

## Does Transparency Effect on The Participation of Student's Parent in Education Provisions?

Nurhattati<sup>1\*</sup>, Unifah Rosyidi<sup>2</sup>, Ahmad Jauhari H. R.<sup>3</sup>, Rihlah Nur Aulia<sup>4</sup> 

<sup>1,2,4</sup> Universitas Negeri Jakarta, Jakarta, Indonesia

<sup>3</sup> STKIP Kusuma, Jakarta, Indonesia

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### ABSTRAK

Rendahnya transparansi dan partisipasi orang tua dalam memberikan pendidikan di SD Negeri menjadi latar belakang untuk membuktikan ada tidaknya pengaruh langsung transparansi pada dimensi ketersediaan informasi, ketepatan penggunaan media dan kemudahan akses informasi pengelolaan sekolah pada partisipasi orang tua dalam pendidikan SDN. Penelitian ini bertujuan untuk menganalisis pengaruh transparansi terhadap partisipasi orang tua dalam pendidikan. Unit analisis penelitian adalah pengurus komite sekolah yang berjumlah 2867 orang. Dengan rumus Slovin, 348 sampel dipilih secara acak. Melalui penggunaan metode sebab-akibat *expost facto*, pengumpulan data menggunakan angket berupa skala sikap yang dituangkan dalam google form dan angket manual. Dianalisis dengan teknik statistik deskriptif dan statistik inferensial parametrik, yang didahului dengan uji normalitas menggunakan teknik Lilifors. Uji signifikansi regresi dan uji linieritas regresi dilakukan dan dianalisis menggunakan teknik analisis jalur. Hasil uji statistik menyimpulkan bahwa tidak ada pengaruh langsung ketersediaan informasi manajemen sekolah terhadap partisipasi orang tua dalam penyelenggaraan pendidikan; tidak terdapat pengaruh langsung keakuratan media informasi manajemen sekolah terhadap partisipasi orang tua dalam penyelenggaraan pendidikan, aksesibilitas informasi manajemen sekolah terhadap partisipasi orang tua dalam penyelenggaraan pendidikan. Ketersediaan informasi manajemen di sekolah berpengaruh langsung signifikan terhadap aksesibilitas informasi.

### ABSTRACT

The low transparency and participation of parents in providing education at State Elementary Schools is the background to prove whether or not there is a direct effect of transparency in the dimensions of information availability, accuracy of media use and ease of access to information on school management on the participation of parents in SDN education. The aims of this study is to analyze the effect of transparency on the participation of parents in education. The unit of research analysis is the school committee management, totaling 2867 people. With Slovin's formula, 348 samples were selected randomly. Through the use of the causal *expost facto* method, data was collected using a questionnaire in the form of an attitude scale as outlined in the google form and manual questionnaire. Analyzed with descriptive statistical techniques and parametric inferential statistics, which was preceded by a normality test using the Lilifors technique. Regression significance test and regression linearity test were performed and analyzed using path analysis techniques. The results of the statistical test concluded that there is no direct effect of the availability of school management information on the participation of parents in the provision of education; there is no direct effect of the accuracy of the school management information media on the participation of parents in the administration of education, accessibility of school management information on the participation of parents in the provision of education. The availability of management information in schools has a significant direct effect on information accessibility.

\*Corresponding author

E-mail addresses: [nurhattati@unj.ac.id](mailto:nurhattati@unj.ac.id) (Nurhattati)

## 1. INTRODUCTION

In carrying out its role as an educational institution, schools occupy very important and strategic positions, roles and functions. In fact, in the future, schools will be very essential because they have the capacity to “to integrate the creativity, critical thinking, communication and collaboration skills required of world class workers and ethical citizens and prioritize the depth of learning based on problem solving, adapting advances in digital technologies (Kljun et al., 2020; Malik, 2018; Sahal et al., 2020). Once the importance of schools as a forum for education providers, the Indonesian government innovates and revitalizes schools through the implementation of School-Based Management (SBM) (Ashman & Snow, 2019; Dekawati, 2020; Kholis et al., 2020). SBM is a form of educational autonomy as a manifestation of good governance by giving authority, trust and independence to manage and develop all school resources and be accountable to parents, the community and the government (Ahmad Agung Yuwono Putro et al., 2017; Yulius, 2020). Through MBS, it is hoped that participation, rule of law, transparency, responsiveness, consensus of orientation, equity, effectiveness and efficiency accountability and strategic vision will be realized.

