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Patterns of Parent Involvement through the Parent Teacher Association at Buin Batu School, West Sumbawa District, Indonesia

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Abstract. The purpose of this research is qualitative research using ethnographic methods. Data collection was carried out through in-depth interviews, observation, and documentation. The research results show the pattern of parental involvement through the Parent Teacher Association can be described collaboratively within the collaboration triangle, which consists of school facilitation, parent support and student creation. This pattern creates a collaborative relationship between the school, parents, and students. This can maximise parents' involvement in various academic and non-academic activities to support students in working and achieving.

Keywords: parental involvement pattern; school committee; parent-teacher association; triangular collaboration.

INTRODUCTION

The involvement of parents in the delivery of educational services in schools plays a vital role in determining the quality of education [1]. One form of the quality of education is the quality of educational services [2]. Parents, as members of the community, play a role in organising and controlling the quality of educational services as stated in the 2003 National Education System Law Article 54 § 1, which reads community participation in education including individuals, groups, families, professional organisations, employers, and community organisations in the implementation and quality control of educational services.

The school committee also plays a role in planning, supervising, evaluating, and has several tasks as stated in the Minister of Education and Culture Regulation No 75 of 2016, namely a) to provide consideration in the determination and implementation of educational policies, b) to raise funds and other educational resources from the community, c) to supervise education services in schools by statutory provisions and (d) to follow up on complaints, suggestions, criticisms and aspirations from students, parents/guardians, and the community as well as

the results of school committee observations on school performance.

The various forms of parental participation regulated in the system of laws and government regulations above serve as guidelines for schools and parents in handling and managing parental involvement in schools [1, 3]. However, in managing parental involvement, there are obstacles faced by both the school and parents. The author [4] stated that several factors inhibiting the role of school committees were 1) lack of understanding of the duties and responsibilities of school committee members, 2) lack of independence and professionalism of school committees, 3) lack of time to coordinate between the school and the school committee. This is a challenge for schools in maximising the management of parental involvement in schools through a parent association.

The practices of the two bodies, considered less effective, do not necessarily affirm the abolition of the law. However, the deletion plan became polemic. Obstacles faced by schools and parents in terms of involving parents in the form of school committees should be anticipated by maximising the formation of involvement. Schools must collaborate with parents to maximise parental participation in a pattern of continuous

parental involvement. A pattern of parental involvement that is formed and entrenched, as well as various forms of parental involvement, will minimise existing obstacles and challenges and positively impact schools, parents, and students.

Parents' involvement in school programs can be seen in various activities, such as in the bazaar activities organised by the Student Representative Council (SRC). Parents are involved in producing, distributing and consuming the materials sold in the bazaar. Proceeds from sales in bazaar activities are usually channelled to charity activities and donations in the SRC Community Service, which parents' representatives can attend. This activity is in the form of donating to the community around the mine. Parent As Learner (PAL) activities are parenting programs or parent classes, and Parent Teacher Conferences are socialisation activities and class program meetings for parents.

This parental involvement positively impacts both the school and the students. For schools, the participation of parents affects the quality of education, as indicated by the accreditation results. The accreditation score achieved by the school for all levels from the Playgroup (KB) to High School (SMA) level, is A. Students' impact can be seen in the various achievements achieved at the school level and the international level.

One of the international students' achievements at the international level was the passage of four students in the finals of one of the prestigious events known as the World School Cup, held at Yale, United States, in No 2022. In this event, students from the Buin Batu School won gold and silver medals in several competitions, such as debate champion, collaborative writing, scholar challenge and team debate.

The achievements of schools and students at the Buin Batu School cannot be separated from the collaboration with parents. This collaboration can be established from the school's efforts to maximise parental involvement. One way is through an organisation whose members are representatives of parents, school leaders, teachers, and education staff called the Parent Teacher Association (PTA).

The PTA at Buin Batu School is the only PTA in West Nusa Tenggara. However, PTA is not new to schools abroad or international standard schools. PTA has been around for a long time and has been implemented in various countries such as

the United States, Japan, Hong Kong, Nigeria and Kenya.

