

**DUAL-MODE PARENT INVOLVEMENT AND GOOD
GOVERNANCE AT SCHOOL**

Subject Area:

Education (Journal of Social Sciences and Humanities)

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Abstract

An increasingly multidisciplinary research on parent involvement at school is undeniable. Parent involvement in education is believed to benefit both students' academic and non-academic learning outcomes. This study was intended to explore Dual-Mode Parent Involvement (DMPI) in the framework of good governance at school. Six elementary schools appointed as the pilot project for good governance in one of benchmarked cities of education were selected in the study. The subjects of the research were the School Development Teams (SDT) comprising parents, teachers, as well as headmasters. In a Focused-Group Interview (FGI) setting, they were explored to share their experiences on parent involvements in the good-governed schools. The research finding suggests that in the framework SGG, DMPI can be best integrated in the transformational process in the school. This type of involvement is believed to have better impacts for the student learning outcomes.

*Keywords: Dual-mode, parent involvement, good
governance*

INTRODUCTION

Studies on developing models of the parent involvement in their children's education and how their involvement influences student outcomes have become an interesting topic for researchers focusing on teaching learning outcomes (Hoover-Dempsey, et.al, 2005). Research findings in this area indicate that at school, parent involvement plays important roles in assisting students to have better achievements, including behaviors that support school, teacher, and environment they learn. At home, parent involvement is also believed to influence students' behavior in adapting their life and standards with their parents' life expectations. Parent involvement also influences their children social activities since their existence as a part of a community could lead them to explore their talents, abilities, and attitudes in response to their community's adaptation (Fitriah, et.al, 2013). Parent involvement at school is also positively associated with indicators of student achievement, including teacher ratings of student competence, student grades, achievement test scores, as well as improved students behaviors (Minke *et.al*, 2005; Feiler, 2009; Mendez, 2010). In brief, Parent involvement at school can influence not only students' academic achievements at school, but also their behaviors at school, at home, and in the community as well.

Students' behavioral achievements have become the main concern of the nation education in Indonesia. For this reason, Indonesia has redesigned the new curriculum in 2013 (*Kurikulum 2013*) that is merely oriented at the development of students' behaviors and attitude (PP No. 19, 2013). However, once the school curriculum is redesigned without considering good school governance, problems in its implementation may become serious. Good governance at the school level is very vital for the life and function of a school (Gruber, 1999). Therefore, governing a school in a

good way will encourage the school resources to be maximized well and mobilizing all the school potentials in achieving the school vision and missions. A curriculum is core business of a school, as this will shape what types of output the school will produce (Tyler, 2013; Sirayi *et.al*, 2014). Good governance at school and *Kurikulum 2013* (K-13) implementation have a close relation one another.

The term good governance at school level is simply understood as providing education services in schools based on the principles of participation, accountability, transparency, responsiveness, efficiency, and effectiveness, professional, and equality (UNDP, 1997). Participation at school level is usually associated with parent involvement. In order to succeed K-13 program, parent involvement in education plays a very important role in enhancing students' achievement and attitudes. Several studies have indicated the benefits of parent involvement at school towards their academic achievements (i.e. Barnard, 2004; Englund, *et.al*, 2004; Altschul, 2011; Jeynes, 2012). However, studies on how parent involvement in the framework of good governance at school has not been approached well in literature.

Therefore, the current study addresses how far and in what modes parent involvement at school has been implemented in the framework of school good governance. In an FGI method, six elementary schools appointed as the pilot project for good governance in Metro, Lampung, Indonesia were selected. Metro is declared as the city of education, as the benchmark of education, in Lampung Province. The subjects of the research were the SDT comprising parents, teachers, as well as headmasters. In the FGI setting, they were explored to share their experiences on parent involvements in the good-governed schools. Recent work on parent involvements in education and how they have been involved in education is

reviewed. This elaboration will be embedded with the implementation of good governance at school, resulting the idea of DMPI in education.

METHOD

This research was designed to explore how the relationship among teachers, headmasters, school committee, and parents have been established this far to promote students' achievements. The purpose of the study was to investigate in-depth perspectives of experiences and expectations how SDT in elementary schools have implemented good governance in the schools. This qualitative study design was used in order to see characterization and process of the good governance implementation. This method allows us to understand well about the representation of reality through the eyes of the participants interviewed in order to share their stories and hear their voices Merriam (1998).

