Parental involvement of marginalized children's education in Yogyakarta

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ABSTRACT

Families living in slum areas are exposed to dense populations and low incomes. Those conditions hamper the families to meet the educational needs of their children. This article describes the parent's involvement in educating their children at home and at school. The study was performed utilizing ethnographic methods with 33 marginal families as informants. Marginal families who have elementary school age in grades 5 and 6, especially those living on the banks of the Winongo and Code rivers, were included in this study. Data were collected by employing interviews, observations, and focus group techniques. The results of the study show that parental involvement embodies the transformation of knowledge systems, values, attitudes, and skills. This often occurs in a patterned manner, repeatedly using examples, and sometimes coercion as educational praxis at home and school in specific social environment situations. The daily interaction between parents and children in parent-child conversations tends to be instructive and emphasizes compliance to meet the children's educational needs.

Keywords: children's rights, informal education, marginalized, parents' involvement

INTRODUCTION

In today's era of globalization, one must equip him/herself with the knowledge to compete and survive in the increasingly harsh world of life and deal with various life challenges. Community demands are getting complex, and the competition is getting tighter. For that reason, it is necessary to prepare quality human resources, one effort to improve human resources is through education. Education, in nature, can be developed by the educational actor through the existing social institutions, namely families and schools, which are considered reliable units in developing one's personality.

Bronfenbrenner in Berns (2010) who is well known for his ecological theory of learning emphasizes the importance of the role of school, family, community and also peers, and social media in the process of forming educational patterns in a systematic and comprehensive manner. Education is one of the basic human needs that must be met and has a higher goal than just to stay alive so that humans become more honorable and have a higher position than the uneducated. Destination national education based on the Republic of Indonesia Law No. 20 of 2003 concerning the national education system, as follows: National education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Educational interactions consciously place the goal of changing a person's behavior and actions. This is in accordance with the meaning of education itself. The word "educative" is an

adjective of the word "education" which is defined as "the process by which society intentionally transmits its accumulated knowledge, skills, and values from one generation to another" (Sampath, 2007). Educational interaction, in particular, is interaction in the learning process and this learning contains social contact and communication between teachers and students. The interaction between teachers, parents, and students in the context of meeting educational needs is a form of motivation.

Even though education is normative in nature, its implementation has flexibility in aspects of curriculum, student characteristics, time, choice of skills and learning settings. The essence of education lies not in how it functions as a producer of the final product, but as a developmental process. Throughout their lives, humans and animals have the potential to acquire, fine-tune, and impart knowledge and abilities (Parisi et al., 2019). Some terminology, such as lifelong education, shows that education is meaningful as a process of helping children to have intellectual and social capacities. The consequences of implementing education that involves community participation cannot be separated from the development of science and technology as required in the industrial era 4.0.

Moyer (2016) emphasizes that the purpose of education is seen from four aspects: problem-solving, attitudes, life skills and socio-cultural skills. Children who are engaged in non-formal learning activities will play an important role in the 21st-century skills for school, life and work. Non-formal learning is therefore valuable even in formal learning such as school. One of the problems faced by educational institutions that emphasize the importance of developing aspects of life skills is that they still require improvements to the curriculum, teaching facilities, teaching methods, learning media, competent teachers, and evaluation tools (Prasetyo et al., 2021). Developed a culture-based learning model in elementary schools with an orientation to inculcate noble values in accordance with local government policies (Ghufron et al., 2017), without ignoring the national curriculum (Cobanoglu & Sevim, 2019; Suharta & Septiarti, 2018).

Because of the government's focus on education, there is no reason for parents not to take their children to school, especially for school-age children, has provided initiatives such as free school programs, Kartu Indonesia Pintar (KIP), Bantuan Operasional Sekolah (BOS) and Program Keluarga Harapan (PKH). Education development programs through PKH are specifically intended for parents who have school-age children, procurement of school equipment and facilities for additional nutrition.Yogyakarta on 2019, the school participation rate for the 7-12 year age group reached 99.22%, with 43 children dropping out of school; a decrease from 2018 (58 children) and 2017 (59 children) (Yogyakarta City One Stop Integrated Investment and Service Office, 2019).

