

# HASIL CEK\_iwos

*by Iwos .*

---

**Submission date:** 11-Jan-2022 09:38AM (UTC+0700)

**Submission ID:** 1739892747

**File name:** iwos.pdf (341.25K)

**Word count:** 3333

**Character count:** 19711

## Involving parents through parenting school programs (PSP) in Islamic educational institutions

1,<sup>a</sup> Oktavia, 2,<sup>a</sup> Yazida Ichsan, 3,<sup>a</sup> Zalik Nuryana, 4,<sup>b</sup> Azlina Mustaffa  
[ouxtavi@gmail.com](mailto:ouxtavi@gmail.com)

<sup>a</sup> Universitas Ahmad Dahlan Indonesia, <sup>b</sup> Kulliyah of Education, International Islamic University Malaysia

### ARTICLE INFO

### ABSTRACT

**Keywords**  
Involving parents  
Parenting school programs  
Islamic educational institutions

A discourse related to parenting school program is an activity that synergies between parents and the education unit. Nowadays, the shift of globalization current affects parents' business in fulfilling life necessities. On the other hand, parents assume that school takes responsibility towards psychomotor, cognitive, and personality development to be considered support. The research objective is related to the parenting school program (PSP), which aims to enhance parents' involvement in education at the Primary School of Ibnu Mas'ud Kulon Progo. It is basically performed to determine how far the implementation and effectiveness of the parenting school program are. Besides, this research tried to identify supporting and obstacle factors of PSP activity implementation. This research is descriptive qualitative research to draw activity, implementation effectiveness, and parenting school. The research result indicates that PSP activity is beneficial when implemented and positively affects parents, children, or education institutions seen from communication, achievement, and activity participation.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



### Introduction

Discourse on parents' involvement in education is a duty that cannot be separated from parents' role themselves. In Ki Hajar Dewantara's perspective, parents are the main and primary educators, so it should be a synergy among family (informal), environment (informal), school (formal) or which are known as the Three Centers of Education (Muzakkir, 2017). Family becomes a medium of a child's maturity process. In this case, parents have responsibility to logically become *uswah hasanah* figures as a good, bad, right and wrong parameter (Kurniawan, 2015). Family/ parents are also primary education institution in building children's personality and character (Safarina, 2016), (Nuryana, 2020). *Parenthood* is necessary in which father and mother figures have complementary function for building and developing children's characters (Ginanjar, 2013). Al-Ghazali described that children are trust an education is right that must be fulfilled by parents (Hafidz, 2010).

According to Wilian J.Goode as cited by Cahyadi Takariawan, family has at least three main tasks which involve reproduction, economy and education (Cahyadi Takariawan, 2016). In normative perspective, parents have some duties that must be fulfilled, among them are *nasab* (descendants or relatives), breastfeeding, nurturing, providing a living and educating (Fahimah, 2019). Parents also have responsibility in embedding moral, becoming a great figure, being responsible towards children and monitoring them (Usman, A, 2015). As seen in Act 35 Year 2014 Article 26, it is explained that parents have four main responsibilities towards their children. First, nurturing, educating, and protecting them. Second, growing them as their competence, talent, and interest. Third, preventing child marriage. Fourth, providing character education and cultivation on children (Act 35 Year 2914).

Parents' presence and involvement towards children have positive impacts on them. A child who gets parents' attention will reduce their emotional problem and negative behaviors (Abdullah, 2019). Besides, for education, parents' involvement will cause lower number of children's school absence (Rima, 2017). Along with the globalization current, problems faced by education world is very complex. On one side, education institution is demanded to improve students' learning achievement which includes aspects such as attitude, knowledge, and skill. Institution has awareness that middle and late childhood (age 6-11years old) is children's imagination and enthusiasm period on reading, counting, and identifying culture (Santroc,2003). However, the development is influenced by exemplary, identification, and verbal empowerment towards the children (Haryadi & Ulumuddin, 2018). On the other hand, education institution is faced with negative issues which affect children's development such as broken home, unfriendly environment for children, social media, promiscuity, etc. According to Amela Rahmi's perspective, primary school age has some negative issues such as ditching school, stealing, cheating, smoking and things which lead to criminal acts (Rahmi, 2013).