Context and participants

To attain information about the characterization of school governance implementation, this study included the following aspects: (a) parents' persistent involvement in the school programs, (b) pattern of involvement, (c) effectiveness of communication tools between parents and schools that affect students' achievement. Referring to Miles *et al.* (1994) ideas about sampling technique, the schools sample in this study was selected purposively as only few elementary schools implemented good governance in Metro City, Lampung, Indonesia. The city has been declared as City of Education in the province. The development of the city has been a lot oriented in the education sector as it can be seen from the budget proportion in the local government.

In addition, the selected schools had to meet the criteria of serving as the pilot project for the school good governance and the schools must have involved parents. Of the criteria for selecting the school above, there were six elementary schools chosen. This six school received grants from the government as the pilot project for implementing good governance in the schools. However, from the six schools chosen, we only interviewed three persons. The three persons chosen represented the SDT. The three persons comprised a headmaster, a teacher, and a school committee representative (representing parents). In total, there were 18 participants involved in an FGI (See table 1).

Tabel 1 is here

Data collection

The primary method of data collection for the participants' perspectives on the implementation of good governance school was focus group interviews. However, not all aspects of good governance were scrutinized. One important aspect of good governance was parent involvement. All focus group interviews were conducted in quarterly informal meetings, and the interviews were recorded using a smartphone and tape recorder. Guidelines for conducting focus group interviews were modified from Krueger's (2002) which suggested the idea a focus group interview structure. A semi-structured interview protocol was designed as this allowed for the variations and phrasing the questions and any additions related to the protocol, such as additional questions and probes to specific individuals, when appropriate (Creswell, 2007; Marshall *et al.* 2011).

In order to maintain whether the interview data depict the real condition of the parents' role in the school programs in supporting the

implementation of the good governance system, the leading questions of the focus group interviews protocol were developed as follows.

Table 2 is here.

Those protocol questions function as a guide for the focus group interview. However, the answers to the questions were made as flexible as possible to represent the emergent nature of the interview conversation. During the interview, non-verbal behaviors identified were also noted in order to enrich the data gain of the interview about the interviewees' behaviors (Krueger, 2002). These notes were written down in order to make it easy in making connections between the interviews and the research question.

Data analysis

Referring to Creswell (2007), analysis part is very important in making some justifications in the gained qualitative data. One way that could be approached is by using inductive analysis where the researcher needs to be abstract in justifying the data. Such analysis could be done in an iterative process of collecting data, open coding, and then working with the codes to reveal connections. After connections within the data could be established, we could develop a pattern of the attained qualitative data, then collapse the data into categories, and finally wherever possible overarch themes evolved. This inductive analysis could be implemented in three rounds; open coding, a priori coding, and research/methodological coding (Bogdan *et.al*, 2003).

In order to get rich description of the pattern developed to represent findings, three strategies were used to ensure the trustworthiness of this study. First, the interview transcripts of each participants were identified and verified for checking, editing, and adding explanations. Second, the

results of the data identification and verification were categorized based on themes. Finally, we documented how the data were collected; how codes, patterns, categories, and themes were derived; and how decisions were made throughout the study (Merriam, 1998).

RESULT AND DISCUSSION

Several studies have indicated that parent involvement in education at school brings positive effects on student achievements (i.e. Chrispeels *et al.* 2001; Hoover-Dempsey *et al.* 2005; Walker *et al.* 2005). We explore their involvements and expectations about the behavior changes, as well as effects on their children attitudes. As simply understood, parents' attitudes, behaviors, and activities relate to children's education influence students' learning and educational success (Minke *et al.* 2005). In other words, parent involvements in improving their children education have assisted children in enhancing their competence in elementary level. This study was particularly conducted in *Kota Metro*, as the benchmark of the City of Education in Lampung Province, Indonesia.

Good Governance and The Need for Parent Involvement Redefinition

The term good governance in at school level is simply understood as providing education services in schools based on the principles of accountability, transparency, participation, responsiveness, efficiency and effectiveness, professional, and equality, referring to the similar definition by UNDP (1997). One important aspect of good governance here is participation or involvement of the school stakeholders. These stakeholders may embrace related offices, government, as well as the community where it is usually simply associated as the students' parents. Stakeholders (parents) participation in schools in Indonesia is manifested in the form of school committee and SDT.