Some of the reasons for dropping out of school are the inability of students to offset the cost of education, limited access to school, the obligation to support the family economy and the lack of the desire to go to school. Laras (2019) found there are external and internal factors that cause dropouts. Laziness, humiliation from ridicule from friends, a desire to work, and difficulties attending school classes are all internal causes. External variables include a lack of knowledge of the necessity of education for the child's future, as well as a familial setting that does not support the child's education. Children who should receive protection including proper education are sometimes trapped by social vulnerability, violence and poverty.

In various countries including Indonesia, Makúchová and Niklová (2018) found that 24.50% of students reported being victims of cyberbullying, girls more often than boys. The most frequent form of cyber-bullying from a victim's perspective is abusive or offensive language and spreading rumors on the internet. This phenomenon of vulnerability and intimidation is faced by school-age children. On the other hand, Cyberbullying cases have been regulated in the Electronic Information and Transactions Law (UU ITE) which should be able to reduce cyberbullying cases. However, in reality, the ITE Law has not fully guaranteed to reduce cyberbullying cases. So, the only one who can overcome the impact of cyberbullying is yourself (Yulieta et al., 2021)

Creating a child-friendly daily routine is a form of engagement that is not always achievable by teachers at school or parents, particularly those in marginalized families. The involvement of parents with schools and the community is a very important collaboration for a more optimal internalization of the value system to develop the national education (Kompasiana, 2017). Every

family has the same responsibilities but also the challenge of managing the educational needs of children so that continuity between education at home and school can be realized. In the context of building children's character, informal education applied by families is an instrument that encourages children's success in learning at school (Flecha, 2012).

Meanwhile, Raharja et al. (2018) reinforces that schools, families and communities together contribute to building the quality of children's self. The three educational institutions, namely families, schools and communities, contribute to each other individually and collectively for the realization of the quality of children's education, in the context of learning ecology. Family involvement in instilling ideas, responsibility, discipline, social values, and the role of children, becomes a social reality that is expected by society. Schools as formal education units play a role in national and local academic content, disciplines, life skills, inclusive education, self-development, and environmental stewardship activities.

In Indonesia, the family as the main educator is the first concern of the government to ensure that parents' involvement in children's educational needs becomes concrete. The involvement of parents in helping children's education at home consists of at least: supervising and guiding children's positive habits at home; guiding and supporting children's academic activities; encouraging children to conduct research and discussion about ideas and actual events, and directing children to have certain aspirations and expectations. In addition to developing personality, intellectuals, manners, inculcating noble values prove that educational development is not a single process.

During the elementary years, parent involvement has an impact on children's educational engagement (Erdener, M. A., & Knoeppel, 2018). Parental engagement has become critical to a child's educational achievement. Parental participation activities are inextricably linked to lifelong education (Sujarwo, Kusumawardani, Prasetyo, & Herwin, 2021). Elementary schools form partnerships with families, corporations (CSR), campuses, and localities to help students develop their complete capacity. Observers in the field of education have taken notice of this collaboration. Family involvement in supporting children's educational needs at home, school, and community in the form of informal education, according to (Hatimah, 2016), has contributed to children's learning progress and school quality.

Analysis of marginal parental involvement for children's education as a transformation of knowledge, value and social skills systems built in the context of parent-child interaction into unique and interesting ethnographic study especially children on primary school. School environment and parental involvement are two key ideas for schools and great educational outcomes, and they are intertwined. School climate and parental involvement are key ideas for schools and favorable educational outcomes, and they are linked (Ertem & Gökalp, 2020). A unique and interesting ethnography study of marginal parental participation for children's education as a transformation of knowledge, value, and social skills systems formed in the context of parent-child contact.

METHODS

This study uses a qualitative approach with ethnography as the method. One of the most valuable aspects of ethnography is an approach, interview is a method. The observation in the society or community is the crux of the matter, saturated with other methods (interview, focus groups, diary analysis and others). Aspects of parental involvement in fulfilling children's education at home, at school in a community environment in the context of knowledge systems, values, attitudes, norms, symbols, and conversations between parents and children can be interpreted.

