

The Management of Fully- Engaged Parent at Public Secondary School Magelang, Central Java, Indonesia

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Abstract: *The aims of the study are to determine and analyze the current model of parents engagement management, to develop a purposed model and to analyze the applicable of engaged parent management. The main characteristic of School Based Management (SBM) is the parent involvement in school affairs. Recently, the form of parent involvement includes activities such as becoming members of School Committee, attending school- parent meeting, teachers' invitation, financial assistance, taking their children to school and some courses. Those are indicated as traditional involvement. Which has a high contribution for school programs and not to student interest. However, since Regulation from Minister of Education and Culture, No. 51/ 2011 and Government Regulation No. 62/ 2011 on Guidelines for Operational Aid to School Program (BOS), the Principal faced difficulty to involve parents at school, inadequacy school's program, and prejudice of parent when invited to school. This research is based on Research and Development (R & D), which has ten (10) stages for developing model. Focus Group Discussion (FGD) to get feedback and evaluation the purposed model. The results of this study is there are some steps to manage engeged-parent at school and need government's regulation of parent involvement.*

Keywords: Fully-engaged parent, Education management, Secondary School

1. Introduction

The quality of educational outcome of Indonesia children has been a matter of some concern for Indonesia Government and educational researchers. Some education innovations have done to improve the quality. School Based management is the one innovation for education management. One characteristics of School Based Management (SBM) is community empowerment especially parent. Based on Imam (2013) that there are 7 components of education management at least; 1) Curriculum and Learning Management, 2) Student Management, 3) Management of Educators and Education Personnel, 4) Infrastructure Management, 5) Financial Management and Budgeting, 6) Community Participation Management, 7)) Cultural and Environmental Management.

There are alot of studies which focused on the parent involvement at school. They found that there is a positive correlation between parent engagement and student's achievement. Family is a first places for children to get education so school need a colaboration with parent to overcome some problem which related to student achievement or behaviour.

Based on The results of opinion polls conducted by the Kompas Research Institute on 22-24 April 2015 showed that the majority of the people (85%) stated that "parents or family have the most important role in the process of children education", while only (15%) stated that teachers and the environment one. The conclusions of the public's opinion result showed that parents have an important role in

children's education, as the information in figure 1.1 as below;

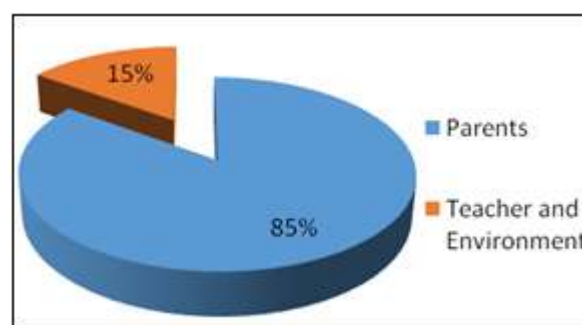


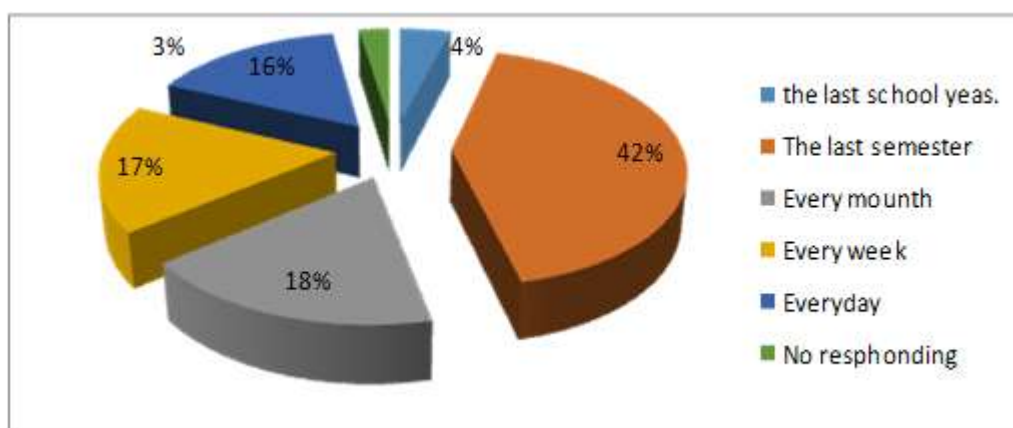
Figure 1: The Role of Parents in Child Education (Source: R & D Impressions "Kompas" 2015)