In its implementation, SBM requires the participation of the community/parents as partners in employee development, funding, decision making and solving various school problems (Al-Zoubi & Younes, 2015; Bali & Musrifah, 2020; Hendrizal & Chandra, 2018). Therefore, one aspect of determining the good or bad quality of an educational institution can be seen from the involvement of parents in education in schools (Akhter et al., 2020; Chang, Y., 2008; Khikmah, 2020). Parents' participation in education in developed countries is created by parents by believing that school is the best way to foster the development and growth of children (Annisa et al., 2020; Herrmann et al., 2022; Ramdan & Fauziah, 2019). In contrast to developing countries such as Indonesia, parental participation in education is not optimal, very minimal, tends to be physical, non-academic, and has not touched on decision making, program implementation, monitoring, and evaluation of school programs (Izzuddin, 2021; Kollmayer et al., 2018; Ramdan & Fauziah, 2019). Almost all of the responsibility for children's education, seems to be the responsibility of the school. Even the educational process no longer takes into account the participation of parents. The role of parents in education in Indonesia is still minimal. 80% of parents never provide input in decision-making at school, 30% never discuss with teachers. The low participation of parents in Indonesia, one of which is due to the school has not been able to stimulate parents to participate (Atiqoh, 2020; Fen & Poh, 2015; Ferri et al., 2020).

One important aspect that can stimulate parental participation is transparency. This is because transparency: (1) bridges stakeholders in understanding the school's vision, mission, goals, programs and targets; (2) increase the level of trust and school quality; and (3) contributing to teacher performance and public trust in schools (Annisa et al., 2020; Rahim, 2018; Suryaman et al., 2020). However, in reality, schools have not fully implemented transparency in their management. The results of previous research that access test related to school management conducted by YSKK with the Peduli Community Movement, indicated that only 13% of schools were willing to open access to information (Dekawati, 2020). Moreover other previous research also reveals that schools, in this case State Elementary Schools (SDN) have not been able to provide the information needed, still use conventional and manual information media (Ishizuka, 2019). As a result, information does not reach parents which have an effect on public doubts the existence of schools, thus making it difficult to gain parental support.

There have been many studies on the participation of parents of students, but they do not link it with participation. Likewise, several researchers have conducted transparency studies (Azwar, 2013; Rose, O., J & Skiftenes, 2008) but the studies still focus on the transparency aspect in general, not revealing in detail in each case. dimensions, and does not relate to participation. There are still few studies that reveal the extent to which transparency in the dimensions of the availability of information, the accuracy of the use of media and the ease of accessing it affect the participation of parents in the implementation of education in schools.

The purpose of this study is to analyze the effect of transparency on the participation of parents in education. This research offers new ideas in three ways. *First*, it enriches the theory of the effect of transparency on participation, which is still limited in its study. *Second*, this research offers ideas for practical solutions for stakeholders in creating a transparent school management system. *Third*, offers new ideas for strategies to increase parental participation through transparency in school management in an effort to improve elementary school management.

## 2. METHOD

This research used Expost facto causal research, consists of independent variables: Availability of institutional information with indicators: (a) reliable (b) relevant, (c) timely (d) complete (e)

understandable. The accuracy of the use of media with indicators (1) the use of visual media, (2) the use of direct verbal, (2) the use of print media, (3) the use of electronic media. Information Accessibility with indicators: (a) easy to download/search; (b) ease of capture/understanding, (c) ease of storage and distribution. The dependent variable, namely the participation of parents in the implementation of education with indicators: (a) providing consideration and direction, (b) providing support for personnel, (c) providing facilities and infrastructure and (d) providing supervision. The four variables described in Figure 1.