Participants

Thirty-three marginal families in this study were selected as data sources using a purposive technique. Marginal families who have children of elementary school age in grades 5 and 6, especially those living on the outskirts or banks of the Winongo and Code rivers, 3 large rivers that seem to divide the city of Yogyakarta, were included in this study. In addition, the 33 families

involved in this study are always actively involved in school activities where their children study. The husbands of these 33 families work in informal sectors such as laborers, shop workers, parking attendants and street food vendors. Meanwhile, the wives of these 33 families work as housewives. Finally, the 33 families participating in this study are parents consisting of fathers and mothers who have an average of two to four children. There is only one family with seven children. Of the 33 participants, 26 of them have a clear marital status with their husband or wife as family. Meanwhile, seven families of whom are formally still married, but one of the married couples has left the house for unclear reasons.

Data collection

Data were collected through observation, in-depth interviews and documentation using the guidelines of each technique to achieve scientific objectives (Denzin, NK & Lincoln, 2009). The analysis is intended to understand the ethnographic data which consists of transcription of interviews with marginalized families and the officers.

Data analysis

The results that were analyzed in three stages. The first stage is to classify data in the form of interview transcripts or FGD as well as the results of observations of marginalized families in the context of social, economic systems, family structures and physical conditions such as learning facilitation, home atmosphere. Second, the analysis was carried out on the results of interviews related to parents' understanding of children's education, parental involvement in education in the family environment, and school. Third, interpretation of the data was completed to develop a narrative about the relationship between interactions of parents and children in the context of transmitting knowledge, values, attitudes, and skill systems. This study is limited to marginalized families, but the findings could be used as a comparative study in other regions or countries under similar conditions.

Data validity

Triangulation is a technique used to check the truth of certain data by juxtaposing, comparing and comparing data obtained with other sources, at different times and often using different methods. The triangulation technique used in this study includes data sources and data collection methods. The use of triangulation data sources is done by testing the validity of data or information from other sources (cross check).

FINDING AND DISCUSSION

Finding

Family marginality in the suburbs and riverbanks

In Indonesia and several other countries, the problem of settlement is one of the characteristics of marginality, such as a group of people living on the banks of rivers, the edge of railroads and areas with high population density. Besides the building is relatively narrow, which is about 60 square meters, and when it is occupied by 2 or 3 families, the meaning of "narrow" becomes clearer. The slums in this study are characterized by a number of bird cages or chickens attached to the walls of the house. Residential status such as rent, contract and illegal use of village land further add to the distinctiveness of marginality and poverty areas.

Marginality is identical to the complexity of these unfavorable conditions experienced by individuals, community groups as a result of vulnerabilities that may arise from environmental, cultural, social, political and economic factors. In addition to low income resulting in uninhabitable houses, this group has economic activities outside the agricultural sector such as laborers, service sellers, pedicab drivers. This group also includes people without a permanent job.

Figure 1. Marginal Family Settlement Conditions on the Banks of the Code River and the Suburbs of Yogyakarta

Yogyakarta as the provincial capital, city center, service center, and economic center has an attraction for residents. This increases population pressure on land and causes people to choose marginal land for living in urban areas. Slums arise because of the inability of community groups to meet the needs of housing and lack of awareness of maintaining the cleanliness and health of the living environment. The slum areas in Yogyakarta City is 264.90 Ha or 8.58% of the total area of Yogyakarta City, spread in almost all sub-districts (13 out of 14 districts).

Based on their proximity, slum settlements in Yogyakarta City are associated with three rivers that cross the City of Yogyakarta, namely the Winongo River, Code River, and Gajah Wong River. As an illustration, in the western suburbs of the city of Yogyakarta, there is Tegalrejo District, which is 4 villages as if separated by the Winongo river which is quite steep. The same thing if there is a flood, namely the settlements on the banks of the 3 rivers are submerged. Over the years this condition has been repeated, therefore several years of river tourism development (see Fig. 2) carried out on the Winongo, Gadjah Wong and Code rivers have helped residents in accessing safer conditions. Marginal groups generally live in suburban areas where the population density is high as well as the riverbanks.

