



Case Study of Parental Involvement in PAUD Program in TK IPPA Nurul Haq

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Received: 24 June 2022; Revised: 18 October 2022; Accepted: 14 November 2022

Abstract: Parental involvement is parental support for children which has a significant impact on children's learning, academic skills, motivation, and self-esteem. This study aims to determine and describe the involvement of parents in the ECE program at TK IPPA Nurul Haq. The research uses a case study qualitative approach. The research subjects were 8 parents and 1 teacher. Data were collected using interviews, observation, and documentation, and analyzed using Miles and Huberman's interactive analysis. The results showed 1) parental involvement in the form of parenting, communication, volunteering, learning at home, decision making, and collaboration with the community; 2) Factors supporting involvement include awareness and friendly attitude of the school; while the barriers are also awareness and busyness; 3) The benefits of involvement are that parents promote schools, get information on children's development achievements, increase children's motivation and learning achievements; 4) Schools have made various efforts to increase parental involvement in TK IPPA Nurul Haq. It is hoped that in the future, teachers can improve good communication and cooperation, so that more parents will be involved in the early childhood program; because in the end this involvement will have a good impact on children and schools.

Keywords: parent's involvement, ECE Program, kindergarten

How to Cite: Widaningtyas, L., (2022). Case Study of Parental Involvement in PAUD Programs in TK IPPA Nurul Haq. *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)*, 9(2), 175-190. doi: <https://doi.org/10.21831/jppm.v9i2.32695>



Introduction

Early childhood is an important period in the phase of a child's life or is referred to as the "golden age". The golden age is a golden period in which all aspects of child development including the development of moral, physical, cognitive, language, social-emotional and artistic values develop rapidly. So that at this time it is necessary to provide proper stimulation from parents and teachers in kindergarten. Parents are the first educators in the family who are fully responsible for their children, including in the field of education (Mumpuniarti, Sukinah, & Pujaningsih, 2017). Children start learning at home long before they are in kindergarten classrooms, so parents play an important role in early childhood education (Bierman, 2017).

Early Childhood Education is an educational unit aimed at children from birth up to the age of six that is designed to support children's growth, development and learning. (Akbari & McCuaig, 2014). To provide education to early childhood, most parents enroll their children in non-formal (KB and SPS) and formal (TK and RA) early childhood education institutions.

The implementation of early childhood education requires the involvement and participation of both parents and the community with preschool and kindergarten institutions



in implementing learning programs and school programs. So that the role of parents in educating children is not only at home, but parents also need to be involved in children's education programs at school. Parental involvement is operationally defined as parents' aspirations for their children's academic achievement, communication between parents and their children about education and school matters, participation of parents in school activities, communication between parents and teachers about their children, and parental supervision at home (Fan, W., Williams & Wolters, 2012); (McDowell, Jack, & Compton, 2018).

Kindergarten parents need to establish a relationship to achieve a successful school program. According to (Wortham, 2013), school quality can be seen from the relationship that is fostered between schools and parents. Parents and school, both are inseparable and need each other. Schools need parental involvement to help promote schools and obtain suggestions and criticisms to evaluate school programs and plan other school programs. Meanwhile, parents need schools to assist them in providing educational programs that cannot be given by parents at home to their children. The (OECD, 2010) argues that ECEC services must recognize the right of mothers and fathers to receive information, comment on, and participate in important decisions regarding their children.

Research has shown that parental involvement in early childhood education services can improve children's achievement and adaptation (Nitecki, 2015). But the facts on the ground, parental involvement in early childhood education programs in kindergartens is relatively low. This is based on the results of observations made by Prabhawani at Sedyorukun Kindergarten in (Oktavianingsih, 2018), it was found that parental involvement was limited to student guardian meetings where parents were asked for funds for tuition fees for study tour activities. Parents' involvement in other school programs has not been maximized. Then a survey conducted by Oreo in collaboration with Ipsos in (Oktavianingsih, 2018), shows that 50% of students' parents in twenty countries, they entrust and leave their children to schools in providing education for their children. Parents are busy working and do not have time to aid and education for their children.

Welchons & McIntyre in (Malik, Khalid, Malik, & Asghar, 2021) suggests that low parental involvement in preschool institutions can lead to behavioral problems such as externalizing and internalizing behavior, bullying, hyperactivity, lack of attention, and autism. The appearance of these behaviors can disrupt a child's transition to kindergarten and hinder a child's future academic success. In line with Welchons & McIntyre, (Daniel, Wang, & Berthelsen, 2016) argues that it is during this period that it is very necessary to involve parents in school activities, because this involvement can improve children's behavior, attitudes, emotional management, well-being, and social abilities. . Furthermore, (Lara & Saracosti, 2019) in their research in Chile found that there were three categories of parental involvement, namely high, medium and low. Children of parents who have a high level of involvement also have higher academic achievement compared to parents who have a low level of involvement.