Furthermore, "Kompas Research Institute" conducted to get an public opinion about the frequency of interaction between family and school. The findings showed that the communication is the key to the ongoing cooperation between family and school (42%) parents of students often communicate with the school at the end of the semester, (18%) parents communicate with the school each month, (17%) parents communicate with the school each week, (16%) parents communicate with the school every day, (4%) parents communicate with the school side at the end of the school year and only (3%) parents do not answer. Based on the data above, the majority of parents communicate with the school at the end of semester only, thus the quality of parents' communication has not been optimal. Parents invited to the class and got some information from teacher.

Besides that they discussed about some children's problems and achievement at school. Some students who had problem in the teaching-learning process or miss-behavior in the classroom will be handled by teacher Counseling Guidance. Parents will be invited to come specifically to discuss with the counseling teacher about the problems both at home and at school. The conclusion from the initial observation that teachers have a good role to involve parents. There is a tendency that communication occurred when they made troubles at school, or they got low score. This means that the quality of parent-teacher communication are 'Low'.

Furthermore, research and development of Kompas polled about frequency of parent school communication interaction. Communication is a key for ongoing collaboration parent and

school. The result of polling can be seen the figure 3 below. It illustrated that There are 25 parents stated that (100%) recently, they participated in school program for the fundraising as involvement in education at the time. They regarded it as a sense of gratitude and more practical. However (80%) of parents stated that they willing to give some items such as garden bins, or fans to keep school environment well and enjoy for student. There are (20%) parents stated that one time they are invited to share their experiences as motivator for student grade IX. This is "career day" program. According to the vice principal there were parent who facilitates students for preparation in Olympiad Science.



Graph 2: The Result of Parent –School Communication Survey

(Source: Jejak Pendapat Litbang "Kompas" 2015)

The conclusion of the research is parent has willingness to involve in school's program when they have enough informations about the way of parent involvement at school. The Pre-research of secondary data at least a school development plan book showed that there is a school program but no program which is related to parent engaged parent.

Kathleen Cotten (2005:120) stated that the form of parent involvement such as parents monitoring homework, helping students make postsecondary plans and select courses which support these plans, parent-school agreements on rewards for achievement and behavioral improvements--as well as some of the "standby" functions, such as regular homeschool communication about students' progress and parent attendance at school-sponsored activities. Based on Kathleen (2005:12) there are two kinds of engaged parent based on age, engaged parent at school sometimes decreases in the middle and high school. He proposed the form of parent involvement that suitable for secondary school are (1) keep the lines of communication open; (2) Supply your child with honest and accurate information on the many issue teen face. (3) Set fair and consistent rules (4) Work with your child to set appropriate limits; (5) Be sure your child understand the purpose behind the rules; (6) Support your child's future; (7) Continue to show that education is important; (8) Set a good example; (9) Show concern for and be involved in the school and the community; (10) Continue to create time for your family to do activities together.

Vandergrift dan Greene (1992) stated that parent is as supporters and active partners. Flaxman dan Inger (1992: 2) identified three forms of parent involvement such as, come and involved in school management directly and being at school; and participation in parenting training program. Hester (1989) in Ayman Muhtar (2002: 7) stated that parent as teacher, sponsor of some school program, as learner, and advocate. It is most important that build good communication between school and parent. Moore (1991) stated that parent as policy maker), volunteers and facilitator for children development. Linda C.H and Amy Peterson (2002) found there some activities for volunteer program, such as; operating a telephone network with other parents, serving as a resource pool, helping with tutorial and remedial work, working with small groups or individuals in classes, explaining school programs and needs to the community, helping with field trips, assisting with extracurricular activities,, raising money for school projects, and helping arrange open house activities and meetings. There are three parent's role i.e parents as the first educators in the home, parents as partners with the schools, and parents as advocates for all children and youth in society.