As shown in Fig 1, densely populated residential areas seem slum, such as the presence of a number of bird/poultry and chicken cages, and are very close to clothes lines belonging to several families in narrow and close together houses. It is common for parents and other older relatives such as grandparents, uncles, and aunts to live in one house in this marginal family structure. The marginality experienced by 33 families is interesting to study, particularly in relation to the involvement of parents in educating children at home and school.

Figure 2. Gajah Wong River and Winongo River which were Built as River Tours
(Personal documentation for 2018)

Involvement of parents for children's education at home

This educational configuration implies the involvement of parents and other adults who are around the child in his growth period. Studying at home is an activity to dig deeper into the practice of knowledge, attitudes and continuous habituation in addition to studying at school. This

can be explained in the assignments brought from school that children often have to complete at home. Children's educational activities at home and at school in a social environment that is typical of this marginal class are an integral part of learning that cannot be separated. What is learned at home, at school and in the social environment (society) is essentially related to one another. As with the concept of learning ecology, the social environment does not directly affect children' behavior, but the relationships that occur between children, parents and other adults around them show determination. The values of obedience, discipline, responsibility that have been the expectations of parents from the beginning for their children often have to be disturbed by an environment that is not easy to just ignore.

In simple terms, an ethnographic study that focuses on the phenomenon of parental involvement in children's education at home, especially in the dialogue between a son's mother after school, can be described as follows. Mother: Son, change clothes, wash your hands and feet, don't forget to eat what you have prepared. A mother's hope is for her child to have good habits after school, which is not to leave the house. The boy answered:

Yes ma'am…while throwing the school clothes he just took off, changed clothes and immediately left the house to an adult man playing with his pigeon to take it off so that it flew and to come back again (Keplek in Javanese).

Keplek bird activities for boys of elementary school age are very interesting, regardless of the sound of his mother calling, the child rushes over, holds the bird to be carried away and released. Such a description is easy to find because bird breeders and training them to fly and come back again (Keplek) is an activity for some of the fathers as one of the livelihoods other than chicken farming.

Geographically, the population density with houses that are close together allows these elementary school-aged children to listen to their mothers and fathers talking to their neighbors. Without realizing it, adult conversations are recorded by children, and this can be shown when children have also said words that are inappropriate, such as misuh, or other slang language. Boys show no better obedience to their parents than girls. Taking care of younger siblings, helping mother wash the dishes, sweeping or taking care of the house when parents are working is an inculcation of basic skills such as girls' homework after school that is not evident with boys. Determination of the social environment on children's compliance is relatively stronger for boys than girls.

The limitations of parents in providing a learning climate (a comfortable study space) are something that children from marginal families must face. This phenomenon explains that there are no words of protest shown by children for various limitations of facilities, the environment and even assistance. Studying in the same room with other activities such as watching television, eating or just resting, is common among marginalized families. For parents, meeting educational needs is a must, even with all the limitations, as explained by informants about the meaning of school as follows:

School for children is mandatory, so that unlike us, their parents are low educated, unskilled so that they live in poverty. For now, free schooling is very helpful, so we have to always help (nurturing), although it is not always easy.

The meaning of the statement as expressed by the informant implies that the process of children's involvement in the education process at school is at least a guarantee for the lives of children in the future. What the informants stated was not without challenges and obstacles, especially from the children as explained by one parent who felt worried about how difficult it was to motivate children to be diligent in attending lessons at school.

My son is in grade 6, but it's very difficult to get him used to studying without having to constantly remind him. It seems that he has been influenced by the entertainment that is out there, namely playing the play station. Every time he was reminded to study he always answered yes, but he didn't. How will my child be able to graduate, if every time he comes home from school, he does"keplek doro", plays play station or either goes with his peers.