Nowadays, as the impact of globalization current, husband and wife work to fulfill their life needs (Partasari, Rosa, Lentari, Ganjar, 2017). Therefore, school becomes an institution which takes full responsibility towards children's development. On the other side, the awareness of parents' duties towards children has started to shift, in which education orientation more emphasizes on cognitive aspects. It affects parents' perspective that education becomes school's responsibility. Besides, synergy among family, society, and school environment tend to be more business pragmatic (Muhab, 2016). On social construct, all problems which are experienced by children are considered as school's responsibility. The problems become the background of **Primary School of IT Ibnu Mas'ud Kulon Progo** to perform Parenting School Program Activity (PSP) as it was as delivered by Ms.Siti Fatimah, S.Pd as the headmaster of **Primary School of IT Ibnu Mas'ud Kulon Progo**:

*“Not all parents understand that children’s education responsibility is theirs. They handed over education fully to parents. Sometimes, they were busy to work and did not have time to pay attention to their children’s development at school. Whereas parents have important role in the success of children’s education. It became the background of PSP program activity.”*

Based on the information delivered by the headmaster of **Primary School of IT Ibnu Mas’ud Kulon Progo**, PSP activity <sup>1</sup>is caused by the low parents’ awareness that education is not only school’s responsibility but also synergy among school, family, and environment. Based on the background, discourse on parenting school program becomes a very interesting issue <sup>1</sup>to observe. This research has three objectives. First, to find out how the implementation of PSP at **Primary School of IT Ibnu Mas’ud** <sup>1</sup>is. Second, <sup>1</sup>to find out obstacle and supporting factors of PSP implementation. Third, to find out the effect of PSP implementation whether it is towards children, parents, and education environment.

## Method

The research which is entitled <sup>1</sup>**Parenting School Program (PSP) to enhance parents’ involvement in education at Primary School of IT Ibnu Mas’ud Kulon Progo** <sup>3</sup>is descriptive qualitative research. <sup>3</sup>This research <sup>3</sup>tried <sup>3</sup>to describe, reveal, and explain <sup>3</sup>the implementation of PSP activity. The data source was obtained through interview with headmaster, teachers, parents, students and <sup>2</sup>documentation of PSP activity. While the data collection method was performed by observation, <sup>2</sup>interview, and documentation. <sup>2</sup>The qualitative data analysis was performed following some stages, such as data collection, reduction, presentation, and verification data, and conclusion drawing (Huberman, 1992).

## Discussion

### The Implementation of Parenting School Program (PSP)

The involvement of parents in education unit has at least two main elements. First, it is an effort to optimize family member in educating and directing children with resource found in their family environment (Bambang Kunaedi, 2018). Second, synergy between parents and education institution in educating children continuously. The implementation of PSP activity is performed through some stages which consist of design, organization, implementation, and evaluation. The activity implementation stages are as follow:

#### 1. Design

On design stage, the implementation of PSP is performed by establishing parents’ association which is facilitated by school at the beginning of semester. After the management is established, the association is asked to perform coordination with school concerning financing, types, and coaching of activities that will be performed. It is relevant with Bapak Syamsul’s statement as the head of

parent Association grade V:

*"In the beginning of academic year, formation of class association board is facilitated by the school on first POMG. After the formation of Class Association Board is formed, they will have responsibility to manage class PSP activities. Before the implementation schedule, each class association proposes work programs and budget plan required that has previously agreed and approved by the head of class association."*

## **2. Organization**

On this stage, students' guardian association is free to plan any activity by coordinating it with school. The event should be carried out on Saturday of the third week. There are three types of activities which are usually planned by the association and school, such as parenting, social events, fun family gathering and outbound, enriching, decorating class, and Father's Day. A big event includes stadium generale, seminar, breaking the fast (iftar), and brotherhood market.