The PTA is similar to the school committee but has some differences. One of them is from its membership. PTA consists of parents, educators and educational staff, while the school committee only consists of parents and guardians of students. This PTA membership can facilitate communication between education and academic staff and parents so that the involvement of parents in various activities can run effectively and efficiently. In the school committee, there are still obstacles to carrying out the role of parents. Hence, parental involvement is still not running effectively and efficiently due to the lack of optimal communication between schools and parents.

Seeing the problems that arise in school committees in Indonesia that have not been able to encourage maximum parental involvement and the success of the Buin Batu School in terms of involving parents through PTA, the researchers are interested in researching and studying more deeply about parent involvement through PTA in Buin Batu Schools.

METHOD

This research occurred in one of the Buin Batu Collaborative Education Unit (SPK) schools in West Sumbawa Regency. Researchers use a qualitative approach to describe things clearly and in detail. The method used is ethnography, which is one of the methods in a qualitative approach. This method was chosen according to the title of this study and the uniqueness of involving parents through PTA conducted at the Buin Batu School.

The data collected in this study focuses on parental involvement through PTA in Buin Batu Schools, and the research sub-focus is on patterns, forms, challenges, and impacts of parent involvement through PTA in Buin Batu Schools. The types of data in this study are categorised into primary and secondary. The preliminary data in this study consisted of school leaders, principals, PTA presidents, parents and teachers. Secondary data is sourced from official documents at the Buin Batu School in the form of archives and files owned by the school.

Technique Observations, Interviews, and Documentation will collect the data obtained in this

study. Data validity tests conducted by researchers in this study included credibility, transferability, dependability and confirmability tests.

RESULTS AND DISCUSSION

A pattern is a system or a fixed structure. So, the pattern of parental involvement is a system or structure that remains consistent and continuous. This system or structure is needed to involve parents to ensure that parental participation can run effectively and efficiently so that parental involvement can maximise the role of parents individually and in groups in education. This will undoubtedly impact increasing the quality of communication between schools and parents to achieve the school's vision and mission.

Involving parents at Buin Batu School, there is an involvement system that makes it easy for schools and parents to work together and collaborate in an association called the Parent Teacher Association. So, we can see that the pattern of parental involvement through the Parent Teacher Association (PTA) at Buin Batu School is a system of parental involvement that runs continuously and continuously. This system can run well with the efforts of both schools and parents in working together and collaborating to achieve the school's vision and mission.

The involvement of parents in the Buin Batu School is an integral part of implementing educational operations to achieve the school's vision and goals. The Buin Batu School mission states, "Provide an emotionally supportive and physically safe environment". In reaching this mission, parental involvement in creating an emotionally supportive and physically safe learning environment plays an important role.

Buin Batu School believes in a fundamental concept involving parents, Triangle or triangular collaboration. This concept is a philosophical reference in the parent involvement system at the Buin Batu School. It consists of the school, parents and students as components that collaborate and interact with each other. These three components have their respective roles, namely schools facilitate, parents support, and students create, or school encourages, parent support, student create

The Buin Batu School implements this pattern of parental involvement through PTA to support students' optimal development and achievement

in the academic and non-academic fields. The critical informants of this study conveyed this in the following interview excerpts:

"...So that's what we call Triangle collaboration, school - parent and - student. So schools facilitate, support parents, and create students. So schools facilitate, parents support, and children create. They are creating their intended output in students. Now the focus of all that is for the children".

Collaboration between these three parties will lead to one goal stated in the school's vision: "Fostering global citizens by providing a quality and meaningful learning experience," which means developing global citizens through quality and meaningful education. In more detail, it is stated in its mission: "Achieve success at each stage of learning". The educational goals seen in this vision and mission focus on student success in each stage of learning. Of course, this success can be achieved with an effort and opportunity for students to work and create and measure achievements facilitated by the school and supported by parents. Key informants confirmed this in the following excerpt of interview notes:

"...Speaking of benefits for children, the principle is, the basic concept is, we schools facilitate parents to support, and children create. Any activity related to the community, with self-development, benefits students because they are also involved".

The involvement of parents in the Buin Batu School has been carried out continuously and consistently to form a cultured pattern or system. This parental involvement has become part of the culture of the Buin Batu School. This culture of parental involvement includes a pattern of parental involvement as an essential part of the collaborative system of schools, parents and students in the collaboration triangle, which can be described as follows.