Oktavianingsih, (2018) also found that the impact of low parental involvement does not only affect children, but school programs are also affected, starting from the planning, implementation, to evaluation stages. The school really expects parents to be able to participate in deciding the program of activities for one year. If this involvement is lacking, only the school will decide, whereas this is contrary to the wishes of the school where parents are expected to be able to participate in this decision. Then in implementation, the impact is seen in the lack of funding, lack of human resource assistance, and the inadequacy of children's learning needs; whereas in the evaluation, the school did not get feedback and input from parents regarding the programs that had been implemented.

The low involvement of parents in school programs can be influenced by several factors. Puspitasari et al., (2021) states that the level of work activity and the level of education of parents are factors that cause low parental involvement in children's education. Parents who are busy working do not have time to review material that their children have learned at school. In line with Puspitasari, LaRocque in (McDowell et al., 2018) suggests that parents

depend on work for income. When parents take time off to be involved in school activities they fear that this will jeopardize their jobs. McDowell et al., (2018) expressed an opinion similar to LaRocque, that parents with low socioeconomic backgrounds are very dependent on work where parents' work schedules are very busy and do not allow them to be involved. Lower socioeconomic parents also lack resources such as money, labor to help, and transportation that is less reliable; In addition, parents can experience stress and mental health problems, which can have a negative impact on parents' self-perceptions and can indirectly affect parental involvement.

Then apart from the busyness of parents, (Puspitasari et al., 2021) also mentions that parents with low education feel a lack of knowledge about the material taught at school so these parents feel that education is the responsibility of the teacher at school. Agreeing with Puspitasari, (Froiland, Peterson, & Davison, 2013) found that parents with a good level of education were far more involved in their children's school activities. Unlike the previous opinion, (Diadha, 2015) suggests that this low parental involvement can be influenced by parental beliefs and perceptions. Parents have the notion that they are needed by the school only when problems occur and there is "something" that the school wants. Then if the parents comply with the school invitation, but the parents feel that they are not valued, the parents will withdraw because they feel that they are not meant to be in that place.

Kindergarten Nurul Haq participates in involving parents of students in their school activities. Nurul Haq Kindergarten is an Islamic kindergarten which has a program to provide intellectual and religiosity foundations adapted to the Al-Qur'an and Hadith. Teachers at TK IPPA Nurul Haq understand that they will not be successful in providing education for their students without the intervention or involvement of parents. At the beginning of the semester, a parent-parent meeting is held to discuss the design of learning activities and school activities. Based on the problems described above, in this study the researchers wanted to know the forms of parental involvement in early childhood education programs in kindergartens. This study aims to understand and describe the forms of involvement of eight parents of students in an early childhood education program at a kindergarten, IPPA Nurul Haq Kindergarten, in greater depth.

Method

Types of research

This study uses a qualitative approach. The research method used in this study is a case study. Through a qualitative approach, it can provide a fact-based description of the forms of parental involvement in early childhood education programs in kindergartens and analyze the data obtained. This is done to obtain meaningful and in-depth information about the forms of parental involvement in early childhood programs in kindergartens, the benefits derived from parental involvement, the school's efforts to involve parents and the factors that influence this involvement.

Time and Place of Research

The research was conducted at Nurul Haq IPPA Kindergarten which is located at Jl. KRT Kertodiningrat No. 24, Karangtengah Kidul, Margosari, Pengasih, Kulon Progo and at the home of the research subjects. This research was conducted for one month starting in March and ending in April 2020.

Research Subject

The research subjects in this study were eight parents of students and one teacher from Nurul Haq IPPA Kindergarten. The research subjects from the parents were selected using a purposive sampling technique. The parents selected as the research sample are parents who

are always involved in school programs; while one teacher who was selected was the teacher who served as the principal of the school.

Research procedure

Data collection is done through interviews, observation, and documentation. Observations in this study are non-participant observations where researchers are only observers. This study used semi-structured interviews where these interviews were freer and allowed researchers to develop questions according to the answers given by the research subjects.

The stages of the research carried out were compiling a research design, choosing subjects to study, and carrying out research in the field. When carrying out the research, the researcher establishes a relationship with the research subject to build familiarity and make an agreement regarding the design of the interview schedule. Researchers also made observations related to the form of parental involvement in the PAUD program at IPPA Nurul Haq Kindergarten where the children of the research subjects attended school.

Data, Instruments, and Data Collection Techniques

The research data were obtained from eight students' parents and one teacher. Primary data were obtained from interviews and observations in the form of interview notes and observation notes. Then secondary data was obtained from school documents, including parent contact books and lists of parents present when there were activities at school.

