesenjangan sosial. Penelitian ini bertujuan untuk menganalisis latar belakang orang tua serta menggambarkan hasil analisis terkait tingkat kerjasama antara sekolah dan orang tua dalam mendukung pendidikan anak. Penelitian menggunakan metode kuantitatif dengan instrumen kuesioner yang disusun berdasarkan indikator keterlibatan orang tua dalam pendidikan. Subjek penelitian adalah 165 siswa Sekolah Dasar beserta orang tua mereka. Data yang diperoleh dianalisis menggunakan perangkat lunak SPSS melalui perhitungan rata-rata indikator dan interpretasi data. Hasil penelitian menunjukkan bahwa terdapat hubungan signifikan antara kerjasama sekolah dan orang tua dalam meningkatkan kualitas pendidikan anak. Semakin tinggi penghargaan sekolah terhadap kunjungan orang tua, semakin besar keterlibatan mereka dalam pendidikan anak. Selain itu, keterlibatan orang tua meningkat ketika sekolah menginformasikan dan melibatkan mereka dalam pertemuan, kegiatan, serta program sekolah yang berhubungan dengan anak. Dengan demikian, kerjasama yang harmonis antara sekolah dan orang tua berkontribusi secara positif terhadap pendidikan anak, yang dapat meningkatkan capaian pembelajaran dan membangun lingkungan belajar yang suportif.

ABSTRACT

The education curriculum emphasizes the importance of parental involvement in children's learning processes. Active parental participation is expected to enhance the effectiveness of education through collaboration between schools and parents. However, many schools face challenges in involving parents due to social disparities. This study aims to analyze parents' backgrounds and describe the results of school-parent collaboration in supporting children's education. The research utilized a quantitative method with a questionnaire as the primary instrument, developed based on indicators of parental involvement. The study involved 165 elementary school students and their parents as research subjects. Data were analyzed using SPSS through averaging each indicator and interpreting the results. The findings reveal a significant relationship between school-parent collaboration and children's educational improvement. Parents' involvement tends to increase when they feel their presence at school is appreciated by school authorities. Furthermore, parental participation is higher when schools collaborate with parents to discuss issues related to their children and provide information about meetings, activities, and programs that require parental attendance. In conclusion, effective school-parent collaboration positively impacts children's education by fostering a supportive learning environment and enhancing learning outcomes.

1. INTRODUCTION

In the world of education, parents are an example for students in achieving what is expected. Parental involvement in children's education is not a new issue that has become the subject of debate in educational studies. However, parental involvement in their children's education at home and school is not necessarily influenced by the attitudes and characteristics of the parents themselves. This is because the

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role of schools is also an important factor in encouraging parental involvement in their children's education. However, several schools show that there is a vacuum in the relationship between the school and parents which has an impact on the learning patterns and development of the children themselves (Dong et al., 2020; Hochman et al., 2022). Frequent differences of opinion between parents and teachers can easily strain the relationship between both parties. Most teachers assume that children, especially those from lower classes, fail to learn at school because they are influenced by an uncomfortable home environment (Cheung et al., 2020; Selvaraj et al., 2021). Apart from that, teachers also often face problems with parents. It is said that parents do not appreciate the abilities and skills of a teacher and are unable to differentiate between the importance of relationships within the family and the need for relationships with the school (Lavy & Naama-Ghanayim, 2020; Shen et al., 2020; Wolf, 2020). The same thing happened to some parents who showed large gaps in their interactions with the school. This problem is caused by the socio-economic background of parents and their negative perception of school. Thus, differences in thoughts and perceptions between parents and teachers can limit patterns of parental involvement in children's education (Correia et al., 2020; Barnett et al., 2020a).

In general, the relationship and interaction between parents and school in the first year, when a child enters school, is very important considering that the child's early learning stages can form the basis for shaping behavior, the quality of relationships, and various types of parental involvement in the following years (Papadakis et al., 2019; Wolf, 2020). Therefore, parental involvement in their children's education will be more effective if there is a concrete and effective cooperative relationship with the school. On average, research proves that parental background influences parental involvement in their child's education. The involvement of parents who come from a high socio-economic background or social class is stronger in ensuring children's learning patterns and success at school. The truth of the research findings cannot be denied, but the influence of parental background is not necessarily seen as the only factor that drives a child's success in the education they receive (Alinsunurin, 2020; Prakhov et al., 2020). Parental involvement in their children's education also needs to be seen from various dimensions, especially the role of schools as a driving factor for parental involvement in their children's education.