Organizing stage is carried out by performing coordination between school committee foundation, class association representation, and education unit of Primary School IT Ibnu Mas'ud. On this stage, the foundation socializes general policies to school, committee, and foundation party. After that, they will collectively synergize to evaluate various activities which have been implemented and provided with critics and suggestions. The implementation of PSP program has at least two flows of activities: organization of Big Parenting School and Small Parenting School. The coordination of big scale activities is under the foundation. While small scale activities are under association and school so that they are expected to have good coordination.

## **3. Implementation**

The implementation of PSP at <sup>1</sup> Primary School of IT Ibnu Mas'ud Kulon Progo is executed as attractive as possible. The education patterns utilize andragogy approach. This activity emphasizes on experience sharing activity, growing cooperation among participants not only in delivering material, demanding, and encouraging participants to be active and present their daily experience and centers on participants' necessities.

There are various activities which does not only include recitation but also parenting, social activity, fun family gathering and outbound, enhancing, decorating classroom and Father's Day. This activity is implemented to make parents have awareness that education is their responsibility. Besides, this activity is done to educate them on how to create safe, comfortable and fun learning environment. Parents' classroom is a medium for parents/ guardian/ homeroom teacher/ school to enhance knowledge and skill of educating children. It is relevant with the statement of Bapak Syamsul as the Association Board of Grade V:

*"Parenting School Program which is coordinated by the association board usually uses themes provided by the school. First, parenting. It is education activity for parents with themes available in*



the classroom. Second, **social** activities to grow family's social sense towards societies. Usually every classroom has built environment, such as orphanage or village. At least once a year they gather and interact to help and educate societies. Third, fun. It is an activity which is aimed to build solidarity and warmth among students' family members such as outbound and tour. Fourth, enhancing is an activity which is aimed to bring parents closer with Al-Quran by khataman or learning. Fifth, decorating classroom is aimed to build parents' creation. Usually, classroom decorating contest is held among classroom association on the beginning of semester. Sixth, Father's Day. It is aimed to improve the attachment between child and father and his role on child's education. This activity is performed by father who accompanies and guides school learning activity for all day.

Big events include *stadium generale*, seminar, break the fast, and brotherhood market which are handled by the foundation and school. Those activities more emphasize on education activities related to education development, increased quality time, and provide a knowledge for parents on how to educate children according to their age. Besides, students' potential and attainments are presented to show parents their potential and skill.

#### **4. Evaluation**

PSP evaluation activity is performed by education unit, foundation, committee, and association. The objective of evaluation is to improve the quality of activity implementation and measure how far the achievement of PSP activity is. Evaluation activity implemented by the foundation is carried at the end of semester. While school and association perform evaluation semester when those activities are over.

#### **PSP Effectiveness at Primary School of IT Ibnu Mas'ud**

Based on the result of observation and interview which were done by the researchers, the Parenting School activity at Primary School of Ibnu Mas'ud has positive effect on children, parents, and school. For students, PSP affects their behavior to be better. Besides, they have self-confidence, attend the school regularly and improve their academic achievement. The benefits of PSP for parents are communication between school and parents, parents and children, and parents are involved in school activities. While for school, there is synergy with family, school quality is academically increased, parents' satisfaction towards school and its culture runs effectively. The previous statement was strengthened by Ibu Anyes Kristianti, A.Md as the homeroom teacher of Grade 1 Madinah, which is presented as follow:

*PSP program is very effective to enhance parents' involvement in education unit, for example, parents take more attention towards any learning issue faced by children in the classroom.*

The previous statement is in line with statement of Bapak Syamsul as the association head of grade v as follow:

*"By actively involved in PSP program, parents recognize what to do and their children's*

development to assist monitoring their condition. They also recognize issues faced at school, who and how their teachers are, how their development seen from emotional, religious, intellectuality, skill, etch is. Getting parents closer with their teachers so that their communication is built smoothly and well. They can interact with other guardians and share what problems are faced by them and have discussion on their children's problems. Their involvement builds solidarity of each class generation. They can communicate speedy, actively ask, give suggestion, and experience to educate children. "