This study uses collection techniques through interviews, observation, and documentation. Interviews were conducted with parents and teachers at the IPPA Nurul Haq Kindergarten and at the parents' homes to gather information about the involvement of parents of students in IPPA Nurul Haq Kindergarten schools, including forms of parental involvement in school programs, factors that influence the level of involvement them, the benefits obtained by parents, children and the school, and the efforts made by the school to involve parents in school programs. Then observations were made to obtain data to support the results of interviews with parents regarding the forms of parental involvement in school programs.

The documentation carried out in this study was to collect secondary data to support the data obtained from the parents of students, namely in the form of a parent contact book, a list of parents' attendance in attending school activities. This research is qualitative research, so the instrument in this research is the researcher himself. When collecting data, researchers used interview and observation guides to assist in collecting data.

Data analysis technique

The data analysis technique used is interactive analysis from Miles and Huberman. There are three steps in analyzing data, namely data reduction, data presentation, and drawing conclusions. The data reduction process in this study was carried out by selecting relevant data obtained from interviews, observations, and documentation regarding the forms of parental involvement in early childhood education programs at TK IPPA Nurul Haq.

The second stage is the presentation of data. Presentation of data on the results of this study is presented in the form of a narrative. Then the last stage is drawing conclusions. Researchers compare and connect the data obtained in the study and then draw conclusions from the data to be an answer to a problem.

Results and Discussion

IPPA Nurul Haq Kindergarten was founded on July 1 2003 under the auspices of the Nurul Haq foundation which is located in Karangtengah Kidul, Margosari, Pengasih, Kulon Progo. The establishment of IPPA Nurul Haq Kindergarten was based on the ideas of community leaders in the Karangtengah Kidul Hamlet about the need for early childhood education institutions in the hamlet. Nurul Haq IPPA Kindergarten has various programs, and one of its advantages is Duha prayer, congregational midday prayer, memorization of short letters and hadiths, and Islamic boarding schools at the end of each semester.

The results of the research that has been conducted consist of the forms of parental involvement in the PAUD program, the factors that influence parental involvement in the PAUD program, the benefits of parental involvement in the PAUD program, and the school's efforts to encourage the involvement of parents in the PAUD program. preschool program.

Forms of Parental Involvement in the PAUD Program

Parent involvement has become very important in successful children's education. The activities showing parent involvement can not be separated from lifelong education (Sujarwo, Kusumawardani, Prasetyo, & Herwin, 2021)(Septiarti, S., Hanum, F., Suadirman, S., & Kusumawardani, 2022). Evidence-based research shows three dimensions of parental involvement in supporting positive learning outcomes, including parenting, the home-school relationship and responsibility for learning outcomes (Kurtulmus, 2016). However, the forms of parental involvement in the early childhood program are not limited to that, but there are several other forms of involvement.

Based on the results of interviews, observations, and documentation that have been carried out with parents of students, data is obtained that Nurul Haq IPPA Kindergarten has sought forms of parental involvement as stated by Epstein (Nitecki, 2015) including parenting activities, communication, volunteering, home study, decision making, and collaborating with local communities.

a. Parenting

Learning activities for early childhood should have harmony between learning carried out at school and at home, so parenting activities are needed. Parenting is an activity of providing information to parents regarding child development, child health, parenting skills, and home conditions that can support children's learning as students (Guerra & Nelson, 2013); (Bunujevac & Durisic, 2017).

Parenting activities are activities that are often carried out and addressed to parents of students at IPPA Nurul Haq Kindergarten. First, at IPPA Nurul Haq Kindergarten, at the time of admission of new students, every parent who will register their child is always given a registration form. In addition to containing the child's and parents' personal data, the blank contains several questions related to the child on the second page, such as children's language, bedtime habits, children's food, illnesses suffered, dietary restrictions, and other special needs of children. Based on this question, the teacher who receives the parents will also ask directly about the actions that have been taken at home to overcome them. Parents' answers in this case are very necessary and can help teachers serve children at school. As stated by one parent:

When registering, you were given a blank and there were questions on the second page. My son often has tantrums at home, he also hits him if he doesn't get what he wants. So, I wrote this down in a blank so that the teacher wouldn't be surprised at school either. Then the teacher read it, then asked what my actions were when the child had a tantrum.

The teacher's actions at IPPA Nurul Haq Kindergarten are in line with the results of research found by (Puspitasari et al., 2021) a kindergarten in South Lampung, where parents at

the school were given a questionnaire by the school to identify children's needs and expectations from parents. The results of the questionnaire are then used as an evaluation.

