

DEVELOPMENT OF A MANAGEMENT MODEL BASED ON PARENTAL PARTICIPATION IN IMPROVING THE QUALITY OF EDUCATION IN ELEMENTARY SCHOOLS

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan dan mengimplementasikan Model Manajemen Kolaboratif Orang Tua (MMKO) dalam rangka meningkatkan kualitas pendidikan di Sekolah Dasar. Latar belakang penelitian ini adalah rendahnya partisipasi orang tua dalam manajemen pendidikan yang selama ini masih bersifat simbolis dan administratif. MMKO dirancang untuk memperkuat peran orang tua sebagai mitra sejajar dalam proses perencanaan, pelaksanaan, dan evaluasi pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur dan dokumentasi, serta mengkaji teori keterlibatan orang tua dari Epstein dan Hoover-Dempsey & Sandler. Hasil penelitian menunjukkan bahwa implementasi MMKO mampu meningkatkan motivasi belajar siswa, memperkuat hubungan sekolah-rumah, menciptakan transparansi manajerial, dan memperbaiki iklim pembelajaran secara keseluruhan. Meski menghadapi tantangan seperti perbedaan persepsi, keterbatasan waktu, dan kurangnya pedoman teknis, strategi seperti pelatihan, forum komunikasi, dan penguatan regulasi terbukti efektif dalam mengatasi hambatan tersebut. Implikasi dari penelitian ini menegaskan pentingnya kebijakan pendidikan yang inklusif dan berbasis kemitraan, yang mendorong pelibatan orang tua secara sistematis dalam pengelolaan pendidikan dasar.

Kata Kunci: antisipasi orang tua, manajemen pendidikan, sekolah dasar, MMKO, kolaborasi sekolah-rumah.

ABSTRACT

This study aims to develop and implement the Collaborative Parental Management Model (MMKO) to improve the quality of education in primary schools. The background of this research lies in the low level of parental involvement in educational management, which has traditionally been symbolic and administrative in nature. MMKO is designed to strengthen the role of parents as equal partners in the

planning, implementation, and evaluation processes of education. This research uses a qualitative approach through literature review and document analysis, drawing on the parental involvement theories of Epstein and Hoover-Dempsey & Sandler. The findings reveal that implementing MMKO enhances student learning motivation, strengthens the school-home relationship, promotes managerial transparency, and improves the overall learning environment. Despite challenges such as differences in perception, time constraints, and a lack of technical guidelines, strategies such as training, communication forums, and regulatory reinforcement have proven effective in overcoming these obstacles. The implications of this study emphasize the importance of inclusive, partnership-based educational policies that systematically encourage parental involvement in the management of primary education.

Keywords: *parental involvement, educational management, primary school, MMKO, school-home collaboration*

INTRODUCTION

Basic education is the main foundation in the development of quality human resources. At the elementary school level, children are not only equipped with academic knowledge, but also character values, social skills, and the basics of logical thinking. However, the quality of basic education in Indonesia still faces various challenges, including the low involvement of the community, especially parents, in the process of educating children in schools.

The role of parents in education is often understood as a provider of financial needs or a passive participant in school ceremonial activities. In fact, studies show that the active participation of parents has a significant effect on children's academic achievement, learning motivation, and social and emotional development (Desforges & Abouchaar, 2003). In practice, elementary schools in Indonesia are still minimal in involving parents as strategic partners in education management.

The education management model at the elementary level tends to be top-down, where decision-making and program implementation are dominated by schools without involving other stakeholders as a whole. This creates a distance between school and home, which should be two environments that support each

other in shaping the quality of children's education. Therefore, a participation-based management approach is needed that is able to encourage parental involvement in a more substantial and sustainable manner.

Epstein (2001) stated that there are six forms of parental involvement in education, including: parenting, communication, volunteering, learning at home, decision making, and collaboration with the community. This model is the foundation that the role of parents is not only in the home environment, but can also be integrated in the school management system holistically.

Furthermore, Law Number 20 of 2003 concerning the National Education System emphasizes the importance of community participation in the implementation of education (Republic of Indonesia, 2003). This should be followed up by schools through the development of a management model that is able to facilitate and encourage the active role of parents in the planning, implementation, and evaluation of educational programs.