Parent involvement in education has long history in Indonesia, beginning long before the reform era in 1998 when Suharto's New Order ended. At that time, parents really had a restricted access to their children education at school. Relationship between the local government and the central government was very centralistic, and so was between the school and its subordinates. Parents' position was really placed in a passive role. They come to school for only once or twice in a semester. First, when parents are invited to discuss about the school fee ranges, and the second when they have to go to school to take their children progress report. These two meetings could not do much for the school planning, activities as well as development programming.

After the transition time between Suharto's New Order and the Reform Order, advocacy for parent participation again began to appear in the surfaces. As a part of the effects of moving from centralization to decentralization system, the government had certain power manifestation at the school level in the form of School Based Management (SBM) program. In the context of SBM, the schools had more authority with regard to their curricula, personals, as well budgets, which were previously held by their superiors at district or provincial/state level. At this time, parent involvement at school became more apparent as their interactions with the school began to be more frequent (Gertler *et al.* 2012).

The implementation of SBM has become an important issue since the ruling of reform order in Indonesia. The main point of implementing this program for improving the school performance is the shared responsibility among school stakeholders, i.e. decentralizing responsibility and decision-making powers up to the school level (World Bank 2007). In the SBM context, involvement of parents can normally be in one or more of the following such as budget allocation, employment and remuneration of

teachers and staff, curriculum development, textbook and educational material procurement, infrastructure improvement, school calendar, and monitoring and evaluation of teacher and student performance (Gertler *et al.* 2012; Galiani *et al.* 2008).

Although SBM has been implemented for years, its implementation in the real school life is just as a matter of formalities. Parents' involvement that is represented in the school committee body has served only as administrative necessities. Their actual participation at school cannot be identified clearly, and even their effects on the school programs seem to be still limited. This needs to be reformed, especially in enhancing parents' involvement in terms of quantity as well as quality. A very well synergy between parents' involvement and the education process at school has to be established (Scribner *et al.* 1999). It is believed that the success of education of a child does not depend only on their education at school. While some parents still think that once they send their children to school, then their responsibility for their children education during school time have been taken over all by the school. This particularly occurs in a community in a developing country where the separation of teacher and parent responsibility in the success of their children education is apparent. This should not have happened if qualified communication and real involvement of parents at school could be well established (Fan *et al.* 2012).

Dual-Mode Parent Involvement (DMPI)

Many studies have indicated that a good relationship between parents and the school offers many benefits for their student learning outcomes (Feiler, 2009; LaRocque *et al.* 2011; Bempechat *et al.* 2012; Galindo *et al.* 2012). Studies of parent and school (teacher) relationship have normally been categorized as parent focused, school focused, and

partnership focused (Keyes, 2002). They scrutinize the different roles, activities, and responsibilities of each side at the school or outside the school. These differences may be varied from, parents, teachers, school administrators, as well as stakeholders involved. For parents, they clearly have the primary responsibility in the education of their children at home. The involvement at school focuses normally signifies primary responsibility on the students' activities in the school. For teachers for instance, they normally just have the responsibility of teaching and learning activities in the school.

This separation in roles, activities, and responsibilities has been the most prevalent approach in which parents and school work together cooperatively. Therefore, we attempt to view the relationship between parents and the school based on each place but standing on the parent side, i.e. parent involvement at home and at school. We identify this distinction under the framework of good governance implementation at school that signifies the position of parents' participation as well as the framework of 2013 Curriculum as visualized in figure 1.

Figure 1 is here.

Mode 1: *Parent Involvement at School*

When discussing about parents' involvement at school, it is occasionally associated with the role construction for involvement in school. In the SBM context, involvement of parents can normally be categorized in terms of academic (related to teaching and learning activities) and non-academic roles. In the *school planning* level, parents' role is apparent when they are involved in the formation of SDT. In other term in the framework of good governance school, a parent involvement at this level is categorized in the *Input* level (Hoy *et al.* 2008). We discussed with the research

participants about the first research protocol question; *does the formation of SDT involve parents? In addition, How far are parents involved?*

In discussing the first question, we started to address the research participants with the issue whether SDT was formed on democratic principles basis. The result suggests that all schools have already established SDT based on democratic principles and deliberation and has involved the representation of parents and the community surrounding the school. This can be inferred from following description, among others, about the SDT formation:

Yes. The SDT has been formed with the democratic spirit principles. However, the representatives of parents should be extended. Sometimes, representatives of parents in the school committee are not really representing all. Not only placing parents as object of socialization of the committee result. There should be more intensive involvements of parents.