Meanwhile, to look at children's obedience to their parents, this study found that girls had higher obedience than boys. Girls prefer to stay at home, rest, or look after the house, which is often left by their parents to work until the afternoon. Meanwhile, boys after coming home from school would eat lunch and immediately go with their friends, bike, play by the river, or play games at a play station rental or joining the parking attendants at existing shops.

Involvement of parents in meeting children's educational needs at school

The involvement of parents in meeting the learning needs of children is believed to have an impact on both parents and children (Hartas, 2015). The help of mothers in school activities gives a certain joy to their children. Cooperation and collaboration in organizing school events can support children to succeed (Mafa & Makuba, 2013; Singh & Choudhary, 2015). Cooperation between parents and educational institutions to form collaborative partnerships and contributions in the context of education is also stated by multiple studies such as (Đurišić & Bunijevac, 2017; Freires et al., 2016; Watkins & Howard, 2015) all of which found that parental involvement in activities at school actively can increase students' success.

In addition to parental expectations, parenting style has an influence on children's academic achievement. Education is the process of sending messages in the context of certain system values, knowledge, attitudes, and skills. The ability to create various programs that require parental involvement in various children's activities at school becomes an interesting communication platform. The pattern of teacher communication in building parental involvement in schools is formed because of parents' interest in new things, attending school with enthusiasm, feeling comfortable and a need to follow and encourage children's learning programs.

Because marginal families are also beneficiaries of Program Keluarga Harapan which helps parents receive educational resources such as books, shoes and bags, they are required to go to school diligently. The program has the task of monitoring, supervising the involvement of parents in their children's education activities at school and monitoring the attendance of children in school following lessons. If a child is found absent from school for several days without any reason, the program subsidy assistance will be reduced as a penalty. Communication between schools, parents and program assistants work together to help children have a level of discipline and responsibility in their learning tasks.

Table 1. Systems of knowledge, attitudes, and habits in family and school

Aspects transmitted	Families that teach children's social roles	School as a miniature of society
Knowledge system (Containing values of discipline, orderliness, awareness of work) Responsible; Value of caring, attention	General knowledge: Working according to needs. Helping children in doing homework; Helping children in managing learning and playing time	Orientation on academic knowledge systems, child intellectuals by reading, discussing school topics, managing children's time, providing a favorable learning environment, and applying moral discipline,
Value System (Attitude); Affection; Independence	Teaching education for the future; Reminding the importance of learning and not to drop out of school; The value of self-reliance and independence; Compliance with parental decisions.	Value of cooperation in relation to peers; Respect (other people, teachers, friends, parents and others) Discipline (in carrying out school work); Compliance (to school rules).
Normative habituations; Containing ethical values	Habit of getting up early, taking a shower; Habit of *sholat;* Habits of Quran recitation	Habits related to class and school cleanliness; Habitual behavior in polite manner

The process of transforming knowledge, values, attitudes and skills through informal education channels such as in the family environment and school can be seen as a miniature of society because the essence of education developed has similarities even though there are differences in academic terms as shown Table 1.

The above table shows that the system of knowledge, attitudes, values, skills, and habits that children learn through interaction and communication with parents, peers, and the environment has relatively the same mechanism, namely imitation, identification, and socialization. Substantially the transmission of knowledge systems, values, attitudes, and skills through habituation in the family and school becomes a representation of the development of the value system and community norms. Sometimes, value transmission is done using an accommodative process but it can also be done through coercion or even conflict. The patterned and repetitive habits shown in the interaction between children and parents, peers, or other people is a process of civilization to facilitate continuing education. Social relations in the context of education include communication between parents, peers, teachers, and others in the setting that affect the socio-cultural construction of children in socializing and behaving.

Discussion

The importance of parental involvement in a child's education is usually cited as a key factor in promoting educational participation. Because parental involvement is so important for a child's educational success. Parental involvement in educational activities is intrinsically related to lifetime learning (Sujarwo et al., 2021). Critical work has looked into the complexities of issues that work to exclude specific social and cultural 'groups,' as well as actions that can work to improve inclusion. This article aims to contribute to the latter by examining how a method known as strategic discourse production can aid subjectivation practices in deviating from the dominant discourse portraying parents of children with educational disadvantage as "not involved" or "not engaged" in their children's learning (Harwood & Murray, 2019).