Previous lessons The results of a literature review found that much of the research that has been conducted in the field of sociology of education focuses on parental involvement in the home (Garcia & de Guzman, 2020; Mehdizadeh et al., 2020). These studies prove that there is a significant and positive relationship between parental involvement and children's educational achievement at school. Studies on parental involvement and cooperation in schools show parental involvement is an important factor in children's educational success (Alinsunurin, 2020; Fiskerstrand, 2022; Torrecilla & Hernández-Castilla, 2020). In previous research, it was argued that middle-class parents view the cooperative relationship between parents and teachers as one of the factors that influence the success of their children's education at school (Lumbantoruan, 2022). Research finds that the communication carried out by middle-level parents with the school and the involvement shown by these parents at school guarantees the child's educational success. Apart from that, research also proves that parental involvement in school brings many benefits to the parents themselves (Gabaldón-Estevan, 2020). Meanwhile, the involvement of middle-class mothers in their children's education allows them to receive frequent feedback from the school through dialogue sessions when tensions between home and school arise (Liu & Bray, 2020; Sotomayor et al., 2022). This group is also able to reject irrational suggestions at the school level research found that higher school involvement in mothers with higher education enabled them to contact the school frequently, find out about their children's achievements, monitor their children's progress, and direct them to higher education (Mishra, 2020; Naveed et al., 2023). Middle-class people who are involved in various school activities feel that their coming to school is appreciated by the school (Gu, 2020; Meo & Tarabini, 2020). This group is also more confident and does not feel inferior about being involved in children's education at school.

However, the studies discussed above clearly prove that there is high parental dependence on schools. One question that may arise here is that a child's educational achievement does not necessarily increase simply by the involvement shown by parents in school. At the same time, the relationship between parents and schools should not be seen from parents' dependence on schools alone (Suhaini, 2020; Suryaman et al., 2020). It is also necessary to look at the opposite, namely in terms of the relationship shown by the school towards parents. Parental involvement in schools is proven by research cannot be effective without direct efforts from schools. Parental involvement in children's education also increases when schools have a positive view of parents and are willing to collaborate with them (Alinsunurin, 2020; Zheng et al., 2020). The role of schools as a driving factor for parental involvement in children's education needs to be focused on studying parental involvement in children's education. Therefore, the cooperation provided by the school to parents is very important in encouraging parental involvement in their children's education. Parental involvement increases when there is effective support and cooperation from the school. Schools play a role in collaborating with parents to strengthen parents' awareness of the importance of involving themselves in their children's education. Thus, the higher the cooperation provided by the school

to parents, the higher the involvement shown by parents in ensuring the excellence of their child's education. Therefore, several researchers have paid attention to the relationship between school collaboration and parental involvement in children's education. Found that the cooperation shown by schools encouraged more parents to be involved in helping their children's education at home and school (Benavides-varela et al., 2020; Lambrinou et al., 2020; Ressler, 2020). Programs implemented in schools provide opportunities for parents to be involved in their children's education. The frequency of contact and communication between the school and parents encourages parents to be involved in various activities held at school. Research also found that the school's behavior in arranging meetings between parents and teachers apart from contacting parents via telephone and letter became a catalyst for parental involvement in their children's education at school (Dare et al., 2023; Lam et al., 2023; Varshney et al., 2020).

Therefore, he sees parental involvement in their children's education from the perspective of school and family collaboration in understanding how schools, families, and communities share responsibility with students to ensure educational success. Based on the previous research discussed above, it is clear that there is a significant relationship between the cooperation provided by schools to parents and parents' awareness of involving themselves in their children's education at school. However, many studies document the failure of cooperative relationships between schools and parents by identifying factors that hinder the formation of cooperative relationships between schools and parents. The lack of effective interaction between parents and teachers causes children's educational problems at school to escape attention of parents at home. This has an impact on parents' involvement in their children's education (Curtis et al., 2021; Hodges et al., 2020; Keya et al., 2020). The research found that parental involvement in schools is dependent on traditional rights such as attending activities, sports, and concerts (Park et al., 2020; Sianturi et al., 2022). According to him, parental involvement in the classroom through an open-door policy that allows parents to visit schools to identify their children's disciplinary and academic problems is still limited. Apart from that, the difficulty of implementing effective communication methods that can connect schools with parents also hinders parents' involvement in their children's education at school. Research also found that differences in perceptions between teachers and parents regarding assistance and the need for parental involvement also hindered parental involvement in schools (Hoffman et al., 2020). Therefore, communication failure between schools and parents is one of the main obstacles to parental involvement in their children's education at school.