(SDN 8 Metro Timur)

Even though SDT has been established well pertaining to the framework of SBM and Good Governance, parents actually expect more involvement in the school process. This is meant for balancing the education process at home and at school, so what happens at school will not be disconnected with what happens at home (Scribner *et al.* 1999). For instance, once students are taught to pray before doing something, parents have to convince the same thing also happens at home.

We further asked the research participant with the second protocol question; *How far have parents been involved in designing the school need analysis, annual work plan, and budget plan?* Parents agreed that the implementation of Good Governance enabled them to involve in need

analysis to identify the weaknesses, strengths, and opportunities to in designing the school program, then priorities and schedule for the implementation and budget should be based on the need analysis.

Each process in need analysis, designing work plan, as well as its budget has involved the school, SDT, as well as parent's representative. We always have discussion first prior to making a strategic decision together. It seems that the school management has good initiatives in trawling aspirations from the parents.

(SDN 8 Metro Timur)

Parent involvement in designing the school program from the level of planning, implementation, and monitoring is crucial for both parents and school to ensure the education process at school is in line with the vision and missions stated (Rapp *et al.* 2012). Besides, more importantly, this will benefit the parents whether the school has really accommodated the parents' expectations in terms of administrative and academic services as well as students' learning outcomes. This is what was covered in the following protocol question and one sample of the participant description; *How far has the school accommodate parents' expectations in terms of administrative and academic services as well as students' learning outcome?*

Well, the school accommodates quite well on what we expect for the school and for our children. We have got information we need about the school. And academically, we believe that the school is progressing very well, though not the best yet. However, we can see differences before and after school of our children. By having good communication between the school, and us, we expect our children to have "akhlakul karimah" (good manner or behavior)

(SDN 2 Metro Selatan)

In other occasions, parents at the schools have actually been involved in the transformational process at school. In the good governance system at the school level, this process serves as the core business of education at school, i.e. teaching and learning process (Hoy *et al.* 2008). This transformational process is further categorized into three steps; planning, developing, and assessing teaching learning activities. Therefore, the subsequent issue of parent involvements at school was formulated in the following protocol question: *How far have parents been involved in planning, developing, and assessing teaching learning activities?*

We found varied parents' insights on how far and how much they should be involved in the teaching learning activities in the school. We have classified their responses on three categories: those who support parent involvements in the transformational process, those who support the representative involvement, and those do not parent involvement at the transformational process. Parents who support involvement in the teaching learning process suggest as follows:

Yea, in building students character, or behavior, parents involvement in the teaching learning process will be helpful for both parents and the teacher to ensure the "akhlak"(character) formation can be better monitored. Further, this control of students behavior in the teaching learning process will enable parents to control more of their children behaviors outside the schools, either at home or in the society.

(SDN 1 Metro Utara)

While some parents suggest the need for the school to involve them in the teaching learning process in the school, other parents suggest otherwise. It does not have to be all parents involved directly, rather parents'

representative or the appointed parents to be involved in the transformational process. The representatives then need to share their involvement experience to the other parents in a given forum, such as parent learning forum where they share experience based on their involvement in the transformational process at school or demonstrate thematic teaching from parents for parents. The majority of their involvements at school was merely in the input and transformation process in the good governance framework. Their involvement at school and its relation to the implementation of good governance system at school is illustrated in figure 2.

Figure 2 is here.

Parent involvement in mode 1 signifies their role in the input and transformation process. While parent involvement in mode 2 will benefit for giving contribution for the transformation and output level. The shared parent involvement in both at school and at home shows that in the framework of good governance implementation, parent involvement in the transformation process should be given a greater consideration. Therefore, both parent and school sides should generate more forms, quality, as well as quantity of involvement in the teaching learning process. As we all know that teaching learning process is the core business of educational process at school.

Mode 2: Parent Involvement at Home

Parents' involvement in their children education can viewed in different patterns of involvement such as home-based behaviors (e.g., helping with homework), school-based activities (e.g., attending school events), or parent-teacher communication (e.g., talking with the teacher

about homework), as well as a multi-controlled children behaviors in and out schools (Barnard, 2004). However, K13 for elementary education in Indonesia should merely concentrated on students' attitudes or behaviors. In the beginning of the curriculum implementation, confusions, and disputes among parents emerged as they had been used to see the indicator of success at school was from the grades/scores where they mostly described only knowledge attainment. Parents' paradigm in the indicators of student success needs to be changed in the framework of K13.