Next, at the start of the new school year, IPPA Nurul Haq Kindergarten held a parenting meeting with parents of students to discuss school programs and learning programs. This is what parents have said:

Usually during semester breaks or when children have entered after school introductions, parents are given an invitation to meet. The meeting usually contains the delivery of school program plans, activities to be carried out in that semester. Then if the plan has been submitted by the school principal, parents are always asked for their opinion.

The purpose of holding it at the beginning of the semester is to get various opinions and input from parents for schools to develop and evaluate school programs and learning programs. This is in line with (Oktavianingsih, 2018)'s opinion that parents need their participation in the planning stage. This planning stage is the stage where the teacher together with parents designs activities to be carried out in the school for one school year. If parents cannot participate, then parents will feel at a loss because the activity decision is only decided by the school.

Then parenting activities at Nurul Haq IPPA Kindergarten were also carried out by bringing in experts in accordance with the parenting theme to be carried out. In line with the opinion of (Morrison, 2012), that parenting can present competent experts in fields that are in accordance with the parenting theme chosen by the school. The parenting experts or presenters brought in included kindergarten supervisors from the Kulon Progo Education Office, student guardians who work as lecturers from a private university in Kulon Progo, and psychologists from the Yogyakarta Bina Potential Institute of Psychology. The material presented in parenting at that time was related to educating early childhood in the digital era, how to keep children's teeth clean and healthy, as well as the role of parents in developing aspects of early childhood development.

In the past, there were mothers and fathers from the service who provided parenting material, but I forgot what the exact title was, but the point is that currently there are lots of children playing on cellphones. So, here are the ways to keep the child from being addicted to cellphones.

The materials presented in parenting activities are intended to provide understanding, knowledge, and skills to parents of students at IPPA Nurul Haq Kindergarten. This is in line with the parenting goals put forward by Epstein in (Scott, 2011) that the provision of material in parenting is intended to help parents understand child development and provide parenting skills to parents.

b. Communication

Communication can be done by parents with schools in various ways. First, the communication was built by the IPPA Kindergarten teacher Nurul Haq with the parents of the students by means of two-way communication when the parents drop off and pick up the children. When an event or event occurs, such as a child crying during learning activities or a child falling while playing, the teacher always communicates with parents when parents pick up children. In addition to conveying the incident, the teacher also conveys the actions or assistance he has done at the time of the incident. This is as stated by parents:

There is clear communication, what the children are doing at school only the teacher reports at the time of pick-up. Moreover, if an incident occurs, it is clear that it is always reported to us.

The communication that was carried out directly at the time of pick-up was in line with the actions taken by Ms. Beth in Nitecki's research findings (2015) in the United States where Ms. Beth immediately talked to parents at the time of pickup about the accident when the

child was on the toilet. Ms. Beth also conveyed the handling method carried out by her; then Ms. Beth also asked about how parents handled this when this happened at home.

Communication that is carried out at the time of pickup sometimes does not only discuss something or incidents that occur in the classroom or school. Several times the communication between parents and teachers also discussed matters outside the classroom, such as asking about parents' WA status and discussing other random things that were not related to children's behavior and learning activities in class. The teacher's attitude in inviting parents to communicate makes parents open and considers teachers like friends, so there is no visible level of teachers and parents. This is in line with (Nitecki, 2015) who argues that the teacher's attitude is the main element in building effective communication with parents so that open communication and meaningful relationships are formed.

The teacher is seen asking random things like WA status, asking if I went to this yesterday bun. Then he was seen asking relatives and neighbors who were acquaintances of the teacher, so the conversation just flowed. Parents look relaxed and engrossed in chatting with teachers.

Second, communication at IPPA Nurul Haq Kindergarten is not only done directly at the time of pick-up; but also, indirectly through whatsapp groups, private calls, and contact books. This technique is in line with the opinion of (Guerra & Nelson, 2013) that schools can inform parents about school events and individual child progress through report cards, notes, calls, e-mail, websites, bulletins, and parent-teacher conferences. Submission via the whatsapp group is an example of conveying information about learning activities and required materials so asking for help from parents to assist teachers in bringing the material. Then impromptu information such as information on when the child will return when the teacher needs a meeting, and information about an incident addressed to all parents. For example, as stated by one parent:

Once in a class group, the school principal shared that there were gangs in the class. But his son kept calling and being told. At that time, the soap opera Anak Langit was the era, right? Children followed the example of the gangs. Yes, this is also a lesson for guardians, they must be able to sort out shows on television.

Private calling techniques and the use of contact books are also used, but their use is not as frequent as WhatsApp groups. Personal calls are only made in urgent situations; while the liaison book looks like there is only one page containing information. The next page looks blank.