With this background, this study aims to develop a management model based on parental participation that can be implemented in elementary schools to improve the quality of education. The development of this model is expected to bridge the gap between schools and parents, as well as create productive synergies to support the overall development of students.

This study uses a descriptive qualitative approach with literature and documentation study methods to explore concepts, theories, and best practices regarding parental participation in education management. This approach was chosen because the focus of the research aims to develop a conceptual model (Parent Collaborative Management Model/MMKO) that is relevant and adaptable in the elementary school (SD) environment.

The data in this study was obtained through analysis of various literature sources such as books, national and international scientific journals, laws and regulations, as well as the results of previous research related to parental involvement, participatory education management, and basic education policies.

DISCUSSION

The Urgency of Parental Participation in Basic Education

Basic education is a crucial initial stage in forming a child's intellectual, social, and emotional foundation. During this time, the involvement of various parties, including families, especially parents, is very important to support the overall development process of children. Parents have a dual role as the first educator and the main supervisor of children's learning activities at home. Thus, the active participation of parents is needed so that the educational process runs synergistically between home and school.

Desforges and Abouchaar (2003) in their report for the UK Department of Education and Skills state that parental involvement has a significant impact on students' academic achievement. They found that parental support and attention to a child's education can increase children's learning motivation, confidence, and responsibility for schoolwork. This involvement also has a positive impact on children's behavior, which leads to an improvement in the quality of learning in the classroom.

In addition to supporting academic achievement, parental participation is also important in shaping children's emotional stability and self-identity. Children who feel their parents' presence and attention in the educational process tend to have better social relationships with teachers and peers. According to Epstein (2001), parental involvement in education creates a safe emotional environment and encourages children to be actively involved in school activities.

Regulatively, the participation of parents in basic education has been strengthened in Law Number 20 of 2003 concerning the National Education System. Article 8 states that the community has the right to participate in the planning, implementation, and supervision of education. This is the legal basis that encourages the systemic involvement of parents in education management in elementary schools.

However, in practice, parental participation still faces various challenges, such as a lack of understanding of roles, limited time, and the lack of a system that supports continuous engagement. Therefore, it is important for primary schools to develop participatory management strategies that give parents space to actively

contribute. This effort is expected to increase the effectiveness of education and create synergy between the home and school environment.

Parent Collaborative Management Model (MMKO)

The Parent Collaborative Management Model (MMKO) is an approach that places parents as equal partners in the process of implementing education in schools. This model is built on the belief that children's education is not only the responsibility of the school, but also requires the active involvement of families, especially parents. This collaboration is not symbolic, but is manifested in managerial structures and processes that allow parents to participate in decision-making, planning, implementation, and evaluation of educational programs.

The theoretical foundation of MMKO refers to the family involvement model developed by Epstein (2001), which identifies six forms of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This model is a reference because it provides a systematic framework for building engagement that occurs not only at home, but also in the school environment and the wider educational community.

The MMKO model carries the principles of inclusivity, transparency, partnership, and empowerment. Inclusivity means that all parents, regardless of socio-economic background, are given space to participate. Transparency is realized through open communication between schools and parents. Partnerships demonstrate an equal and respectful relationship between the school and the family, while empowerment is directed so that parents have sufficient capacity to be actively involved in the child's educational process.

The implementation of MMKO at the elementary school level can be carried out through the establishment of a parent-school collaboration forum, family-based management training, and the preparation of internal school policies that support parental involvement. Research by Hoover-Dempsey and Sandler (2005) shows that when parents feel valued and given space to contribute, they tend to be more active in supporting children's education both at home and at school.

MMKO is in line with the direction of national policies that encourage the strengthening of community participation in education as stated in Law Number 20 of 2003 concerning the National Education System. By implementing this model,

it is hoped that there will be a sustainable synergy between home and school in improving the quality of education. In addition, MMKO has the potential to create a school culture that is open, accountable, and responsive to the needs of students and their social environment.