Along with the widespread implementation of K13 curriculum, parents' view on student success has gradually changed. Moreover, their involvement in education process of their children has become apparent. In some occasions, they currently have to participate together with the school to identify indicators of student learning outcomes. Not only relying their children education on the school or teachers, but they also have to participate actively in monitoring their children's cognitive and affective development (Gonzalez *et al.* 2004; Rapp *et al.* 2012). In the focused group interview, we addressed the participants about the parents' facilitation of the students' learning activities at home, which was formulated in the following research protocol question: *How has the parent facilitated the student's learning facilities at home?*

Parents' facilitation for the learning atmosphere at home could be indicated by how well the parents prepare their learning facilities such as convenient room space, good lighting, well air circulation, sound-proof room, and other facilities such as desks, chairs, bookshelves, etc. It was found that many parents have not really given good attention on such things. They just assumed that all students' facilities for learning had been fulfilled by the school. Besides, socioeconomic reasons also play a role. Not all

parents are really able to afford what their children ideally need for learning for economic reasons.

Ya, (support learning facilities). But, not maximal. I understand that our condition at home is not really good. I have to work hard to earn the family living. The government has helped with the students' school fee. It's free, but I still have to prepare for their other needs. And I still have to think about my other kids. And I spend more time on working...

(SDN 8 Metro Selatan)

Even though not many parents afford to provide learning facilities at home for their children, their endeavor in monitoring their children learning activities appears to be sufficiently appreciated (Gonzalez *et al.* 2004). In the focused group interview, we asked them: *Has the parent monitored the student's learning activities at home?* Parents' role in monitoring student-learning activities can be indicated whether parents remind their children to finish their homework; accompany them to finish school works; guide them to excerpt lessons from school or monitor their learning time at home. At this point, many parents actually admit that they have not done their best to monitor their children's learning activities at home. However, on certain occasions, they are reminded by the teachers by text messages to monitor the students learning at home. This was clearly articulated by one of the parents in the group's interview as follows.

Ya, we were always reminded by the teacher by text messages to always remind and monitor our children learning activities at home. This particularly happens when our children have home projects...

(SDN 2 Metro Barat)

As students' learning activities both at home and at school can not be completely separated, parent involvement at home and at school is also inseparable, and so is the school (teacher) involvement (care) both at home and at school. Once a teacher carries out a teaching learning activities, the students continuum learning activities at home has to be a teacher's responsibility as well. Once a parent is responsible their children learning activities at home, he/she also needs to know what happens with their children at school.

What is required is a reciprocal and shared responsibility of children education both at home and at school. An effective and efficient mechanism could be tried, such as providing a kind of communication media bridging good communication between the two. This can be in the form of on line or offline students' control. On-line controls can be in the form of mail lists, group chat, Facebook group, or websites. Off-line student controls can be in the form of communication (bridging) book, student daily journals, etc. The point is actually building effective communication between parents and the school about the students learning activities. This situation promises many benefits for students learning outcomes. Students may also attain psychological benefits from this situation; they feel that their parents and school really have good care on the students' life and learning.

We also tried to trace the participants care or involvement on the students' psychological problems. The following research protocol question was addressed in the focused group interview: *How has the parent understood the student's psychological problems of learning at home viewed from internal and external factors?* We attempted to stimulate the participants' responses by addressing them how they dealt with students' problems such as laziness, less concentration, bad mood, etc. Some parents expressed as follows.

After looking at the children's progress (especially finding low scores), we attempt to communicate this with the teacher, and figure out what might be the causes of the problem...

(SDN 4 Metro Timur)

Although the parents did not articulate clearly how to deal with such psychological problems of the students, we could interpret from the expressions that once they see a problem with the students, they always tried to communicate it to the teacher. Even some parents just handed in the psychological problems to the teacher. They return it to the school. Most parents tried to build a good communication with the school once there is a problem with the students. They think that they do not have sufficient knowledge about the students' psychological problems. What they only know is that once the children are lazy, they could only give them advice. That is all. They believe that the school already has resources such as counselors who help their children overcome psychological problems.

What serves as the main concern of the parents in relation to their involvement in education at school is actually in the transformational (teaching-learning) process at school as well as the students learning outcomes.