The challenges that exist in managing a parent involvement program also impact the overall involvement of parents at the school (Herman et al., 2020; Schunk & DiBenedetto, 2020). Research on parents who were Chinese migrants in America found that language factors hindered parental involvement in their children's education at school (Leath et al., 2020). Mastery of their mother tongue and lack of English language skills make them unable to understand and communicate in English. The novelty of this research is that it makes an important contribution to strengthening collaboration between schools and parents in the context of children's education in elementary schools. By involving elementary school students as research subjects. This research provides a deeper understanding of the importance of collaboration between schools and parents in creating an educational environment that supports children's development. Thus, this research provides a strong foundation for the development of more inclusive and sustainable educational policies and practices at the primary school level.

The urgency of the research, and the large number of research results that differ in opinion from each other, make this research interesting to study. In the Indonesian context, there is still a lot of research that prioritizes the evaluation of collaboration carried out by schools in increasing parents' awareness to involve themselves in their children's education. In addition, there is still little research that focuses on ethnic minorities and educational issues. The research aims to analyze the background of the parents studied, to outline a descriptive analysis of the cooperation shown by the school towards parents which can stimulate parental involvement in their children's education, to find out the involvement of parents in their children's education and to find out school collaboration with the involvement of parents. parents in children's education.

2. METHOD

Research methods, this research is quantitative research using a questionnaire as the research instrument (Ataro, 2020). Based on the sample selection, a notification letter about the research was issued to all 165 research respondents. This letter was delivered to research respondents through their respective children. This research sample consisted of 165 parents of students. To get the 165 parents, 165 students were randomly selected based on stratified random sampling from a total of 500 Indonesian students at the National School in Jakarta. Third to fifth-grade students, namely 55 students each year, are selected using a Random Number Table. In this study, Grade One and Grade Two students were not selected because it was too early to monitor parental involvement in the education of children who were in the early stages of

school. Sixth Grade students were not selected due to regulations set by the Indonesian Ministry of Education so no research was carried out on students who would take the Primary School Assessment Test. From a total of 165 students, one of the mothers or fathers of each student was selected (based on the child's opinion about the person who spent the most time with him in helping with his education) to be the research respondent for this sample of students. parent.

Data collection techniques using study instruments. Questionnaires are used by researchers to obtain quantitative data from the samples studied. This questionnaire was adapted by researchers based on (Ataro, 2020). However, the researcher has modified the structure by adding necessary questions and eliminating questions that are deemed less important for this research in addition to making slight changes to the answer format. In this study, the measure of parental involvement in children's education in a questionnaire delivered to one of the mothers or fathers of National School students included three main components, namely parental background, school cooperation, and parental involvement in children's education. The parental background section of the questionnaire contains questions about the background of the parents being studied and their socio-economic position. These background questions addressed gender, age, marital status, and place of residence. Questions covering education level, employment, income, household income, number of dependents in the family, and number of children attending school are also the main questions that will be asked of students. For each question in the category Parental involvement in children's education in the questionnaire, respondents were also asked to state the level of parental involvement as 'very low', 'low', 'medium', 'high', and 'very high. Indicators and research grid is show in Table 1.

Table 1. Indicators and Research Grid

Number	Indicator	Instrument Grille
1	Background of students' parents at school	Gender
		Age
		Residence
		Educational status
		Jobs
		Income
2	Collaboration shown by the school	Appreciate the arrival
		Attention to discussing children's education
		Announcement of meetings and activities
		Suitability of activity time
		Understanding children's problems
		Progress announcements
3	Parental involvement in their child's education	Talk about the child's future
		Discussion of school activities
		Know learning patterns
		Identify academic problems at school
		Identify academic problems at home
		Help with homework
		Identify homework assignments
		Exam guiding
		Monitor the exam
		Inject motivation
		Deadline
		Purchase of reading materials
		Provision of tuition fees
		Movement monitoring
4	The relationship between school collaboration and parental involvement in their children's education	Talk about the child's future
		Discussion of school activities
		Knowing learning patterns
		Identifying academic problems at school
		Identify academic problems at home
		Help with homework
		Identify homework
		Guiding the exam
		Monitor the exam
		Inject motivation