School Facilitate parental involvement through PTA. Take a deeper look at every aspect of the triangle collaboration at the Buin Batu School, namely how the school facilitates this involvement. Parental involvement does not necessarily appear without an effort that stimulates the emergence of parental cooperation with the school. The Buin Batu School made various efforts to establish relationships and collaboration with parents. As stated by one informant as follows:

"Involve parents as members of the foundation, then as members of the Parent Teacher Associa-

tion, then parents as resource persons in teaching and learning activities in class, involve parents as well in various teaching and learning activities, then invite parents at the beginning of the semester and communicate learning programs through PTC sessions as well to find out children's learning development through the Three Way Conference (TWC), then involve parents when there is an art festival, when there will be Teacher's Day, then also involve parents for extracurricular activities and activities and if there are school activities eh parties The school also involves parents. So there is a lot of parental involvement in the Buin Batu School".

The involvement efforts mentioned by the informant are a strategy carried out by the school to facilitate parent involvement. As stated by key informants, a top-down approach is needed where the concept of reducing schools here is in the form of schools providing programs and guidelines for parents to be involved in various activities at school.

"...Doing an organisation must be Top Down in nature as well. It's also difficult for us to bottom up. It's also hard to get initiation from parents just like that. But we also top down. This means that we also provide them with program guidelines, and the program must be implemented. So, that's a way or a strategy so that every parent, say in one class group, all the parents are involved".

Buin Batu School provides programs and guidelines in the form of policies as an effort to involve parents. One form of parent involvement program and approach by Buin Batu School is to form an association that can bridge communication between parents and schools, namely the Parent Teacher Association or PTA.

"PTA is a way we communicate effectively with parents, particularly around activities and events and share information about what is happening in the school. So, the PTA is not a governing body; it doesn't develop policies, review programs, supervise or evaluate teachers or the school leadership. It's a way to improve communication between parents and the school, to do team leadership between teachers, and to promote positive relationships and positive spirit within the school. It's also one way to help identify any issues or performance concerns if parents are concerned. One way they can share that concern is through the PTA. There are other ways, but they can raise a problem through the PTA. This is an example: this month, we are having an O2SN competition, and the

mothers are complaining about why there was no earlier information one day before my child had to compete. All of a sudden, you know. So they complained. And Pak Habibi and I are looking for a solution. That's just an example. For me, the primary purpose is to allow voice from the parents, build a good relationship, build trust and support each other with events".

As stated by the informant, PTA is a way of communicating effectively between schools and parents, especially regarding school activities and programs and sharing information about what is happening at school. Informants also explained that the PTA is not a formal body that regulates schools, does not develop policies, reviews programs, or supervises or evaluates teachers or school leaders. PTA is a way to improve the quality of communication between parents and schools, conduct team leadership between teachers, and promote positive relationships and positive spirit within the school. PTA is also a way to help identify problems or concerns from parents and schools.

The PTA president conveyed the same: This PTA is a communication bridge between schools and parents.

"PTA is a bridge of communication between parents as guardians of students and the school. At that school, there are school staff. There is a home-room teacher, there is a school leader".

The PTA at Buin Batu School supports various school activities and programs, especially in the non-academic field.

"...Well, PTA itself is a form of parental involvement but not in academic terms. This PTA plays a role in supporting school activities. For example, there is a children's team building, then there are swimming Carnival activities, then there are sports activities, bazaar activities and so on".

In addition to supporting school activities in the non-academic field, key informants also mentioned that the PTA, through its members, namely parents, also supports the academic field at school, especially in literacy. Here again, schools play a role in facilitating parental involvement by providing literacy programs such as the home reading program and the Reading Cafe.

"...Both parents' involvement was also in the academic field. In this academic field, we involve parents in providing opportunities for them to be involved in the student learning process but not class learning. It's in the realm of literacy. This literacy

area includes reading and writing, so in those areas where we involve parents, for example, there is the Home Reading program. So, we involve parents in the process of accompanying children to read. There are also reading cafe activities. There, the parents of each of our children are invited to read together with the students".