Parents are expected to respond to school-initiated communications and to contact the school when they need information, advice or want to tell the school about their child. Parents of students at IPPA Nurul Haq Kindergarten always share and ask for advice from teachers when they face problems in educating their children, usually this is done when parents pick them up at school. Then when the child is sick or not in the mood to go to school because of something, the parents also communicate with the class teacher when dropping off the child. Information about children's development is carried out every semester when parents take reports on children's learning outcomes. However, there are also parents who inquire about their child's development every month, either by meeting the class teacher directly or by sending WhatsApp messages.

Visits to children's homes were also carried out by IPPA Kindergarten teacher Nurul Haq. This is done when a child refuses to go to school, has problems at home (jealous of a newborn sibling) and doesn't go to school for a few days due to illness. During this visit, the teacher inquired and found out why children did not go to school by asking parents and children directly. This condition shows that teachers care about children and parents, as stated by Epstein in (Diadha, 2015) that home visits are a program to prove that teachers care about

and can understand parents and children, so that the hope is that parents will be more open and can also understand the teacher.

c. Voluntering

Volunteering is a form of parental involvement, in which schools recruit and ask parents to volunteer to support school programs and student activities (Guerra & Nelson, 2013); (Bunujevac & Durisic, 2017). Epstein in (Nitecki, 2015) explains that in volunteering, parents can become tutors or teacher assistants in classroom learning or volunteer for schools. This is slightly different from what was done at the IPPA Nurul Haq Kindergarten. At the closing of the year, there was one guardian who worked as a lecturer. The guardian gave a material related to how to clean yourself. When delivering the material, the student's guardian is not only alone but also together with several of his students. The children enjoyed listening to the explanations from the parents and seeing the short drama about the material presented by the students.

There used to be a student guardian here who worked as a lecturer. He asked the school principal if it was okay when the year was closed, I would take part in activities by presenting material. The school principal was happy and open, that it was very permissible and realized at the closing of the year.

Next IPPA Nurul Haq Kindergarten recruited parents of students to volunteer in various activities, including Islamic boarding school activities, pilgrimage rituals, sponsorship for orphans, swimming, Islamic religious education festivals, village merti commemorations, field trips, recreation, end-ussanah activities, closing the year, and promoting the IPPA Nurul Haq Kindergarten to the community around the kindergarten and parents' homes. Islamic boarding school activities, pilgrimage rituals, swimming, field trips, and recreation, parents are asked to help condition children, accompany children during activities, and prepare food for children.

When there are Islamic boarding school activities or activities outside of school, there are usually several guardians who are asked for help by the teachers to help. Once they were asked for help with transportation, there were several guardians who had cars. But often being asked to help condition children is the same as helping to serve children's snacks.

Then the parents help in designing and preparing the show plan and all the equipment for the children in the Islamic religious education festival. As well as parents of students to participate in performing dances in commemorating Merti village of Margosari. At the end of the school year and at the end of the year, the school asked the parents of each class to perform a performance, such as singing and dancing.

The parents actually looked more enthusiastic than their children. They practice dancing almost every day for the parents' performances, and also bring all kinds of tools and materials to make props.

Parents of students also helped in promoting the school as evidenced by the large number of applicants who received information about TK IPPA Nurul Haq from parents of TK IPPA Nurul Haq. Volunteering makes parents' involvement more active in school programs.

d. Study at home

Learning activities for early childhood are not only carried out at school but also at home, so there needs to be harmony between learning at school and at home. This is as stated by (Nitecki, 2015), that the existence of learning assistance provided by parents at home and alignment with what has been learned at school will make children better and stronger in learning something. Durisic & Bunijevac, (2017) stated that schools can provide ideas and information to parents about how teachers help children with homework and activities related to the school curriculum. The teacher at IPPA Nurul Haq Kindergarten has provided a report on the child's learning outcomes and information on the activities studied at school that day. Through this information, parents try to review what their children have learned at school and

practice it again at home with parental guidance. With the repetition of material at home, the teacher hopes that children will increase their abilities and become more meaningful.

When picking up the teacher, the teacher sometimes said that at school she was learning how to make origami, but the child was still having trouble. Then the teacher ordered that later at home try to make it again with mom or dad, okay? So at home, my child asked again to try so I first saw the results that had been made and then I tried to understand and teach my child.

Furthermore, parents also guide and monitor children in carrying out worship activities. Religious learning at IPPA Nurul Haq Kindergarten includes dhuha prayers, reading iqro', memorizing short letters, daily prayers, short hadiths, and congregational midday prayers. The teacher always advises children every day that prayer is not only done at school. Prayers are five times starting from dawn, midday, asr, maghrib and evening prayers. When at home, children are asked to continue to pray with their parents. The next day, the teacher will ask "who did the dawn prayer with his father or mother this morning?"