Number	Indicator	Instrument Grille
		Time limit
		Purchase of reading materials
		Provision of tuition
		Movement monitoring

Data analysis technique. A total of 165 respondents consisting of parents were asked to attend school on the specified date and time to be involved in the research. In the letter, research respondents were informed about the purpose of the research and also the importance of their cooperation in involving themselves in the research. Research respondents were also told that they did not need to be involved in the study if they were not interested. All 165 respondents participated in this research. Each questionnaire administered to respondents takes approximately 20-30 minutes. All information obtained from respondents through questionnaires was analyzed using the Social Sciences Statistical Package (SPSS) (Arulogun et al., 2020). The six items in the questionnaire for the 'school cooperation' category were consistent. Cronbach's alpha value is 0.78. In addition, the fourteen items in the 'parental involvement' category are also consistent with a Cronbach's alpha value of 0.93. These two figures show that the measurement of the items studied has a high-reliability value.

3. RESULT AND DISCUSSION

Result

The research results show in Table 2 that the selected variables are related to the background of the parents studied, namely in terms of gender, age, place of residence, education level, employment, and income. As can be seen in Table 2, mothers represent 80.7% of respondents and are known to spend the most time with their children in helping their children's education compared to fathers. This proves that mothers have a big responsibility to help their children's education and show a high level of involvement in their children's education compared to their fathers. In this context, mothers' groups are the main source of support in raising children from the beginning of their birth in fulfilling all their personal development needs and educational needs at home.

Table 2. Background of Parents of National School Students (N=165)

Background		Percent (%)
Gender	Man	19.3
	Woman	80.7
Age	30 years and under	15.3
	31–40 years	52.0
	41–50 years	29.3
	51–60 years	3.3
Residence	Bookie	79.3
	Rural	20.7
Educational status	No formal education	4.7
	Finished elementary school	14.0
	Didn't finish high school	26.0
	Finished high school	45.3
	Certificates and diplomas	5.3
	The first diploma	4.0
	Advanced Diploma	0.7
Jobs	Professional/technical	8.7
	Administration/civilization	4.7
	Service	5.3
	Do business	8.0
	Laborer	41.3
	Not working (housewife)	32.0
Income	Gone	32.0
	IDR 2,000,000 and below	47.3
	IDR 2,100,000-IDR 3,000,000	12.7
	IDR 3,100,000-IDR 4,000,000	5.3
	IDR 4,100,000-5,000,000	1.3
	IDR 5,100,000 and above	

Base on Table 2, the research results found that 67.3% of parents surveyed were aged 40 years and under. In terms of social location, most of the elderly (79.3%) surveyed live in urban areas. In addition, it was found that 85.3% of parents had a fifth-grade education level or below. As many as 4.7% of parents do not have formal education. Only 10.0% of parents managed to obtain higher education in certificates/diplomas, degrees, and higher degrees. In terms of employment, only 26.7% of parents occupy positions in the other four main areas, namely professional and technical, administration and administration, services, and business. As many as 41.3% of the elderly surveyed worked as laborers. On average, they work in factories close to where they live. A lack of high levels of education among the elderly thwarts their efforts to find more secure employment. However, it was found that 32.0% of respondents surveyed were mothers who played the role of housewives. In evaluating the amount of income received by the parents studied, 47.3% of parents earned an income of IDR2.000.000 or below and 18.0% earned an income between IDR 2.100.000- IDR3.000.000 Only 2.6% of seniors have an income of more than IDR 3.100.000. In addition, 32.0% of parents have no income because they are women who act as housewives. Thus, it can be said that overall the parents studied came from low socio-economic backgrounds. Collaboration shown by the school is show in Table 3.