Besides facilitating the program, Buin Batu School provides various guidelines and policies. Regarding collaboration with parents, the researchers found several documents, such as the PTA guidelines and the Parent Handbook. The PTA guidelines include everything related to the PTA, from objectives, membership, duties and responsibilities to PTA funding. The parent handbook is a guide distributed to all parents, and it contains the school's vision and mission, student code of ethics, behaviour management, school hours, school uniforms, and private tutoring for students. This parent handbook guides parents in supporting their child's education by helping them understand everything about Buin Batu School.

Parent Support. They reviewed the second aspect of the collaboration triangle, namely parent support. This form of parental support will be described in more detail in the second subfocus of this study. However, the researchers generally found that the scope of parental involvement in the Buin Batu School could be divided into two types: individual parental support as members of the PTA and group parental support as the PTA committee.

PTA membership and the PTA committee at Buin Batu School are described in the PTA Guidelines or PTA Guidelines (attached). The guideline states that: 1) Every parent, academic staff and Buin Batu School leadership team are automatically members of the PTA; 2) School leaders and staff can join either as representatives or as members of the divisions formed.

So, it can be concluded that all parents/guardians of students, educators and educational staff at the Buin Batu School are members of the PTA in a broad scope. In a smaller scope, the school forms a committee, namely the PTA Committee, in which the committee members consist of one parent representative from each level/class willing to become a class-level representative voluntarily. This is described in the PTA guidance document as follows. Committee members include one representative from each grade level. Determination of committee members is not carried

out through an election mechanism. Every year, school leaders will ask for volunteers to become committee members called class-level representatives.

However, based on the results of interviews with informants in practice, the selection of class-level representatives is carried out through a selection mechanism by other parents in the same level or class in the following quote:

"...So each class has a parent representative. And that is through a mechanism directly elected by the parents who are members of the PTA membership".

This is done if no parents voluntarily volunteered to represent the class level. In the PTA committee, there is management consisting of school leaders and school staff who will be appointed to represent the school: PTA president, vice president, secretary, treasurer, members and grade-level representatives. The management of the PTA committee is elected through an election mechanism by committee members either by acclamation, nomination or voting.

"... We invite all forum parents who are present to be allowed to conduct a presidential election by acclamation. If it is difficult by acclamation, yes, it doesn't narrow down to one person, then a nomination is made. Nominate first. Those who are nominated could be 1 2 3 people who are nominated. So, if that happens, then do what is called voting. If earlier it failed by acclamation, then each would dominate by acclamation, right? For example, A, B, C. Let's say 3 or 4 people were nominated from all of these groups, yes, parents, I mean from parents, now only after that do voting. If voting is the last resort, someone will win. The winners of the two from the voting results, yes, the most votes, is what the president and vice president are called. Well, enough up there. After that, the president and vice president elected members and representatives of the class representatives earlier. So we give them independence to elect and determine who will be members and representatives".

The interview excerpt also states that the PTA president and the elected representatives then select members and class representatives to serve in divisions in running the PTA program. This is also stated in the PTA guidelines: The chairperson of the committee chosen can establish and determine the organisational structure and divisions in carrying out the PTA program. The committee chairman can select the number of committee members as needed.

Student Create. All collaborative efforts by schools and parents lead to one goal: students. In this triangle collaboration pattern, students have a role as a component that creates. In this case, students work and develop achievements both academically and non-academically. Academic achievements in class and non-academic through various forms include joining in extracurricular activities called after-school activities, student organisations (OSIS) called student representative councils, competitions, school programs, and teaching and learning activities in class.

Based on the theme analysis of the pattern of parent involvement through PTA at SBB, it was found that there was a triangular collaboration called triangle collaboration. This collaboration triangle consists of three components that can be translated into three domains: school facilitation, parent support and student creation. The school's role is to facilitate parental involvement by forming an association of teachers and parents called the Parent-Teacher Association (PTA). This association has a committee of school leaders, PTA president, vice president, secretary, treasurer and PTA representatives at each grade level. This association is an informal organisation that does not function to determine policies, curricula and similar matters but rather to support the implementation of school programs. The role of parents is to support school programs by becoming a member of the PTA and voluntarily being part of the PTA committee. Students become part of this collaboration by working in academic and non-academic fields. Students can work with their parents' support as part of the PTA facilitated by the school.