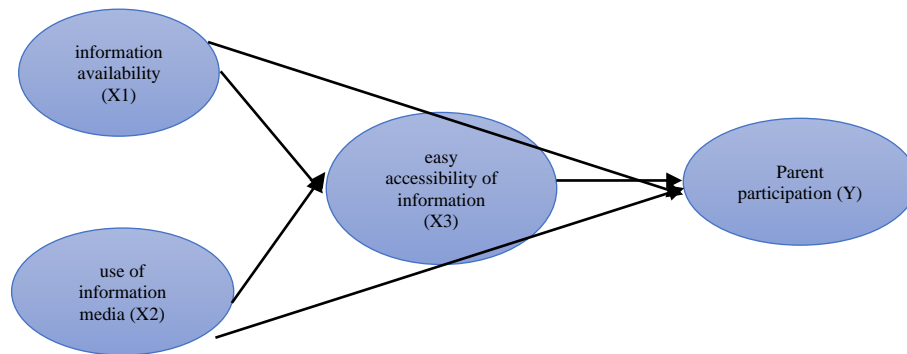


Figure 1. Participation of Parents in the Implementation of Education Variable

The unit of analysis of this research is the parents of students who are the administrators of the SDN school committee in the East Jakarta area, totaling 2867 people. The sample was determined using the Slovin formula, with a result of 348. Respondents were determined randomly. The characteristics and percentage of respondents are as follows: A. Gender: Male, female. B. Age: (1) 20-30. (2) 31-40. (3) 41-50. (4) 51-60. (5) 61-70. C. Last Education: Masters, Bachelor (S1), Diploma. D. Working Period: 0-10 years, 11-20 years, 21-30 years, and 31-40 years. Collecting data using a questionnaire in the form of an attitude scale as outlined in the google form to obtain data related to Information availability (5 indicators with 20 questions); the accuracy of the use of media (4 indicators with 20 questions; accessibility of information (3 indicators with 20 questions), and participation (5 indicators with 30 questions).The instrument is arranged with answer choices: always ( 5), often (4), sometimes (3), rarely (2) and never (1). Data analysis used descriptive statistical techniques and parametric inferential statistics, using SPSS. Before testing the hypothesis, a normality test was conducted using the Lilifors technique. Followed by regression analysis, regression significance test and regression linearity test. Hypothesis testing is carried out using path analysis techniques, to explain the influence between research variables.

### 3. RESULT AND DISCUSSION

#### Result

Based on statistical calculations, from the three constellations, the results were show in Figure 2.

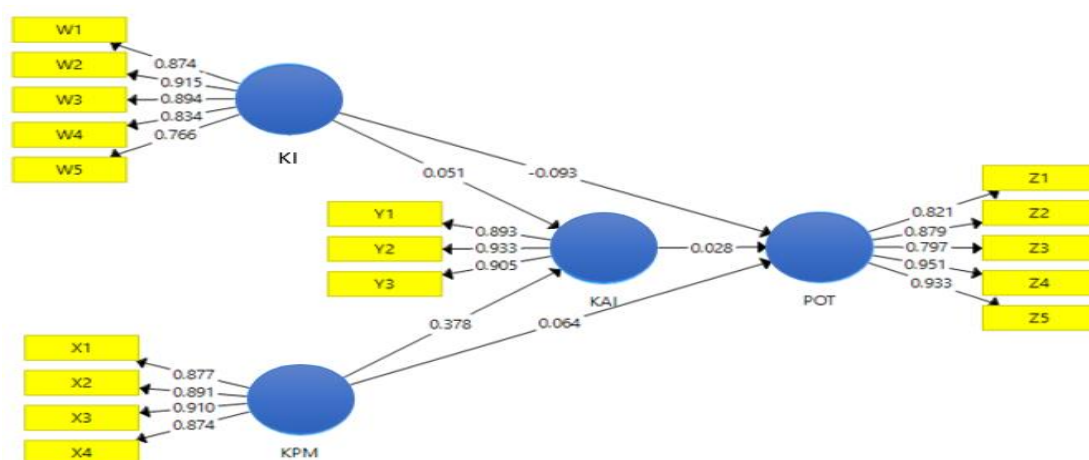


Figure 2. Result of Statistical Calculations

Availability of School Management Information on the Participation of Parents of Students is described by model summary as show in Table 1 and coefficients is show in Table 2.