Table 1. PSP function for children, parents, and schools

<i>For Children</i>	<i>For Parents</i>	<i>For School</i>
Enhance students' self-confidence in education and social adaptation process.	Present much time for family gathering. Increase communication intensity between family and children.	The achievement of education synergy. Reduce disciplinary issues at school.
Enhance their attendance at school.	Parents recognize learning and education development of children more deeply.	Communication between teacher and parents are improved.
Enhance students' positive attitudes and behaviors.	Parents becomes more comfortable and do not hesitate to give suggestion when education system involves them in every activity at school.	Education aspiration runs better.
Enhance students' academic achievement.	Enhance parents' involvement at school.	Support better school climate. Better academic and physical performance achievement of school. Support school development. Increase parents' satisfaction towards school.

Some of the statements prove that Parenting School program at Primary School of IT Ibnu Mas'ud runs well and effectively so it is necessary for them to improve collaboration between school and family. Besides, by joining various activities, parents have knowledge to accompany children so that education is not only their parents. Besides, children also get parents' attention and guidance which can build their self-confidence and improve their achievement.

**Factors of Supporting and Obstacle of PSP Implementation**

If it is seen from normative perspective, there are four things that become supporting and obstacle factors of parents' involvement in education. *First*, parents' personal factor seen from education aspect, their work condition, and education background. *Second*, children's factor which includes their learning competence, behaviors, desire, age, and psychology. The condition can be parents' support or obstacle to have role in children's education. *Third*, interaction between parents and teachers in responding suggestion, critiques, and information which are delivered. *Fourth*, social factor involves parents' experience in the past, their limited mindset, family structure and activity change. A clear and firm rule on program policies, parents' financial and school condition (Rahminur Diadha, 2015).

The implementation of Parenting School Program at Primary School of Ibnu Mas'ud which is

implemented has at least supporting and obstacle factors. The supporting factors are first, high association board's learning interest; second, material and immaterial support from school; third, communication between students and school; fourth, various activity themes; and fifth, the activity involves all family members.

Besides supporting factors, there are also obstacle factors of PSP implementation. First, parents' perception on urgency of the activity. Some parents consider that PSP activities are not important, so they accentuate other business. Second, parents' businesses such as working, trading, etc. Third, parents' inconvenience of managing children's role at home so that it hampers parents to join PSP. Fourth, lack of parents' awareness on education urgency for children. Economic and activity financial limit factors become external towards the running activity.

### Conclusion

Based on the research result, the Parenting School Program (PSP) activity was established because of the lack of synergy among parents, the environment, and education institutions. Therefore, the learning activity runs less effectively. Parenting School's implementation is done through some stages that involve design, organization, implementation, and evaluation. Based on the observation, which was performed by the researchers, the PSP activity ran very effectively. It can be seen from some indicators. First, parents' awareness in guiding learning at home and communicating with school so that information which is delivered is executed well. Second, positive change on students' achievement and characters that they are motivated to study. Third, learning activity at school runs well because the synergy between parents and school. However, some obstacles are faced, so PSP activities should continuously be evaluated to improve their effectiveness.

### References

- Abdullah, A., Masruri, S., & Bashori, K. (2019). Islamic Education and Human Construction in The Quran. *Int. J. Educ. Learn*, 1(1), 27-32.
- Bambang Kunaedi. (2018). *Panduan Program Pelibatan Orangtua Berbasis Paguyuban Kelas Di Satuan Paud*. Gorontalo: BP-PAUD dan DIKMAS Gorontalo.
- Cahyadi Takariawan. (2016). *Wonderful Family*. Solo: Era Adicitra Intermedia.
- Fahimah, I. (2019). Kewajiban Orang Tua terhadap Anak dalam Perspektif Islam. *Hawa*, 1(1). <https://doi.org/10.29300/hawapsga.v1i1.2228>
- Ginjar, M. H. (2013). Keseimbangan Peran Orang Tua dalam Pembentukan Karakter Anak. *Edukasi Islami Jurnal Pendidikan Islam*, 02, 230-242.
- Hafidz, M. N. A. (2010). *Prophetic Parenting Cara Nabi Mendidik Anak*. Yogyakarta: Pro-U Media.
- Haryadi, T., & Ulumuddin, D. I. I. (2018). Penanaman Nilai dan Moral pada Anak Sekolah Dasar