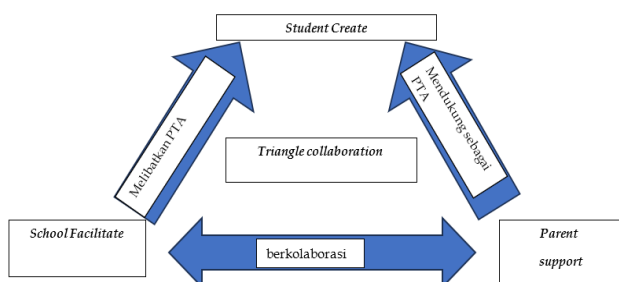


Figure 1 – The pattern of parental involvement through PTA at SBB in the Triangle collaboration

Interaction and collaboration between these three domains, namely school facilitation, parent support and students, create a relationship with one another in involving parents through PTA Buin Batu School. In the ecological theory of human development mentioned by [5], the envi-

ronmental environment that affects human development consists of a set of structures ranging from the smallest to the largest, which are related to one another starting from the smallest or called the microsystem, namely the set of individuals themselves and their immediate environment, mesosystem, exosystem and the largest is the macrosystem.

Within the scope of the microsystem, individual students can develop and achieve because of the influence and interaction with other individuals, such as parents and teachers at school. Mentioned by [6] that the microsystem is the most profound level consisting of direct interaction, and [7] states that the first level in the ecological system is the microsystem where the closest factors that influence children's development are the child's school environment and the child's direct interaction with their immediate environment.

The scope of the mesosystem consists of interactions between microsystems, namely parents, schools and students. The author [7] mentioned that the mesosystem is a layer outside the microsystem described by the relationship of two or more microsystems. The involvement of parents through the Parent Teacher Association of the Buin Batu School is at the mesosystem level. Students interact with other students in the SRC or ASA groups with the support of parents, PTA, teachers, and schools within the mesosystem's scope.

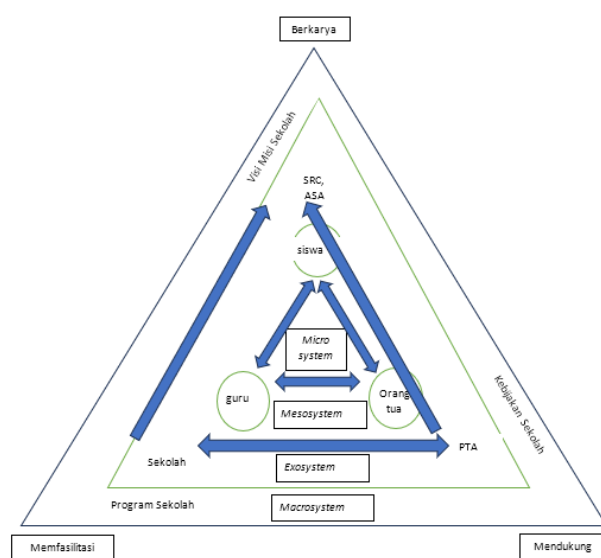


Figure 2 – Patterns of parental involvement through the Parent Teacher Association (PTA) at the Buin Batu School in developmental ecology

Layersnext is the exosystem mentioned by [6]. These two or more settings interact with each other and do not require an individual's active participation. According to [7], the exosystem is similar to the mesosystem except for at least one setting unrelated to an individual.

The outermost layer is the macrosystem, which consists of the customs, culture, and beliefs of the larger community or society [7]. In this pattern of parental involvement through PTA, the school's vision and mission, school programs, and school policies are included in the scope of the macro system.

The components in this collaboration triangle are related to forming a pattern of parental involvement through the PTA at Buin Batu School. Attachment to each element when associated with the ecological theory of human development

from the smallest to the most extensive set can be described by the following model:

CONCLUSIONS

Based on the results of the analysis and discussion in the previous chapter, it was concluded that the pattern of parental involvement through the Parent Teacher Association (PTA) at Buin Batu School can be described as a collaborative pattern within the collaboration triangle which consists of school facilitation, parent support and student creation. In this pattern, a cooperative relationship exists between the school, parents and students. This can maximise parents' involvement in various academic and non-academic activities, supporting students to work and excel.

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