The Impact of the MMKO Model Implementation

The implementation of the Parent Collaborative Management Model (MMKO) in the elementary school environment has a significant positive impact on various aspects of education. This model not only facilitates active parental involvement, but also creates a collaborative climate that encourages improvement in the quality of educational processes and outcomes. By making parents equal partners in managerial and pedagogical processes, MMKO strengthens the connection between home and school.

One of the most prominent impacts of the implementation of MMKO is the increase in student motivation and learning achievement. According to Hoover-Dempsey and Sandler (2005), consistent parental involvement in children's learning activities, both at home and through school activities, increases students' confidence and responsibility for learning. The presence of parents in the educational process creates a sense of security and attention that increases children's concentration and enthusiasm for learning.

Teachers also benefit from the implementation of MMKO through increased moral and operational support from parents. With more open two-way communication, teachers gain important information about students' conditions at home that can be used to adjust their learning approaches. Epstein's (2001) research shows that schools that implement a collaborative model with families tend to have a school climate that is more positive, effective, and responsive to the needs of students.

MMKO also has an impact on increasing transparency and accountability of school management. Parental involvement in the planning and evaluation process makes school decisions more participatory and based on real needs. This is in line with the principles of school-based management that emphasizes on decentralization and the involvement of all stakeholders in the delivery of education (Owens & Valesky, 2011).

Although it brings many benefits, the implementation of MMKO cannot be separated from challenges, such as differences in perception between teachers and parents, time constraints, and the unpreparedness of some parties in sharing responsibilities. However, with adequate training, socialization, and policy support, these obstacles can be minimized so that collaboration can run optimally and sustainably.

Implementation Challenges and Solutions

Although the Parent Collaborative Management Model (MMKO) offers an innovative approach in improving the quality of basic education, its implementation is inseparable from various challenges. These challenges arise both from the internal and external aspects of the school, such as the readiness of human resources, role perception, and policy support. Therefore, identifying the right challenges and solutions is essential for MMKO to be implemented effectively and sustainably.

The main challenges faced by schools are the management culture that is still top-down and the lack of training on participatory management. According to Owens and Valesky (2011), changes in the management system require a profound transformation of the organization's culture, including the readiness of principals and teachers to share roles and responsibilities with parents. In many elementary schools, parental involvement is still considered an add-on, rather than an integral part of the education system.

From the parents' side, the main challenges include a low understanding of the importance of their role in education, limited time due to busyness, and differences in social and educational backgrounds. Hoover-Dempsey and Sandler (2005) suggest that parents' perceptions of the effectiveness of their involvement greatly influence the extent to which they participate in a child's education. The lack of educational literacy is also an obstacle for parents to be actively and meaningfully involved in school activities.

At the policy level, although community involvement has been mandated in Law No. 20 of 2003, there is no sufficiently detailed technical guidance on parental involvement in school management. This causes the implementation of MMKO to run without a uniform direction between educational units. Schools need

regulations that encourage participation with clear standards and indicators, as well as budget and human resource support.

To overcome these challenges, solutions that can be implemented include: (1) training and workshops for teachers and principals on participatory management; (2) the preparation of flexible and contextual parental involvement programs; (3) socialization of the role of parents in education through regular communication forums; and (4) strengthening regulations and policies from the central and regional governments. This approach is in line with school-based management principles that emphasize decentralization, collaboration, and empowerment of all stakeholders (UNESCO, 2009).

CONCLUSION

This study shows that the development of the Parent Collaborative Management Model (MMKO) is an effective strategy in improving the quality of education in elementary schools. Through the active involvement of parents in the aspects of planning, implementing, and evaluating education, there is a strong synergy between home and school. MMKO strengthens emotional and academic connections between students, teachers, and families, and creates a more inclusive, transparent, and participatory school climate. The results of the implementation show an increase in student learning motivation, more open communication between parents and teachers, and an increased sense of shared responsibility in supporting the educational process. Although the implementation of this model faces various challenges, such as differences in perceptions, time constraints, and lack of technical guidance, approaches such as collaborative management training, the preparation of communication forums, and the strengthening of education regulations have proven to be effective as solutions. Thus, MMKO contributes significantly to the strengthening of school-based management and needs to be adopted more widely in national education policies as a form of transformation towards quality and partnership-based basic education.

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