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## POLICY IMPLICATIONS OF PARENT INVOLVEMENT IN DECISION MAKING IN PRIMARY SCHOOLS

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### ABSTRACT:

Parental involvement in decision-making in primary schools is an important aspect of children's education. This research aims to provide an overview of how parental involvement policies in primary school decision-making can benefit schools, parents and children. This study used qualitative research methods. Data collection techniques were conducted by literature study and interviews. The data that has been collected is then analyzed in three stages, namely data reduction, data presentation and conclusion drawing. The results show that the policy of parental involvement in decision-making in primary schools has various positive implications, including improving the quality of education in schools, improving the relationship between schools and parents and increasing parents' sense of ownership and responsibility for their children's education.

**Keywords:** Parent Involvement, Decisions, Primary School

### INTRODUCTION

Primary School Education in the 1945 Law is an effort to develop the intellectuality and morality of citizens who are faithful, patriotic, accomplished, creative, ethical, polite, and able to overcome the problems around them. Elementary school is a form of

education for children aged 7 to 13 years, organized by educational institutions that follow educational principles that are in accordance with the characteristics of the educational unit, local potential, as well as the culture and social community (Sakun et al., 2019).

Efforts to achieve this goal require close cooperation between the various parties involved. Collaboration is a form of social interaction and interrelation that occurs in elementary schools which is described in the form of collaboration between school principals and teachers, teachers and teachers and schools and the community (Sari, 2020). This collaboration creates an educational environment that is conducive to children's growth and development. One form of collaboration is through school meetings with parents.

A school meeting with parents is a forum or meeting held by the school to interact with parents or guardians of students. The main aim of this school meeting is to build good communication between the school and parents, as well as share important information regarding children's educational development. Apart from that, school meetings also provide an opportunity for parents to express their input, questions or concerns to the school. School meetings often discuss various topics, such as children's learning outcomes, school policies, educational programs, extracurricular activities, school rules, and special problems faced by students. Parental involvement in decision making in elementary school is an important aspect of children's education.

In previous research (Padmadewi et al., 2018) examining parental involvement in literacy learning in elementary schools, the research results showed that there were 6 types of parental involvement which

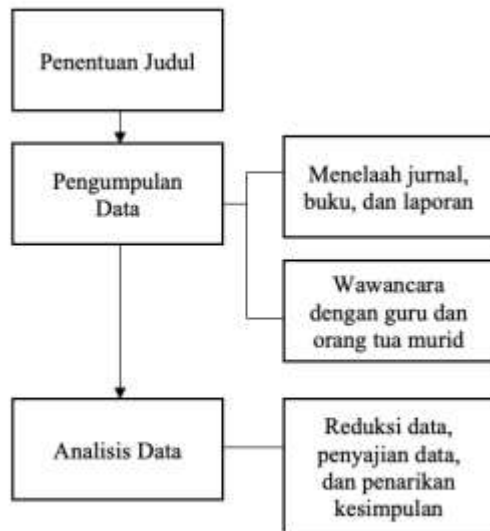
included involvement in the form of parenting, communication, volunteering, empowering learning at home, collaboration with society and decision making. Another research by (Wardani & Dwiningrum, 2021) examines the role of parents in inclusive education at Serum Elementary School. The results of this research show that the role of parents and schools as well as teachers to be involved in the process of implementing inclusive education really supports the creation of better and more inclusive learning. meaningful. The limitation of this research is decision making during meetings with parents. This research aims to provide a general overview of how the policy of parental involvement in decision making in elementary schools can provide benefits for schools, parents and children.

### **RESEARCH METHODS**

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This study used qualitative research methods. Qualitative research is research that intends to understand phenomena about what research subjects experience, for example behavior, perceptions, motivations, actions, and so on (Anggito & Setiawan, 2018). Data collection techniques were carried out using literature studies and interviews. Literature studies are an effective method for collecting relevant and in-depth data about a research topic, especially when the research aims to explore policy implications. Meanwhile, interviews were conducted with teachers and parents of students at School The data that has been collected is then analyzed in three stages,

namely data reduction, data presentation and drawing conclusions.



**Figure 1.** Research Flow

## RESULTS AND DISCUSSION

Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the nation's community and the state (Jalil, 2016). Education must actually be able to lead individuals to a higher level of understanding, behavior and character (Kurniawaty et al., 2022).

Education is a human effort to develop and grow innate potential, both

physically and spiritually, based on the values that exist in society and its culture. Education is an important factor in developing human resources, apart from changing knowledge it is also used to improve skills (Zahra et al., 2021). Education is a shared obligation between parents, society and the government. Parents and schools need teamwork. Schools cannot stand alone and require parental participation in terms of feedback for planning and implementing the curriculum, as well as maintaining the education that children receive at school (Laela et al., 2023).