Dr. Lance Emerson, Josh Fear, et. Al (2012), Marie et.al (2004), Department of Children, School and Family (2008), Non-regulatory Parent Involvement Guidance, Ontario (2010) stated that the key of parent involvement is communication. Jafarov (2015), found that parent engagement more influence student's success than parent involvement, because engagement means that parents are not

only present at school but they have a sense of belonging and has responsibility for the quality of the school. Based on the explanation above, parent engagement is more significant than involvement for school and student. Maria Estella at. all (2007) states that the form of parent involvement has two categories, namely involvement in academic and their lives (non-academic). Department for children, school and family (2008) and Phyllis Haris (2008) have differences in the view that parental involvement will not be meaningful without proper planning; it requires parental involvement team to handle parent involvement planning and program. Furthermore, some theories about parent involvement model delivered by Joycel, Epstein (2003), Hoover Demsey and Sendler (1995,1997,2005, 2010) convey some models of parent involvement that is divided into several levels, While Marilyn and Susan (2009) presents a models that shows a types of parent's behaviour that harm and help parent-school communities.

2. Method

This study used a research and development (R&D) approach that includes 10 steps as presented by Borg & Gall (2008) in Nusa Putra (2011 : 161)) which investigate to improve existng education management and conducted to develop new products or procedures how to engage parent in education.

The aims of the study are describing of parent involvement and parent involment management, developing of engaged-parent management, determining the level of application of fully engaged parent management in public secondary school.

The object of the research is engaged parent in public secondary school, and the subject include, teachers,

headmasters, head of School Comitee, Parents, and education stakeholders in Magelang City.The data were collected by using in-depth interviews to the study subjects.

Interviews is a coversation with certain object, which carried out by two people where interviewer ask queston and the interviewee resphonds the questions. The objective the question related to events, activity , organisations, regulations, school program and anythings else to construct the past activities related to parent involvement at school. Trianggulation is used to check or verify all of the informations of data.

Here are the stage the research includes; 1) to prepare instrument (guided questionnaire); read some article/journal/literature review , school observation, problems identifying, and summarizing the problem; 2) to do Planning which included identification and definition some terms, objective formulation, determination of learning sequence, and expert test in small-scale trial, or expert judgment ; 3) to develop the type of initial product produced, in the form of material preparation (parent involvement management steps in the school), or the preparation of a handbook and evaluation tool; 4) to do Focused Group Discussion (FGD) in small group at least 2-3 schools (headmaster, vice principal, teachers and parent). Reseracher present the purposed model and distribute some questionnaire to get their opinion about the model; 5) to revise the purposed model, based on input and suggestions from (FGD I) ; 5) to do second FGD in large member consist of 9 Public Secondary School for evaluating of parent involvement management implementation in schools; the result a final product; 6) to share the final products through scientific meetings and journals, as illustrated in the figure 1.

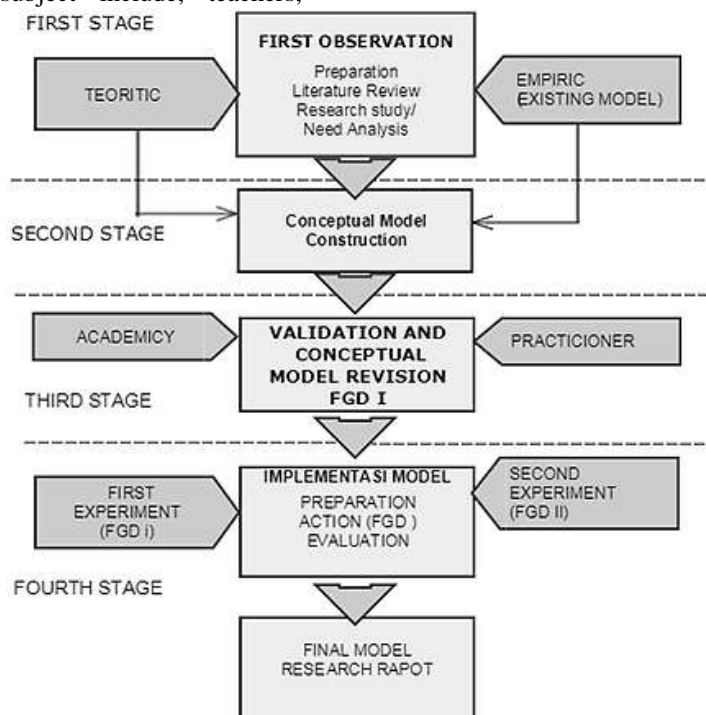


Figure 4: The Steps of research

3. Result and discussion

A. Parent Involvement Model

Marlyn (2009) stated that the ideal model is parent as collaborator (fully-engaged parent), which parent will be as communicator, problem solver, good listener and strategist. It has high contribution both school and student. Some investigation have been done and the result of the study about parent behaviour is shown in the table 1.as follow;