This study found that the mother figure for elementary school-aged children has a special place in the feelings, thoughts or even hopes of children; namely to be more involved in their role as leaders in managing children's educational needs both at home and at school. Ceka and Murati (2016) explained that the mother figure for children's education is very important, especially in the aspect of security, and this sense of security has an impact on the overall resilience of children in their peer community. The involvement of a mother in instilling several systems of knowledge, values and social roles in the learning activities at home and school becomes relevant, in addition to physically protecting children.

The challenge or obstacle for marginalized families in meeting their children's learning needs is normally on a parental figure issue, especially a mother when they have to prepare a child's living environment that is conducive to learning and provides reasonable affection so that children feel protected because their mother accompanies them. Accelerating the school-family connection in a more informal learning situation can also help to create character. Families and schools collaborate to develop an accomplishment culture and literacy-related behaviors based on five principles: smile, greeting, say hello, polite, and well-mannered; and five levels of involvement: corporations, village leaders, universities, family, and municipal government. Families' involvement in their children's education boosts their confidence, comfort, and enthusiasm for learning at home and at school (Suharta et al., 2020).

According to Suyanto (2013), the forms of cooperation between parents and educational institutions are categorized into parental involvement and parental participation. Parental involvement is the minimum level of cooperation; for example, parents come to educational institutions and provide assistance only when they are invited. In contrast, parental participation is a broader and more extensive level of cooperation. Parents and teachers talk about children's activities and school programs. They come to school to assist teachers in completing daily tasks, such as preparing meals and organizing school events. Some mothers of marginalized children play the same role as those mentioned above.

The cooperation carried out by teachers and parents helps to develop an equal education system. The system of knowledge, values, and positive habits is planted by all marginal families

and schools in the context of this study by continuously giving examples but also sometimes appearing a little strict. The involvement of parents for the educational needs of their children at school is not without obstacles, either from the family or the school, such as the principal or the teacher. It will be simpler to improve children's motivation in learning if they receive not only maximal academic motivation but also good character education in an effort to educate future generations to give a positive attitude, proper treatment from parents in teaching children (Fatmawati et al., 2021). On the other side, the application of effective parenting can be implemented through treatment, attention, meeting needs, and parental attitudes in daily life, all of which can influence children's learning motivation (Sujarwo et al., 2021).

There were a number of roadblocks in the interaction between schools and the community in order to promote the involvement or participation of parents/families in school education. These roadblocks can be attributed to the attitude of teachers and principals as relationship executors, as well as the children's direct involvement in many school activities in order to improve school quality (Suriansyah, 2014). Identify various barriers that occur in parental involvement to meet children's educational needs in schools such as communication barriers, cultural barriers, inappropriate activity scheduling, lack of knowledge in advanced programs, income and parental education background (Hornby & Blackwell, 2018; Singh, L. K., & Banerjee, 2019).

This study explains that the involvement of parents as a form of participation in children's educational needs has so far also involved assistants to the FHP which becomes a channel of assistance for marginalized families in meeting the educational support needs of children. Parent involvement can be seen from some aspect, there are perception of support, organization, and interest in the educational process; expectations; school relationship and time of support with homework (Veas et al., 2019). Another research result showed involvement patterns into three categories based on both activities: habituation, academic involvement, and self-concept (Sujarwo et al., 2021).

Marginal children of primary school age in grades 5 or 6 have experienced interacting with peers and communicating in verbal and non-verbal ways on many occasions, but communi-cation takes place in relatively limited contexts. Several conversations between fathers and mothers about various family's needs often influence the feelings and thoughts of children to study harder so that later they are expected to help ease the burden on parents. However, such conversations, between parents that end in a fight or anger, make children think about the process of why they should fight. This is often annoying but lets them think about how to avoid a conversation that could potentially end up in a bad situation. In this context, education is all the processes of building intellectual abilities, attitudes, and positive habits that are instilled through direct and indirect examples, in addition to training conversations with parents as the driving force.