Once there was a meeting discussion about what kinds of learning outcome expected, I think this was good. There was a portfolio given by the teacher that we have to monitor students activities in "sholat" (praying), as well as reciting the Qur'an...

(SDN 8 Metro Timur)

As simply understood, education in whatever contexts or levels should consider well how the students are educated and how it helps them shape better behavior. The parent utterances above suggest that they want to

be well involved in the teaching-learning process. It does not imply that they have to go the classroom together with the teacher, but as long as there is a mechanism that enables good communication between parents and the school, teaching-learning process existence could be well monitored together. Implementing good governance at the school level is a good option as parent involvement can be integrated in the input, transformation and output levels. At one hand, Parents need to know what happens with their children at school. On the other hand, the teacher also needs parents' assistance in ensuring that the students have really done the assigned home projects.

Teachers' job is not only teaching, i.e. transfer of knowledge, but more importantly, changing students' behaviors, from immature becomes mature, and building students characters or attitude. Even though it is more difficult to assess the students' behavioral achievement, shared ideas between parents and the school about which behaviors are good and which are not good, similar, or standard values, students' behavior at home and at school could be identified (McLanahan *et al.* 1987; Hamachek, 1995). Parents' decision in playing the appropriate roles in their children's education offers many benefits. This benefit is believed to occur not only in academic learning outcomes, but also in non-academic learning outcomes. *Kota Metro*, as the benchmark of the City of Education in Lampung Province, Indonesia, can be a good practice in involving parents in education at school in the framework of good governance school.

CONCLUSION

Parent involvement in dual mode signifies the implementation of good governance in the transformational (teaching-learning) level, and it is vital for the school run. The benefits of parent involvement at school in

improving student-learning outcomes are undeniable and this can be well captured in the framework of good governance implementation at school. Parent involvement at school can be well achieved in two processes: input and transformation, while parent involvement at home can be well integrated in the other two processes: transformation and output. This means that parent actually expect a lot to be involved in the transformation process, as this will give more benefits for the students' learning process. Therefore, once we discuss about parent involvement in education, the greatest concern should be given in the transformational process.

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Table 1. FGI Participants

No	School	State/Private	Number SDT
1	SDN 8 Metro Timur*	State	3
2	SDN 4 Metro Timur	State	3
3	SDN 2 Metro Selatan	State	3
4	SDN 1 Metro Utara	State	3
5	SDN 8 Metro Selatan	State	3
6	SDN 2 Metro Barat	State	3

*SDN = State Elementary School

Table 2. FGI Protocol Questions

Parent Involvement		
No	At School	At Home
<i>1</i>	Does the formation of School Development Team involve parents? In addition, How far are parents involved?	How has the parent facilitated the student's learning facilities at home?
<i>2</i>	How far have parents been involved in planning, developing, and assessing teaching learning activities?	How has the parent been involved in controlling the student is learning activities and learning outcomes at home?
<i>3</i>	How far have parents been involved in designing the school need analysis, annual work plan, and budget plan?	How has the parent monitored the student's learning activities at home?
<i>4</i>	How far has the school accommodate parents' expectations in terms of administrative and academic services as well as students' learning outcome?	How has the parent understood the student's psychological problems of learning at home viewed from internal and external factors?

Figure 1. Good governance and parent involvement in the framework of K13

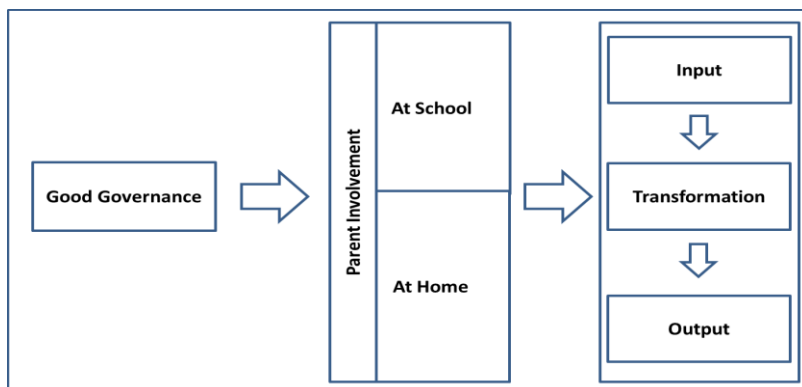


Figure 2. DMPI in the Framework of Good Governance at School