Table 1: Description of Parent Involvement at Public Secondary School based on Parent Behaviour

Parent Involvement Model	Parent's behaviour	SMP N.7	SMPN.4	SMPN.10
1 Uninvolved Parent	Rumor	X	X	V
	Blaming	V	V	V
	Colussion	X	X	X
	Reactive Parent	V	V	V
2 Traditional Parent Involvement	PTA leader	V	V	V
	Clasroom aid	X	X	X
	Fundraiser	V	V	V
	Board Member	V	V	V
3 Fully Engagement Involvement	Communicator	X	X	X
	Problem solver	X	X	X
	Active listener	V	V	V
	Strategist	X	X	X
4 Mindful Parent	Teacher Respect	V	V	V
	Instil dicipline	X	X	X
	Model positive behaviour	V	V	X
	Inspires learning	X	X	X

X : Unavalaible

Y : Availaible

The result of interview with headmaster, chairman of school community is sumarized on The table above. It shows some informations related to parent behavior to determine the existing model of parent involvement in Public secondary School; 1) no blame between parents to school; 2) no collution; 3) no calssroom aid; 4) Parents are not as communicator; 5) parents are not problem solver; 6) no strategist, 7) parent did not instill their children desipline at school; 8) parent did not inspire learning at class. All parent's behavior indicated that it is traditonal parent involvement. It means that has high contribution for school but not student interst. Parent will communicate to teacher when the come to school for attending teacher-parent meeting. They accepted all school decisions. There was gap communication between teacher and family. Parent came to school to attend teacher/headmaster's invitation. Parent were not confident to come at school because they have no enough money. They thought that the invitataion just for ask some funds for school program. All these were about parent resphond for school invitation. Here, resercher used secondary data to collect some information about school cometee's document which is related to parent engaged in educaton as shown in figure 4. Below

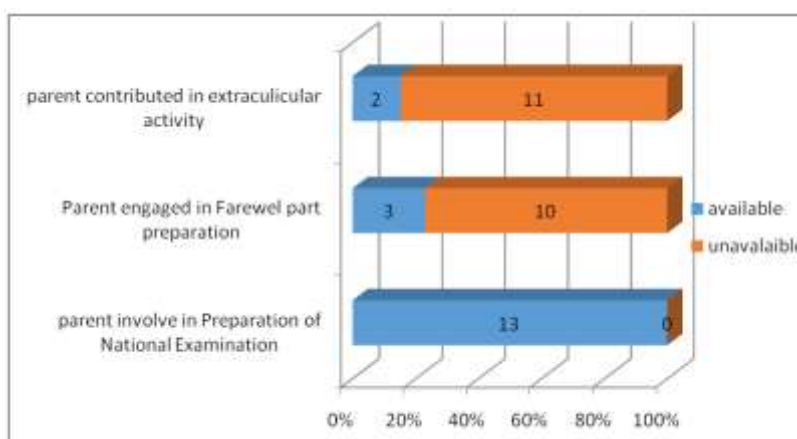


Figure 5: Engaged Parent in Public Secondary Magelang City

Based on the result of 13 interviewee, there were (11) parents stated that have no contributed in the extraculicuar program. They just took their child in the afternoon and then after finish they pick them up. School never asked parent to get involved. There were (10) parents stated that parent would be invited to discuss about the farewell party, teacher and staff just gave opportunity to parents to make preparation for everything in the farewell party. It held after National Examination, as for teachers did some activities

related to the recording of student's achievement. But researcher found (13) parents will involved in National examination especially for grade 9. They would take in and pick their children to school for perparation examination. They will communicate to teacher about their child's academic problem. According to some information which researcher got from some interview, parent will be involved at home and less at school. Those are some descriptions about phenomenon of parent engage activity at school. Parents are

not involved because there is not enough information from school about how parents should be involved in school programs. Next observation in the secondary data such as

school comety planing program, which must be made each ealry years. Researcher observed in 3 school (SMP Negeri 4,7, and 10), and the result are as follow;