- dengan Pendekatan Storytelling Melalui Media Komunikasi Visual. *ANDHARUPA: Jurnal Desain Komunikasi Visual & Multimedia*, 2(01), 56-72. <https://doi.org/10.33633/andharupa.v2i01.1018>
- Huberman, M. B. M. dan A. M. (1992). *Analisis Data Kualitatif Buku Sumber Tentang Metode-Metode Baru*. Jakarta: Universitas Indonesia press.
- Kurniawan, M. I. (2015). Tri Pusat Pendidikan Sebagai Sarana Pendidikan Karakter Anak Sekolah Dasar. *PEDAGOGIA: Jurnal Pendidikan*, 4(1), 41. <https://doi.org/10.21070/pedagogia.v4i1.71>
- Muhab, S. (2016). *Panduan Pengelolaan Lembaga Penyelenggara Sekolah Islam Terpadu*. Jakarta: JSIT.
- Muzakkir. (2017). Harmonisasi Tri Pusat Pendidikan Dalam Pengembangan Pendidikan Islam. *Al-Ta'dib*, 10(1), 145-162.
- Nuryana, Z., & Suyadi, S. (2019). Character development based on hidden curriculum at the disaster-prone school.
- Partasari, W. D., Rosa, F., Lentari, M., Ganjar, M. A., & Kunci, K. (2017). *Gambaran Keterlibatan Ayah dalam pengasuhan Anak Usia Remaja ( Usia 16-21 Tahun ) Descriptive Study about Father Involvement from Father with Adolescent Children ( age 16-21 )*. 5(2), 159-167.
- Rahmi, A. (2013). Pengenalan Literasi Media Pada Anak Usia Sekolah Dasar. *Sawwa: Jurnal Studi Gender*, 8(2), 261. <https://doi.org/10.21580/sa.v8i2.656>
- Rahminur Diadha. (2015). Keterlibatan Orang Tua Dalam Pendidikan Anak Usia Dini Di Taman Kanak-Kanak. *Jurnal Ilmu Pendidikan Dan Pengajaran*, 02(01), 68.
- Rima, S. Y. dkk. (2017). MENGIDENTIFIKASI MOTIVASI KETERLIBATAN AYAH DALAM PENGASUHAN ANAK USIA DINI Selviana Yasinta Rima (1) , Beatriks Novianti K.B (2) , Friandry Windisany T (3) , Indra Yohanes K (4). *Jurnal AUDI*, 1(1), 84-91.
- Safarina, A. dan. (2016). *Etika Pendidikan Keluarga, Sekolah dan Masyarakat* (Rajawali P). Jakarta.
- Santrock, J. W. (2003). *Asdolecence (Perkembangan Remaja)* (Jakarta). Erlangga.
- Usman, A, S. (2015). Tanggung Jawab Orang Tua terhadap Pendidikan Anak dalam Perspektif Islam. *Jurnal Bunayya*, 1(2), 112-127. Retrieved from <https://jurnal.ar-raniry.ac.id/index.php/bunayya/issue/view/157>
- UU 35 tahun 2014 tentang Perubahan Atas UU 23 tahun 2002 tentang Perlindungan Anak. , (2014).

# HASIL CEK\_iwos

## ORIGINALITY REPORT

10%

SIMILARITY INDEX

10%

INTERNET SOURCES

1%

PUBLICATIONS

0%

STUDENT PAPERS

## PRIMARY SOURCES

1

[seminar.uad.ac.id](http://seminar.uad.ac.id)

Internet Source

10%

2

Zalik Nuryana, Suyadi Suyadi. "Character development based on hidden curriculum at the disaster-prone school", Journal of Education and Learning (EduLearn), 2019

Publication

<1%

3

[jurnalmahasiswa.unesa.ac.id](http://jurnalmahasiswa.unesa.ac.id)

Internet Source

<1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On