**Table 1.** Model summary of Availability of School Management Information

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | 0.046 | 0.002    | 0.000             | 3.233                      |

**Table 2.** Coefficients<sup>a</sup> of Availability of School Management Information

| Model        | Unstandardized B | Coefficeince Std. Error | Standardized Coefficients Beta | t      | Sig   |
|--------------|------------------|-------------------------|--------------------------------|--------|-------|
| 1 (Constant) | 19.394           | 1.862                   |                                | 10.141 | 0.000 |
| KI           | -0.072           | 0.079                   | -0.046                         | -0.903 | 0.267 |

**Convergent Validity**

The convergent validity test uses the value of the loading factor or outer loading. The reflective measure or criterion in the test is a correlation >0.7. Judge the comparison between the output of SmartPLS and Lisrel. The Effect of Accurate Use of Information Media on the Participation of Parents of Learners is described by model summary as show in Table 3 and coefficients is show in Table 4.

**Table 3.** Model summary of The Effect of Accurate Use of Information Media

| Model | R      | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------|----------|-------------------|----------------------------|
| 1     | 0.0186 | 0.000    | 0.002             | 3.236527                   |

**Table 4.** Coefficients of The Effect of Accurate Use of Information Media

| Model        | Unstandardized B | Coefficeince Std. Error | Standardized Coefficients Beta | t      | Sig   |
|--------------|------------------|-------------------------|--------------------------------|--------|-------|
| 1 (Constant) | 17.121           | 1.666                   |                                | 10.274 | 0.000 |
| KPM          | 0.032            | 0.090                   | 0.018                          | 0.361  | 0.718 |

Accessibility (Ease of Access) of Institutional Information on the Participation of Parents of Students is described by model summary as show in Table 5 and coefficients is show in Table 6.

**Table 5.** Model summary of Accessibility (Ease of Access) of Institutional Information

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | 0.018 | 0.000    | -0.002            | 3.236                      |

**Table 6.** Coefficients of Accessibility (Ease of Access) of Institutional Information

| Model        | Unstandardized B | Coefficeince Std. Error | Standardized Coefficients Beta | t     | Sig   |
|--------------|------------------|-------------------------|--------------------------------|-------|-------|
| 1 (Constant) | 17.035           | 1.970                   |                                | 8.648 | 0.000 |
| KAI          | 0.049            | 0.140                   | 0.018                          | 0.349 | 0.727 |

**Convergent Validity**

The convergent validity test uses the value of the loading factor or outer loading. The reflective measure or criterion in the test is a correlation >0.7. Judging from the comparison between the output of SmartPLS and Lisrel. Availability of Information on Ease of Accessibility of Information is described by model summary as show in Table 7. and coefficients is show in Table 8.

**Table 7.** Model summary of availability of Information on Ease of Accessibility of Information

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | 0.275 | 0.076    | 0.073             | 1.132548                   |

**Table 8.** Coefficients<sup>a</sup> of availability of Information on Ease of Accessibility of Information

| Model |            | Unstandardize<br>d B | Coeffiience<br>Std. Error | Standardized<br>Coefficients Beta | t      | Sig   |
|-------|------------|----------------------|---------------------------|-----------------------------------|--------|-------|
| 1     | (Constant) | 10.360               | 0.652                     |                                   | 15.889 | 0.000 |
|       | KI         | 0.156                | 0.028                     | 0.275                             | 5.606  | 0.000 |

The Effect of Media Information Accuracy on Information Accessibility is described by model summary as show in Table 9 and coefficients is show in Table 10.

**Table 9.** Model summary of Effect of Media Information Accuracy on Information Accessibility

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | 0.402 | 0.162    | 0.160             | 1.078396                   |

**Table 10.** Coefficients of Effect of Media Information Accuracy on Information Accessibility

| Model |            | Unstandardize<br>d B | Coeffiience<br>Std. Error | Standardized<br>Coefficients Beta | t      | Sig   |
|-------|------------|----------------------|---------------------------|-----------------------------------|--------|-------|
| 1     | (Constant) | 9.241                | 0.555                     |                                   | 16.644 | 0.000 |
|       | KI         | 0.258                | 0.030                     | 0.402                             | 8.614  | 0.000 |

The effect of the availability of information on the participation of parents in education. The results of the analytical test based on Lisrel's output are shown in Table 11.