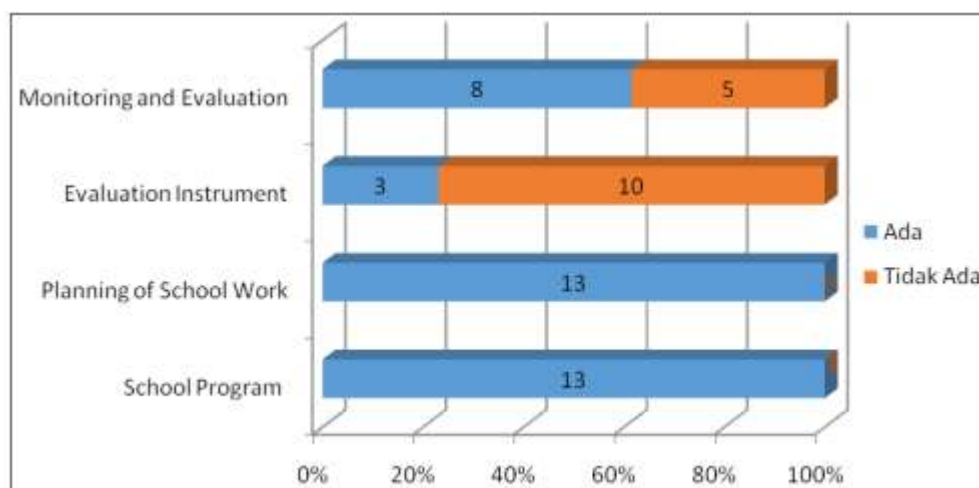


Figure 6: The Component of School Committee Document

Almost (10) schools indicated that they have no evaluation instrument. However (3) schools have done evaluate about the school community program or parent involvement. Each early year team works arranged some instrument to measure about the program by questioner for parents. Almost School has Planning School Program and Work but they did not put parent involvement program in it. They planned about the schedule of parent teacher meeting, home visiting and farewell party program only. Their documents indicated that no parent engaged program in each school.

Preparation for school program or budgeting planning school program was composed based on the school cometeet agreement, they put their sign in the document. Self evaluation must be done by face principal, teacher, all staff and stakeholders. But in reality school comety did not join in the meeting. This situation indicated that the role of school comity did not optimal yet. Public Secondary school in the research (SMP Negeri 4 dan SMP Negeri 10) engaged parent in farewel party for grade 9. Parent took their children in the school early morning and afternoon for National Examination Preparation. There were school comity members who atended at school for looking foward the National Examination Process. The figure 4 showed that parent did not contribute in the making of planing school program. School did not ask parent to joint to analyze their student need. Researcher did not found parent involvement program in both of school progam.. This shows that parent-school colaboration has not been optimized yet. The conclusion from the observation, that school appllied a traditional parental involvement model, which it was has high contribution for school not student interest. Some Teachers said that they lack information about how to involve parent in school program. Head school community said that it is urgen to develop a model education management Non-Academic based on fully-engaged parent at public secondary school in Magelang City.

B. Management of Parent Involvement

Phyllis Haris (2008) stated that the engaged parent will not work well without management. According Van de Westhutzen (1995: 410) there are four activities to manage parent involvement at least planning, organizing, actuating, and evaluating. Banderhost (1988:38) stated that school need a written document of parrent invovement.

The result of interview with parent that they were not confident to come and join in school program. He really wanted to help teacher to train student in the afternoon activity for fottball match preparation. Based on P.E teacher that he need suporting from parents but he did not know well how to ask parent to work together here. He felt that student success is his responsibility as good teacher. Reaserher saw that there is gap comunication between teacher and family.

Face principal said that she never put parent in any school program. He tought that family was very busy to earn money for their living. She could not find some program which suitable for parent. However school need regulation related to parent involvement, to avoid there is more parent's interference in school management. She said that there is a border line between family and school. So we need a manual book how to manage the fully- engage parent as guidance or reference of Standard Operational Management of Parents Involvement at Public Sendary School in Magelang city.