The teacher always tells the children, especially during the school holidays. Don't forget to pray at home friends too. You can pray together with your father and mother, but you can also pray alone. My friends at school can also read prayer readings, so that's also practiced at home, right?

Not only praying, but children are also asked to learn the Koran at home. This is especially true for children who repeat frequently or don't turn pages. Teachers usually advise children to study the Koran with their parents at home so that children can move on to the next page. This message is conveyed when the child has finished reciting the Koran with the teacher and is also conveyed to parents when picking up the child.

The teacher was seen talking to one of the parents and said "Ms. A has recited it until tho' but for several days it has been repeated because Ms. A always mentions it tha. Then the mother replied that it was like that at home even though she had been told ". Then you can see the teacher telling the children to try saying tho' so they can continue to the next page.

In line with the opinion of (Bunujevac & Durisic, 2017), through learning activities at home, both learning motoric, cognitive, and artistic aspects as well as learning to worship everyday, this makes parents aware of the learning curriculum used in schools and also produce a school-oriented family.

e. Decision-making

The form of parental involvement in decision-making is involving parents of students in making school decisions by gathering parents' voices and opinions to achieve school goals (Bunujevac & Durisic, 2017). Decision making at TK IPPA Nurul Haq is carried out through joint deliberations to reach consensus.

IPPA Kindergarten Nurul Haq gave invitations to meetings and gathered parents of students to discuss recreational activities, closing the year, and school participation in commemorating village mertti activities. There was a gathering of parents through invitations to this meeting because the teachers felt that parents were very important to the school and had the right to participate in making decisions. This is in line with (Diadha, 2015) that the purpose of involving parents in decision making is to show a sense of ownership that parents are also owners of the school where their children study. First of all the school gives an explanation in advance about the activity plan and then invites all parents to provide input and responses. When the selection of recreation places and the time of recreation is carried out by voting the most votes.

Usually during recreational meetings and when the year closes, it's voting. So the school itself is sometimes given several choices, then parents are given the time and opportunity to choose. Parents were also given the opportunity to express their opinion if they felt it was inappropriate.

Then the school's participation in commemorating Merti Desa activities, the school empowers parents of students. The activity plan, tools and materials were designed and prepared by the students' parents. So that in planning recreational activities, closing the year, and merti desa are not only the business and rights of the school but parents also participate in making decisions. Involving parents in decision making at TK IPPA Nurul Haq is in line with the opinion of (Ihmeideh, Alflasi, Al-Maadadi, Coughlin, & Al-Thani, 2020) that schools need to work with parents to make effective decisions and involve all parents in making significant decisions. Parents and schools need to build trust and a mutually beneficial partnership.

f. Collaborating with the Community

Epstein in (Ihmeideh et al., 2020) explains that collaboration with the community is identifying and integrating resources and services from the community to strengthen school programs and foster shared responsibility for children. Kindergarten parents and teachers work closely with the local community. This is done because schools, children and parents are part of the community.

The involvement of the local community in the Nurul Haq IPPA Kindergarten school program included the peak theme activities, Islamic boarding schools, the distribution of zakat fitrah, and the Akhirussanah program. Topic activities such as the theme of animals, plants, my environment, and work. The children were invited to take a walk to a local resident's house which has stables and animals such as cows and goats. Then went to the rice fields and teak gardens around the kindergarten to introduce the rice fields and teak trees directly, then visited the homes of residents who have businesses making tempeh and cassava chips, as well as residents who are tailors. At the time of the gathering, the teacher asked for help from the residents to provide explanations and direct practice to the children.

Usually on a certain theme the children are invited to go to the environment around the kindergarten. Like going to the houses of residents who have stables, feeding the cows in the stables. Then once the children were invited to see directly the making of tempe at the tempe seller's place.

Next, the school also invites the surrounding community to take part in and participate in helping smooth the activities of the Islamic boarding school, distributing zakat fitrah for the less fortunate, and inviting the public to take part in the recitation of the Akhirussanah activities.

Factors Influencing Parental Involvement in PAUD Programs

Parents' involvement in the PAUD program at IPPA Nurul Haq Kindergarten has been running, but based on the interviews that have been conducted, it is known that not all parents can be actively involved in the PAUD program. This can be influenced by various factors, both supporting and hindering the engagement process. Several factors supporting the involvement of parents in the PAUD program at TK IPPA Nurul Haq include the awareness of parents about the importance of being involved in educational programs for their children both at home and at school. Parents feel happy if they can provide learning and continue habituation at home in accordance with the learning and habituation that has been done at school. In addition, they feel proud if they can contribute to IPPA Nurul Haq Kindergarten in various activity programs. This is very different from Diadha's findings (2015) that in his findings, there are parents who feel unhappy when the school needs them. Parents at IPPA Nurul Haq Kindergarten actually felt happy to be involved even though there was "something" namely the assistance of personnel needed to support the school program.