**Table 11.** The results of the analytical test

| Parameter | Coefficient Beta | R2    | Correlation |          | t-count | p-value    | Significant | Percentage Effect |
|-----------|------------------|-------|-------------|----------|---------|------------|-------------|-------------------|
|           |                  |       | Direct      | Indirect |         |            |             |                   |
| KI POT    | -0.046           | 0.002 | 0.0002      |          | -0.903  | 0.367>0.05 | No          |                   |

Based on Table 11 show the p-value is equal to 0.367 and greater than 0.05 and R2 is equal to 0.0002, based on the value of  $p\text{-value}=0.367 > 0.05 = \alpha$ , it is known, "there is no direct effect of the availability of school information on participation parents in the implementation of education. Judging by the convergent validity test using the reflective size loading factor value or criteria in the test with a correlation > 0.7 using the comparison between SmartPLS and Lisrel output.

**Discussion**

Based on the data analysis, each indicator has a value of more than 0.7, which indicates the instrument used is valid. The data above also illustrates the variable indicator of the availability of information that contributes the highest to parental participation is the relevance or suitability of school management information with the needs of parents of students (0.915). While the lowest contribution is the ease of information to understand (0.776). This shows that the information available at SDN is not understood by parents, so it does not affect the willingness to participate. The availability of information at SDN that is relevant to the needs of parents will stimulate parents in deciding to participate. These results suggest that extending opportunities for participation can attract new voices, changing decision makers' information environment (Stanley & Weare, 2004). Availability of information. make parents understand what can be participated (Lee & Bowen, 2006; Nowak et al., 2013). Thus, schools are required to provide adequate information, if they want parents to be encouraged to participate. Meanwhile, if the available information is poorly understood and irrelevant to needs, it will not be able to move individuals/groups to participate more highly (Addi-Racciah et al., 2017; Arnstein, 2007). The highest contribution of parental participation was participation in the provision of facilities and infrastructure, which was 0.951. It seems that there is an awareness of parents' contributions to the facilities and funds in the implementation of



education. The lowest contribution is participation in the form of energy. This is due to the limited time that the parents of students have.

#### *The Effect of the Accuracy of the use of Information Media on the Participation of Parents of Students*

Based on the data result, each indicator has a value of more than 0.7 which indicates the instrument used is valid. The data above also illustrates the indicator of the accuracy of the media use variable that contributes the highest to the participation of parents in the use of print media (0.910). While the lowest contribution is the use of electronic media (0.874). Thus, the use of electronic media does not guarantee that information reaches the user. The use of media must be adjusted to the user's ability and interest in the media used. Accurate use of information media can guarantee that information can be accessed in an open, objective, honest and non-discriminatory manner, but on the condition that the information provided must be in accordance with user needs. In this case, parents as recipients of information will care about information if the information conveyed is according to their needs. On the other hand, no matter how precise the use of information media is, if the information needed does not match their needs, then parents do not care about the available information.

#### *The effect of Accessibility (Ease of Access) of School Management Information on the Participation of Parents in the Provision of Education*

Base on the data result shows that each indicator has a value of more than 0.7 so that the instrument used is valid. The data above also illustrates the indicator of the variable ease of access to information that contributes the most to the participation of parents of students (0.933). While the lowest indicator is the ease of download (0.893). The statement above shows the level of acceptance of information depending on the level of knowledge (Addi-Racciah et al., 2017; Mansouri & Moumine, 2017). Based on previous research findings in schools, teachers, and staff can communicate directly with parents to inform various things about the school that encourage parents to be willing to participate (Houen et al., 2016). Parents can participate through the influence of their children because the most basic thing in parental participation is when schools trust parents to participate.