Devito (2010) argues that family communication is an organization that uses words, movements, voice intonation and actions to create expectations for images, expressions of feelings and mutual understanding. Communication in the family can also be interpreted as a readiness to talk openly with everyone in the family about pleasant and unpleasant things. Parental communication in meeting children's educational needs also has positive consequences for solving problems in the family, although sometimes they have to go through conflict. The involvement of parents in the development of their children is an absolute obligation (Sujarwo et al., 2021). This is very important because the factors that influence the development of children are the environment, including the family environment (Umek, 2021). In addition, children need the role of adults in developing their competencies (Batic & Lebar Kac, 2020).

Education has a connection with human issues so the process of humanizing through conversation certainly requires harmony between the head, heart, and hands. Because the learning process is a humanization process, conversations related to school, responsibilities, attitudes, and habits are an iterative communication process, patterned into a way of life that is abstracted in a concrete form. Analysis of social interactions between mothers and fathers found that their daily conversations were about children's learning needs and how their children go through their daily learning at home and at school. Even fathers in the presence of children do not have a direct influence on children's learning motivation, hopes or aspirations to learn when compared to

mothers. A father for marginal families has more specific tasks in school activities, such as if the school brings parents in to discuss learning progress, taking report cards, and taking responsibility if there are problems with children or matters relating to the child's academic needs.

However, awareness of communication becomes more effective when the interaction occurs in patience, honesty, and openness. This condition is not impossible for marginalized families. A mother in communicating the educational needs of her children to her father becomes a clear facilitator of cooperation, where openness is absolutely realized because of the limitations that must be faced together. In addition, good communication is understood as a process of delivering messages and ideas in building a spirit of cooperation between parents and children. Regarding the effectiveness of children's communication with other family members, Hanum et al. (2013) stated that in a bad family environment, love, care, and warm relationships are a great contribution in positively shaping children's personalities.

Communication with parents and society, even with all the complexities of content and strategies attached to it, are very important for children. Communication of educational information from family and community members can promote children's growth and character development. Such educational conversations can take the form of parent-child or mother-child in the context of character development carried out by combining exemplary behavior, engagement, and two-way communication. Parents have a critical role in instilling character education in their children. Positive parenting and agreeableness are thought to have important effects on parental involvement in their children's character education, which is mediated by religion.

There was a strong association between (1) positive parenting and agreeableness in parental engagement, (2) religiosity served as a mediator of this relationship, and (3) religiosity served as a greater mediator of agreeableness than positive engagement. It was determined that without religiosity as a mediator, the relationship between agreeableness and parental engagement would not be developed (Diana et al., 2021). Finally, the terminology of the No Child Left Behind Act through the Education for All (EFA) program, education for all, implies that no child should lose the opportunity to read, learn math, art, literature, develop critical thinking and acquire life skills. Quality education is a basic need for school aged children to learn, develop one's potential, and become a responsible member of society.

CONCLUSION

Humanizing process by inculcating a system of knowledge, values, attitudes and basic skills can be completed through formal educational institutions such as schools and parents in a specific social environment, such as those described in this paper (densely populated settlements, found on riverbanks or suburbs). The process cannot be separated from the role of parents, functions, home atmosphere, socio-economic conditions, peers, mass media, and living environment that contribute to the continuing education process in families and schools. The involvement of parents in the educational needs of children in schools, however, tends to be not optimal, which is directly related to children's activities at school and helps in curricular and extracurricular activities organized by the school. Instead, participation in matters of the development and quality of learning support tends to be not optimal. The configuration of education for marginalized children is formed through a process of interaction and communication between parents and children in daily life as a form of parental involvement in meeting the educational needs of children, especially among marginal families. The pattern of the two processes between parents and children occur interactively through language as a symbol of education and in conversations that are heard, imitated and internalized in the form behavior in social environments. The conversations that children listen to intentionally or unintentionally, have shaped their minds which further develop their lives, responsibilities and knowledge.

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