However, not all parents have the same awareness of the importance of being involved in the school program, there are several parents at IPPA Nurul Haq Kindergarten who are not so aware. There are some parents who only attend parenting meetings, and provide home learning for their children, but do not take part in other forms of involvement. This is in

accordance with the opinion of (Hornby, 2011), that parental awareness in program involvement is not only a supporting factor but can also hinder this involvement.

The attitude of the principal and teachers who are open, friendly, and trusting to every parent of students at IPPA Nurul Haq Kindergarten also makes this a supporting factor for parental involvement in the PAUD program. Teachers who are friendly and appreciate every form of parental involvement make them happy to be willing to be actively involved in the school program at IPPA Nurul Haq Kindergarten. This can be seen clearly in the involvement of parents when volunteering for every activity at IPPA Nurul Haq Kindergarten, such as when IPPA Nurul Haq Kindergarten took part in holding an Islamic religious education festival in Yogyakarta and commemorating Margosari village meriti. Parents are willing to help the school to prepare various needs and decorate the tools used by children. This is in line with (Diadha, 2015), that the open and friendly attitude given by the teacher and the trust in parents makes parents happy to be involved in school programs; whereas if parents feel unappreciated then they will be reluctant to get involved. Halgunseth, (2009) also argues that parents' feelings, where they feel valued and accepted, come from a friendly environment built by teachers to parents.

Meanwhile, the inhibiting factor for parental involvement in the PAUD program at TK IPPA Nurul Haq is the lack of time for parents to be involved in the PAUD program at TK IPPA Nurul Haq. This is because almost half of the parents of students at TK IPPA Nurul Haq are working, so they have less time to be involved in school programs. When there is a parenting and parenting meeting for parents who are both working, they find out the results of the meeting and parenting through information provided by the IPPA Kindergarten principal Nurul Haq which was sent to the parents' WhatsApp group. This is in line with the opinion of (Puspitasari et al., 2021) that the lack of time and commitment of parents to work causes parents to not have time to review material that children learn at school and are less involved in other school programs.

Next, as already mentioned in the supporting factors section, that according to (Hornby, 2011), parental awareness can also be an inhibiting factor for parental involvement in PAUD programs at schools. There are mothers of children who do not work and are only housewives, but their involvement and contribution to volunteering in the school program at TK IPPA Nurul Haq is still low.

Benefits of Parental Involvement in PAUD Programs

Based on the results of the interviews, the involvement of parents in the PAUD program is not only beneficial for schools, but also for parents and children. The benefits that schools get from parental involvement include parents helping to promote Nurul Haq IPPA Kindergarten to relatives and neighbors, teachers at school get information about the characteristics of children's development at home so that they can assist teachers in adjusting appropriate learning activities. This is in line with (Nugraha & Rachmawati, 2021), that the information provided by parents regarding the characteristics of children can provide convenience for teachers in conducting learning. Through the involvement of parents in the early childhood program, schools also get various ideas and input in preparing school activity programs.

Parents stated that they received various benefits from their involvement in the PAUD program, including parents becoming more aware of the educational needs of their children, obtaining information about the achievements of every aspect of child development that had been achieved at school and being able to implement various interventions at home as prescribed. Already given at school. Parents feel what it's like to be a teacher and realize the importance of a teacher in education. In line with the opinion of Larocque, et al in (McDowell et al., 2018), that through involvement in school programs parents can develop positive

relationships and attitudes towards teachers. In addition, parents become more creative in providing learning for their children. Coleman, (2012) also states that this involvement can foster and train parents' creativity in providing learning and supporting aspects of children's development so that they can develop optimally.

Then children also benefit from the involvement of parents in the PAUD program, namely the child's motivation to go to school increases. Parents say that their child is excited to go to school when his mother participates in school activities. Agree with Hiatt & Michael in (McDowell et al., 2018) that children have few problems related to absence. Furthermore, learning achievement and various aspects of child development can increase. This is because parents also review and provide learning as has been given at school so that harmony occurs and improves learning achievement and child development achievements. In line with the opinion of Brody, et al in (McDowell et al., 2018) that increasing parental involvement contributes to improving social skills and children's ability to manage and regulate their behavior. Then Grolnick & Slowiaczek in (McDowell et al., 2018) added that cross-sectional and longitudinal studies consistently show that parental involvement is also associated with increased development of language and math skills that support academic success in early childhood.