#### *The Effect of the Availability of Madrasa Management Information on the Accessibility of Information*

Based on the data result, it is known that the p-value is equal to 0.000, less than 0.05 and R2 is equal to 0.076. Because  $p\text{-value} = 0.000 < 0.05$ , it can be concluded that the availability of information has a significant direct effect on information accessibility. Because R2 is equal to 0.076, statistically the percentage of influence is 7.6%. There are similarities between the results of this study and the conclusions of the study by previous research which found that accessibility depends on the availability of information (Nwachukwu et al., 2014). There are variables that are not examined that have a major influence on the accessibility of information, amounting to 92.4%. These variables can be followed up with further research. The indicator that gives the greatest contribution to the availability of information is the relevance or suitability of the information with a loading factor of 0.915. The indicator that gives the biggest contribution to the ease of access to information is easy to understand with a loading factor of 0.933.

Based on the convergent validity test illustrates the indicator of the availability of information that contributes the most to the ease of access to information, namely the indicator of information suitability, which is 0.915. The biggest contributor variable indicator that affects the ease of accessibility is the availability of information. Availability of information that is relevant to needs, encourages users to access the information needed. The number of users of information has an effect on the demand for the availability of information that is appropriate and useful for users (Eyiolorunshe & Eluwole, 2017; Polat, 2005). There is a relationship between the accessibility of information and the ease of understanding the information due to the awareness of the users towards the available information. The need to access information arises because of awareness and availability of information. (Arnstein, 2007; Nowak et al., 2013). The level of users accessing information. cannot be separated from the need and interest in information that can be utilized.

Based on the data of The Effect of Media Information Accuracy on Information Accessibility, each indicator has a value of more than 0.7, which indicates the instrument used is valid. The data above also illustrates the indicator of the accuracy of the media use variable that contributes the highest to the ease of access to information is the use of print media (0.910). While the lowest contribution is the use of electronic media (0.874). This shows that the accessibility of information is driven by the availability of quantity, quality of information, and the media used (Abadi et al., 2015). The effectiveness of media and its dissemination is influenced by individual user factors such as age, gender, level of education, and innovation, as well as user satisfaction with the quality of information products, information systems and services (Nowak et al., 2013; Sokey & Ankras, 2018). The use of media stimulates and increases user interest. The indicator that gives the biggest contribution to the ease of access to information is easy to

understand with a loading factor of 0.933. While the indicator that contributes the largest to the variable accuracy of media use is print media with a loading factor of 0.910. Therefore, the use of media properly, has the potential to expand access. The results of the previous study reported that 60.7% of respondents acknowledged the important role of the media in facilitating access to information dissemination (Sokey & Ankrah., 2018).

The implication of this research is additional information related to the effect of transparency on the participation of parents in education. Then this has implications for the demands of schools to provide information on school management according to the needs of parents, thereby stimulating parents to participate in providing education in madrasas. This information will be very useful for teachers and parents in the learning process. Moreover this research has implications for the demands of madrasas to provide appropriate and appropriate information media and according to the ability of users. This implies that the provision of information on school management must be accompanied by the provision of information media that can be operated by parents of students. However, this research still has limitations, therefore further researchers are expected to be able to deepen research related to the effect of transparency on the participation of parents in education by considering several different factors.

#### 4. CONCLUSION

In this study there is no direct effect of the availability of school management information on the participation of parents, because the information available and conveyed to parents is not in accordance with the needs of parents. There is no direct effect on the accuracy of the use of information media on the participation of parents in education, because parents are not familiar with technology-based information media. There is no direct effect of the accessibility of school management information on the participation of parents in education, because the ease of access to information is not accompanied by the availability of the required information. This implies that the government must prepare a system (application) that is easy to operate, utilized and accessed by users. There is a direct influence on the availability of school management information on the accuracy of the use of information media, because the availability of information accompanied by the use of information media facilitates the distribution of information to the users. There is a direct influence on the accuracy of the use of school management information media on the accessibility of information, due to the use of appropriate media (verbal, print, video or audio visual), according to the user's ability, making it easier for users to access information. This implies that schools need to correctly select information media according to the characteristics and backgrounds of the parents of students.

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