C. The Actuating of Engaging Parent Management

The procedure of engaging parent management implementation consists of eight steps, at least; 1) The principal makes a job description for teachers and team action which is consist of teacher, face principal and school commete member; 2) Teacher and teamwork created Parent Forum to elect a chairman; 3) Teacher distribute some School Program papers. 4) The Chairman lead the Class to discuss abot the program who must be covered by parent involvement; 5) Chairman and forum class discuss about who will involved in the program

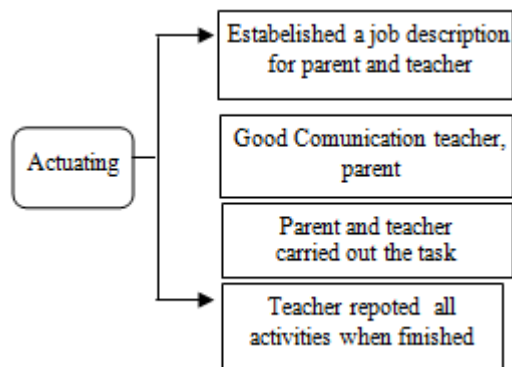


Figure 11: Actuating Process of Engaged Parent

based on their ability; 6) Leader of Communication Forum make a written of job description and remind parents who willing to engage in a school program that had been agreed previously; 7) The secretary distribute a job description paper to the parents and remind them about the issues; 8) Parents and teacher carry out the task; 9) after the program finish, teacher write a report of school program and then submitte it to headmaster and school commetee;10) The Class Communication Chairman and action team analyze and evaluated the implementation of parent engagement activities. 11) School Comitte and action team examine the existing parent involvement activities to determine which ones are effective or not.

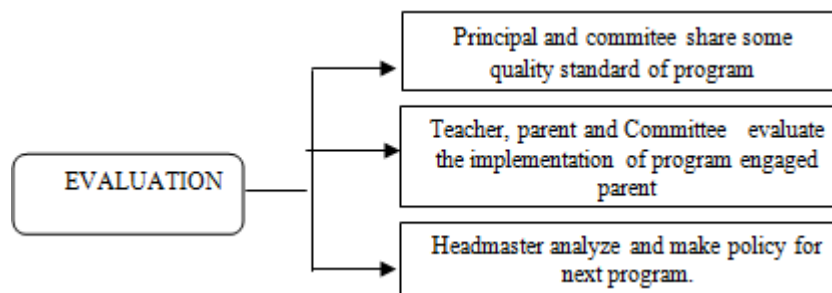


Figure 12: Process of Evaluation for Parent Engaged Management

4. Conclusion

The results of the study found that the model of parent involvement in Public Juniour High School at present is a traditional model. Parent involved at school as a member of the school committee, attending the parent meeting invitation, and donating the money or equipement. This traditional model has a high contribution to school success but low for student interests. Only a few parents who dare to express opinions or give input to the school. Parents knew the school program when they come in the school meeting or school will deliver a written information for family. During this time they have never heard about parental involvement program. They all had responsibility for their children education at school. Parents take their children to school. Communication between parents and teachers or principals only did in a meeting (sharing of rapot), especially for children with problems, teacher willl invited parent. School Work Plan (RKS) had not included the parent involvement program. The school will delete an activity if face difficulty in fundin. Schools rarely communicate such difficulties openly with parents. Each School has a school committee, but only some parent who active in the committee activity.

D. The Evaluating/Monitoring of Engaged Parent Process

Evaluation is necessary to measure the performance quality of parent involvement at school. . Parent, School Committee, Teacher and Principal must evaluated for all activities after finished the program. Here the procedures of the evaluation process; 1) The principal give input to the School Committee on the standard of program success; 2) The School Committee sets the standard of program success and disseminates to FKK; 3) Parent, teacher and all members of the forum understands the standards of the program, 4) they evaluates the implementation of the parent involvement program;5) The teacher conveys the program achievement through supporting data to FKK and School Committee. 6) FKK reports about activities and then submitte to the School Committee;7) The School Committee analyzes the results of the FKK report and teacher program achievement data, to further undertake follow-up planning. The results of this analysis are submitted to the principal. Based on the result of evaluation principal will make further policy. The steps for the evaluation process can be seen in the figure 5. below;

Schools have not conducted proper management of empowerment of parents at school.

Improving engaged parent in education management need a regulation about how to parent involve in the school. Headmaster give oportunity to all parent share their idea by Communication Forum in each class. Headmaster and School Comiteeworks together to manage parent involvement by model fully engaged parent which focused on both student and school also. Besides that school must be able to create a condusive relationship with parent by welcoming for all parent. Teacher need ability to work together with parent in class or outdoor activities. Implementation of four function management need good colaborating between goverment birocracy, headmaster, teacher, community and parents to improve the quality of the institution.

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