Table 3. Collaboration Shown by the School (N=165)

School Collaboration	Very low (%)	Low (%)	Simple (%)	High (%)	Very high (%)	Minimum
Appreciate the arrival	1.3	2.0	14.0	48.0	34.7	4.13
Attention to discussing children's education	4.7	5.3	16.7	41.3	32.0	3.91
Announcement of meetings and activities	2.7	4.7	16.7	45.4	30.7	3.97
Suitability of activity time	6.7	12.0	28.7	34.7	18.0	3.45
Understanding children's problems	7.3	14.7	30.7	26.7	20.7	3.39
Progress announcements	8.0	13.3	20.7	40.7	17.3	5.46

Table 3 shows a descriptive analysis of the cooperation shown by schools that can stimulate parental involvement in their children's education. Based on Table 3, the mean value of each variable in the School Collaboration category is greater than 3.0. This value clearly shows that the cooperation shown by the school to parents is very pleasant. The school's behavior in appreciating parents who come to school shows a mean value of 4.13. School cooperation in informing all meetings and activities that parents must attend at their child's school shows an average score of 3.97. The average value of cooperation shown by the school in giving high attention to discussions about their children's education and the school's cooperation in conveying information about their children's educational progress to parents from time to time. to date, they are 3.91 and 3.46 respectively. The average score for school cooperation in holding activities at the right time for parents to attend is 3.45, while school cooperation in contacting parents to inform them of their child's problems at school is 3.39. Table 4 below shows a descriptive analysis of parental involvement in their children's education

Table 4. Parental Involvement in their Children's Education (N=165)

Parental involvement	Very low (%)	Low (%)	Simple (%)	Tall (%)	Very high (%)	Minimum
Talk about the child's future	1.3	7.3	5.3	36.0	50.0	4.26
Discussion of school activities	0.7	7.3	5.3	46.0	40.7	4.19
Know learning patterns	1.3	10.0	16.0	42.0	30.7	3.91
Identify academic problems at school	3.3	10.0	9.3	40.7	36.7	3.97
Identify academic problems at home	0.7	6.7	10.0	35.3	47.3	4.22
Help with homework	4.0	15.3	9.3	34.0	37.3	3.85
Identify homework assignments	1.3	6.7	15.3	38.0	38.7	4.06
Exam guiding	1.3	10.0	18.7	36.7	33.3	3.91
Monitor the exam	1.3	8.0	15.3	36.7	38.7	4.03
Inject motivation	0.7	6.0	9.3	32.7	51.3	4.28
Deadline	1.3	9.3	12.0	46.0	31.3	3.97
Purchase of reading materials	3.3	8.0	16.0	32.0	40.7	3.99
Provision of tuition fees	8.7	15.3	9.3	26.0	40.7	3.75
Movement monitoring	2.0	10.7	6.7	38.7	42.0	4.08

On the results in Table 4 showing descriptive analysis, the overall mean value of each variable is in the Parental Involvement category, indicating that parental involvement in their children's education is also quite good. Of the 14 variables, seven variables show average values between 4.03 and 4.28. The average scores for parental involvement in injecting motivation into their children to actively study, discuss with their children about the future, and identify the problems their children face at home are 4.28, 4.26, and 4.22 respectively. The average value of parental involvement in discussing the activities their children do at school, monitoring their children's movements in other places (such as malls, and playgrounds) other than school and home, and identifying homework given by teachers at school. schools and monitoring children's test performance over time were 4.19, 4.08, 4.06, and 4.03, respectively. The other seven variables show mean values between 3.75 and 3.99. These things include parental involvement in purchasing additional reading materials (such as newspapers and magazines) for their children to improve their children's educational achievements (3.99) and providing a planned distribution of time for their children to study, watch, and learn. their free time. activities (3.97), identifying problems faced by their children at school in matters related to academics (3.97), knowing their children's learning patterns at school (3.91), guiding children at home in preparing for exams (3.91), helping their children in doing their assignments homework given by the school (3.85) and providing school fees to children to improve their educational achievements (3.75). Relationship between school collaboration and parental involvement in their children's education is show in Table 5.

Table 5. Relationship between school collaboration and parental involvement in their children's education (N=165)