Efforts Made by Schools to Seek Parental Involvement in the PAUD Program

Parental involvement is recognized by parents and teachers as significantly important for children's educational development and is a predictor of educational success for their children. The inhibiting factors that have been stated above show that not all parents of students at IPPA Nurul Haq Kindergarten can be involved in various forms of parental involvement in the PAUD program at school. So that various efforts are needed that must be made by principals and teachers at IPPA Nurul Haq Kindergarten to seek and increase parental involvement so that they can be actively involved in the PAUD program at school.

Based on the data that was obtained during the data collection stage, the following are various efforts that have been made by the principal and teachers at IPPA Nurul Haq Kindergarten to seek and increase parental involvement, including establishing open communication and doing it as often as possible. The principal and teachers at IPPA Kindergarten always communicated directly or indirectly.

Direct communication is carried out by the school principal and teacher every time parents drop off and pick up their children, whether it's just greeting, asking about something, or providing information. In line with the opinion of Schweinhart and Weikart in the (OECD, 2010) that the frequent frequency of communication between parents and the school has a positive impact on the quality of care and protection provided by the school to children. Then indirect communication is carried out through invitations that are entrusted to children, verbal messages conveyed by the school principal to children when the children line up for the morning assembly and messages sent by the school principal in the WhatsApp group of parents.

Furthermore, the school provides a friendly and open environment to every parent. When parents drop off and pick up their children, the teachers and principal of TK IPPA Nurul Haq always greet the parents. When parents consult about children's developmental achievements, teachers patiently and openly explain to parents about children's development and learning outcomes. So that parents feel very comfortable discussing and chatting with teachers and principals at IPPA Nurul Haq Kindergarten. The relationship between the principal, teachers and parents of students is very close and parents consider it like family. In accordance with the opinion of (Halgunseth, 2009) above, that when schools build a friendly environment for parents, at that time parents feel respected and valued. So that in IPPA Nurul

Haq Kindergarten, the closeness and relationship between the principal, teachers, and parents should be like family.

Then, the IPPA Kindergarten principal and teacher Nurul Haq involved parents in making decisions related to their child's education and school programs such as field trips, recreation, and closing the year. Weiss, et al in (Halgunseth, 2009) suggest that it is important for schools to involve parents in making decisions related to children's education and school programs. The school also provides opportunities for parents of IPPA Nurul Haq Kindergarten students to express aspirations and input from parents freely and openly. Parents at IPPA Nurul Haq Kindergarten can express their aspirations by meeting directly with the school principal or teachers, you can also send private messages or call the school principal via WhatsApp. This is in accordance with the opinion of Fan & Chen in (OECD, 2010), that principals and teachers need to communicate with parents about their aspirations. This activity needs to be done because parents' aspirations are related to children's achievements.

Principals and teachers also realize that many parents work every day, so they cannot be actively involved in various forms of school programs. To hold parenting and parenting meetings, the principal needs to find the right time and day so that parents of students at IPPA Nurul Haq Kindergarten can take part in these activities. Usually at IPPA Nurul Haq Kindergarten, parenting and parenting meetings are held on Saturdays, where parents are off work so they can attend activities. This is in accordance with the opinion of (Patmonodewo, 2003), that school principals need to pay attention to time so parents can take their time to participate in activities so as to achieve successful collaboration between schools and parents.

Conclusion

Forms of parental involvement in the PAUD program at IPPA Nurul Haq Kindergarten include parenting, communication, volunteer activities, home study, decision making, and collaborating with the community. Then the involvement of parents in the PAUD program at TK IPPA can be influenced by several factors, both supporting and hindering. Supporting factors include parents' awareness to be involved in PAUD programs both at home and at school and the attitude of school principals and teachers who are open, friendly, and trusting of every parent. While the inhibiting factor is the lack of time for parents because of busy work and low awareness of parents. The benefits derived from parental involvement in school are not only felt by the school, but parents and children also feel it. Parents help schools in promoting Nurul Haq IPPA Kindergarten, parents get information about achievement aspects of child development, motivation, learning achievement, and achievement aspects of child development can increase and develop optimally. Various attempts were made by the principal and teachers at IPPA Nurul Haq Kindergarten to seek parental involvement. Efforts that have been made include establishing open and frequent communication with parents, providing a friendly and open environment with every parent, involving other parents. parents in making decisions related to school programs, giving freedom to parents to express their aspirations, and choosing the right time so that parents can be involved in various school programs.

Based on the results of the research, it is suggested that IPPA Nurul Haq Kindergarten continue to strive for and increase the involvement of parents in the PAUD program at Nurul Haq IPPA Kindergarten. Then parents are expected to remain active and increase awareness for parents of students who have not been proactive to be involved in early childhood programs at schools so that school and learning programs can be better and more advanced.

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