In line with educational goals, good collaboration will produce good goals, including collaboration between schools and parents (Sari, 2020). The interactions that occur between three important components in the educational process, namely teachers, parents and children, are the focus in this article, where these three components interact with each other in the teaching and learning process to form a good educational environment (Triwardhani et al., 2020). The success of children's education depends on the involvement of parents not only at home but also at school through their willingness to attend school events, have the initiative to communicate with teachers, know the learning model at school, and contribute in providing suggestions to support school policies so as to provide influence on children's learning achievement (Fauziah et al., 2020). Parental involvement means that parents make every effort for their children's

education, which in turn will bring benefits to themselves, the children and the school (Rohmah, 2018). Parental involvement in school can be defined as parental participation in their child's education with the aim of encouraging their academic and social success. According to (Kristiyani, 2013) parental involvement in school is multidimensional. Parental involvement in schools is divided into three components, namely:

1. *Behavioral*, which includes establishing communication with teachers, attending school activities, getting involved in school organizations, and building connections with the community;
2. *Cognitive-intellectual*, which includes providing learning support materials, being involved in homework, discussing study material at home, helping children make decisions, making rules about watching television, and discussing education with children;
3. *Personal*, which includes establishing emotional interactions, engaging in joint recreational activities, caring for children, and building communication with children.

Parental involvement in children's education is not only limited to covering material needs, but in education parental involvement must have a broader scope, such as being educators, companions, mentors and observers of the learning

process. Parental involvement plays an important role in education, because parental involvement has an impact on children's development in various aspects of children's intelligence, one of which is during parent meetings (Laily, 2021). Forms of collaboration between schools and parents that can be carried out are: parenting, communication, volunteering, parental involvement in children's learning at home, decision making, and collaboration with community groups. Parental involvement in education has various levels, starting from the simple form of asking about the child's progress at school, participating in program evaluations, and making decisions in the program. As a first step in collaborating, schools need to communicate with parents (Mumu et al., 2019). Parents can see educational facilities, the condition of school infrastructure, special school commitments, superior programs, the quality of school leadership, the condition of teachers and supporting administrative staff (Mas, 2011).

Based on the guidance for class teacher and parent meetings (2017), the aim of holding a parent meeting is that parents are expected to:

1. Know the development of school programs
2. Knowing the progress of children's education
3. Can consult about child growth and development
4. Can provide suggestions for school progress.

The intensity of parent meetings or school meetings can also increase communication which is an important factor in the decision-making process for determining a child's future so that a lack of communication will hinder communication in the decision-making process (Rini, 2014).

The approach to decision making is divided into two, namely rational and emotional. Rational is related to decision making that considers all alternatives with all the consequences of the choices made, arranges all the consequences and pays attention to a definite scale of choice and chooses the alternative that provides maximum results (Latifah, 2019). Parental involvement in decision making at school can help students improve the competency of elementary school level students. Parental involvement in the educational process at school plays an important role in helping students learn; formation of behavior that supports schools, teachers and their living environment; and the ability to adapt to the impacts of globalization well. Parental involvement in education has been proven in several studies to be positively correlated with indicators of student achievement, including teacher competency, student grades, standardized test scores, as well as improving student behavior (Rahman, 2014).

Parental involvement in children's education is very necessary to fulfill the facilitation needs of children's learning environments and parental participation in children's learning programs at school. Parental involvement in school will be a

satisfaction for parents, especially because they will become confident in caring for their children at home and gain insight and experience in parenting, so that they can carry out their duties as parents (Dewi, 2018).

According to (Adriana & Zirmansyah, 2021) factors that influence the level of parental involvement are determined by:

1. Parental factors, such as parents' beliefs about the importance of their involvement in education, parents' perceptions of invitations for involvement and the parents' life context.
2. Child factors, such as the child's condition such as the child's age, the child's learning ability, the child's behavior, and the child's strengths and limitations.
3. Teacher and parent factors, such as poor attitudes of each teacher and parent, differences in goals between parents and teachers regarding parental involvement, and language differences.
4. Social factors, such as historical factors, parental demographic factors, political factors, and economic factors

Thus, the research results show that the policy of parental involvement in decision making in elementary schools has various positive implications, including improving the quality of education in

schools, improving relationships between schools and parents and increasing parents' sense of ownership and responsibility for their children's education.

## CONCLUSION

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The policy of parental involvement in decision making in elementary schools has various significant positive implications. First of all, the implementation of this policy makes a positive contribution to improving the quality of education in elementary schools. By involving parents in the decision-making process, schools can utilize the diverse views and experiences of parents to design more relevant and effective educational programs. This has a positive impact on students' academic achievement and development. Apart from that, this policy also creates a closer relationship between schools and parents. By being actively involved in their child's educational process, parents feel more involved and connected to the school. This creates a collaborative and supportive educational environment, where communication between schools and parents is more open and effective. Furthermore, parental involvement in decision making in elementary schools also increases parents' sense of ownership and responsibility for their children's education. They feel more responsible for their child's educational development and are more involved in supporting it. This creates a positive climate at home that supports the child's overall education.

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