Parent involvement	School cooperation					
	MK (r)	PK (r)	PMDA (r)	KWA (r)	PMA (r)	MP (r)
Talk about the child's future	0.42**	0.59**	0.43**	0.24**	0.04	0.12
Discussion of school activities	0.36**	0.31**	0.49**	0.13	0.14	-0.12
Knowing learning patterns	0.42**	0.36**	0.41**	0.28**	0.20*	0.11
Identifying academic problems at school	0.34**	0.49**	0.36**	0.31**	0.05	0.15
Identify academic problems at home	0.37**	0.22**	0.42**	0.18*	0.16*	0.04
Help with homework	0.37**	0.47**	0.41**	0.29**	0.07	0.11
Identify homework	0.47**	0.39**	0.31**	0.25**	0.25**	0.28**
Guiding the exam	0.56**	0.47**	0.24**	0.24**	0.24**	0.28**
Monitor the exam	0.43**	0.35**	0.29**	0.20*	0.16*	0.29**
Inject motivation	0.43**	0.42**	0.45**	0.12	0.07	0.04
Time limit	0.42**	0.38**	0.45**	0.39**	0.08	0.06
Purchase of reading materials	0.35**	0.23**	0.48**	0.21*	0.18*	0.16
Provision of tuition	0.38**	0.44**	0.40**	0.15	0.06	0.19
Movement monitoring	0.32**	0.46**	0.28**	0.24**	-0.01	0.07

*Correlation is significant at the 0.05 level; **Correlation is significant at the 0.01 level

Table 5 shows respect for the arrival of parents; Attention to discussions about children's education; Meeting and activity information; Suitability of activity time; Notification of child problems; Progress Information; **Correlation is significant at the 0.01 level; *Correlation is significant at the 0.05 level. The correlation analysis between the cooperation shown by the school and the involvement of parents in their children's education. The cooperation shown by the school through the variables Appreciating their arrival, attention to discussions about children's education, and Notification of meetings and activities on average show a significant and positive relationship to parental involvement in children's education in the fourteen Parent variables. Involvement was studied with correlation values (R) between 0.32 and 0.56, except for the correlation between the variable Attention to discussing children's education and the variable Purchase of reading materials (R=0.23, P<0.01). Thus, it can be said that the more the school respects parents who come to school, pays attention to discussions about their child's education, and informs them of all meetings and activities that parents need to attend at their child's school, the higher the involvement shown by parents. parents. parents in various strategies to stimulate children's education (see Table 5). Apart from that, the cooperation shown by the school through the appropriate activity time variable also shows a significant and positive relationship with eleven categories of parental involvement in children's education. However, only two variables showed a moderate relationship, namely parental involvement in providing a planned distribution of time for their children to study, watch, and engage in recreational activities (R=0.39, P<0.01) and parental involvement in identifying the problems faced by their children. at school. in academics (R=0.31, P<0.01). Therefore, the more often the school organizes activities at times

that are most suitable for parents to attend, the higher the involvement of parents in providing planned distribution of time to their children for studying, watching, and leisure activities in addition to identifying problems. faced. by their children at school in the academic world. This means that the opportunity for parents to take part in activities held at school will be high if the school can organize these activities at a suitable time for parents to attend. Through participation in activities, parents can obtain various inputs to monitor time management and identify children's learning problems.

Discussion

The conclusion from these findings is that parents' socio-economic status shows an influence on parental involvement in their children's education, but this cannot be considered the only factor that drives parental involvement in their children's education. It was also found that parental involvement in their children's education was also influenced by various other external factors. One of. One of the external factors that stimulates parents to be involved in their children's education is the cooperation provided by the school to parents (Asbari et al., 2019; Mami & Arayesh, 2010). The cooperation provided by the school can influence parents' thinking and increase their awareness of the need to involve themselves in their children's education so that children can achieve superior school exam results. This research shows that the higher the cooperation provided by the school, the higher the involvement of parents in their child's education. Parental cooperation not only allows parents to be involved in their children's education at home and school but also allows parents to be involved in monitoring their children's education outside of school. This research is in line with previous research by proving that there is a significant influence and positive relationship between school collaboration and parental involvement in children's education (Alinsunurin, 2020; Prakhov et al., 2020; Torrecilla & Hernández-Castilla, 2020).

Previous argument which explains that cooperation from the school is very important to stimulate parental involvement in their children's education (Gahramanov et al., 2020). Collaboration from the school provides space for implementing various collaborative programs to improve relations between the school and parents. By establishing a good relationship between the school and parents, parents' skills and leadership can be honed so that this group can share beliefs, roles, and responsibilities to involve themselves in their child's education. Parents are also more exposed to various engagement strategies, especially at home and also at school as a result of more effective cooperation between both parties to ensure the child's academic achievement (Colliver, 2018; Peng & Kievit, 2020). The results of this research also found that three school behaviors encourage parental involvement in their children's education. School behavior that respects parents' visits to school, pays attention to discussing children's education, and informs parents about meetings and activities held at school are three school collaboration strategies that can increase parental involvement in their children's education. School behavior in appreciating parents' visits to school is one of the important basic factors in creating parental involvement in children's education. Thus, differences like this will result in low self-confidence and parents feeling uncomfortable when visiting schools. However, the appreciation given by the school for parents' visits to the school was able to reduce these feelings among parents (Alinsunurin, 2020; Hodges et al., 2020). The findings of this research found that the appreciation given by schools to parents, who on average come from low socio-economic backgrounds, causes parents to feel that their presence at school is valued. This creates a sense of self-confidence in parents and reduces feelings of inferiority and discomfort for parents in communicating with the school. Apart from that, the appreciation shown by the school is also able to avoid prejudice against the school that teachers have a high status and do not want to serve parents. The findings of this research also clearly show that the school's appreciation of parents' visits to the school and the feeling of parental respect given by the school bridge the gap between parents and the school.

The strong relationship between parents and schools encourages parents to be involved in various educational strategies for their children. Therefore, the results of this study were found to be consistent with research highlighting that appreciation of school is an important factor in parental involvement in school (McNair et al., 2020; Wolf, 2020). In addition, the attention shown by the school in discussing children's education allows parents to better understand the role and responsibilities of the school. This also allows parents to understand every effort the school makes to improve its students' educational performance. The results of this study are also in line with findings in previous research which found that school collaboration encourages parents to engage in various educational strategies for their children. In addition, the attention shown by the school also increases parents' trust in the school and allows parents to move in line with school demands and parents' requests (Lambrinou et al., 2020; Singh et al., 2020). The school's behavior stimulates parents to assess its credibility and the need to help their children's education together to achieve the school's vision and mission. The formation of good interactions between parents and teachers as a result of the attention shown by the school in discussing children's education, allows parents to know various problems with children's education at school. The findings of this research are in line with research that found the importance of interaction and communication between parents and

teachers so that parents can find out about their children's educational problems at school and better understand the need to involve themselves in their children's education (Lou & Noels, 2019; Murshidi et al., 2023). In this study, language factors did not have much influence on parents in shaping interactions with teachers. Even though the parents studied were of Indonesian ethnicity and on average were related to Malay teachers, differences in communication language and socio-economic status between parents and teachers did not hurt the cooperation provided by the school in discussing children's education. Therefore, the results of this study are not by research which found that differences in communication language between parents and teachers hinder communication between them and hurt parent involvement in learning. their education. children's education (Garcia & de Guzman, 2020; Hadi et al., 2022).

This research implies that schools increasingly provide information about meetings and activities held at school. A symbolic request from the school to parents to cooperate and be involved in meetings and activities held at school. These notifications allow parents to easily identify ongoing agendas at school. These school actions also allow parents to talk to their children about activities taking place at school and identify the child's level of involvement in those activities regardless of whether the activities are in the curriculum or extracurricular activities. It also allows parents to identify important dates (e.g. exam dates) so they can continue to guide their child through exams and monitor their child's progress in school. Notifications to schools regarding school meetings and activities make it easier for parents to monitor their children's movements outside of home and school so that free time is not wasted on certain activities that are not useful. Likewise, programs carried out at schools provide opportunities for parents to get involved.

The weakness of this research is the limited number of schools studied, which means this research is not strong enough to serve as a foundation for improving the curriculum, a curriculum that requires the involvement of parents, especially mothers, in collaborating with teachers at school in the development of student's knowledge, understanding and interest in learning at school. This research recommends that future research conduct the same research by referring to the indicators and instruments in this research with a larger population and sample size.

4. CONCLUSION

The relationship that exists with the school encourages parents to be involved in various important activities held by the school. Requests for parental involvement by teachers or the school encourage parents to learn and understand the content of the curriculum that will be given to their children at school. Involving parents in core activities has an impact on their children's education at home and school. The collaborative relationship between schools and parents in their children's education without taking into account the socio-economic background of the parents has a positive impact on the development of children's education in Indonesia. The effect of school collaboration is also involving parents in their children's education without needing to pay attention to social status such as considering the parents' socio-economic status. Exploring collaborative relationships between schools and parents focusing only on one group will hurt children and can affect other children. The school's attitude and behavior towards parents with various information and knowledge as well as involving the parents themselves in their children's education will result in significant improvements in their children's development, both at home and at school. Therefore, this research would like to draw attention to the need for further research regarding the scope of collaboration between schools and parents.

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