check for updates

The impact of parent collaboration in socio-cultural learning in communities on the Indonesia-Malaysia border in helping students understand the curriculum and learning process

Iwan Ramadhan[1+]
Yusawinur Barella[2]
Maria Ulfah[3]
Imran[4]
Hadi Wiyono[5]

[1,2,3]*Faculty of Teacher Training and Education, Universitas Tanjungpura, Indonesia.*
[1]*Email:* iwan.ramadhan@untan.ac.id
[2]*Email:* yusawinurbarella@untan.ac.id
[3]*Email:* maria.ulfah@fkip.untan.ac.id
[4]*Email:* imran@fkip.untan.ac.id
[5]*Email:* hadipips@untan.ac.id

(+ Corresponding author)

ABSTRACT

The curriculum emphasizes the importance of parental involvement in student education at school. Active participation from parents in the learning process can facilitate the development of students' knowledge. However, in reality, parental involvement remains minimal due to social disparities within society. It is essential to investigate the alignment between theory, expectations, and actual practice. The purpose of this study is to identify the backgrounds of the parents involved and to provide a descriptive analysis of the cooperation demonstrated by schools towards parents, which can motivate increased involvement in student education. The research adopts a quantitative approach, with a sample of 478 students attending schools in the Indonesia-Malaysia border area. Data collection was conducted through questionnaires, which were developed based on specific indicators. Data analysis was performed using descriptive statistics with the assistance of SPSS version 29.0. The collected data were analyzed by calculating the average scores for each indicator and interpreting the results. The findings indicate a significant relationship between school-parent cooperation and improvements in student education. Specifically, the more parents feel appreciated by the school's engagement, the higher their involvement in their children's education. Additionally, parental involvement increases when schools actively collaborate to discuss various issues affecting students and parents. Parents are more involved when they are informed about meetings, activities, and programs that require their participation. In conclusion, active communication between schools and parents significantly enhances parental involvement in education.

Contribution/Originality: Collaboration between schools and parents in student education along the Indonesia-Malaysia border influences the development of students' knowledge. The originality of this project lies in its in-depth analysis of the factors that affect the success of such collaboration within the Indonesia-Malaysia context. Additionally, it involves the development of comprehensive indicators to measure the level of parental involvement, which can serve as a foundation for creating more inclusive and participatory education policies in the global education environment.

1. INTRODUCTION

In the 21st century, parental involvement in student education is essential. This is not a new issue but has become a topic of debate in educational studies. Parental involvement in student education at school is not always influenced by attitudes and characteristics. However, it could be because schools play an important role in encouraging parental

involvement in student education. Some schools in the world still experience weak relationships between schools and parents, which impact student learning patterns and development (Dong, Cao, & Li, 2020; Huntington, Goulding, & Pitchford, 2023). Differences of opinion between parents and teachers can create distance between the two parties. Most teachers assume that students, especially those from lower economic classes, cannot learn at school because they are affected by an uncomfortable home environment (Bell, 2020; Mishna, Sanders, McNeil, Fearing, & Kalenteridis, 2020). In addition, teachers often receive complaints about problems from one parent to another. Parents frequently do not appreciate the abilities and skills of teachers and are unable to distinguish between family relationships and school relationships (Wolf, 2020). The same issue also occurs with some parents who exhibit a significant gap in their interaction with the school. This problem is caused by the socio-economic background of parents and their negative perceptions of the school. Thus, the differences in thinking and perception between parents and teachers can limit the pattern of parental involvement in student education at the border (Correia, Carvalho, Fialho, & Aguiar, 2020). In general, the relationship and interaction between parents and the school at the beginning of a student's entry into school are very important to be built well, because the introduction at the beginning of learning can be the basis for forming behavior, quality of relationships, and various forms of parental involvement in the following years (Papadakis, Zaranis, & Kalogiannakis, 2019). Therefore, parental involvement in student education will be more effective if there is a concrete and effective cooperative relationship with the school. Previous research shows that parental background influences parental involvement in student education in urban areas. The involvement of parents from a high socio-economic or social class background is stronger in ensuring learning patterns and success in urban areas. The truth of the research results cannot be denied, but the influence of parental background is not necessarily seen as the only factor that drives a student's success in the education they receive. Parental involvement in their children's education also needs to be seen from various dimensions, especially the role of schools as a factor driving parental involvement in their children's education.

However, the research discussed above clearly shows that there is a high level of parental dependence on schools. One question that may arise here is whether student achievement does not necessarily improve simply because of parental involvement in schools (Zheng, Wang, Shen, & Fang, 2020). Meanwhile, the relationship between parents and schools should not be seen from the perspective of parental dependence on schools. It is also necessary to look at the other side, namely from the perspective of the relationship shown by schools to parents. Parental involvement in schools has been proven by research to be ineffective without direct efforts from schools. Parental involvement in student education also increases when schools have a positive view of parents and are willing to work with them (Ogg & Anthony, 2020). The role of schools as a driving factor for parental involvement in student education needs to be the focus of research on parental involvement in student education. Therefore, cooperation provided by schools to parents is very important in encouraging parental involvement in their children's education. Parental involvement can increase if there is effective support and cooperation from the school. Schools play a role in collaborating with parents to strengthen parental awareness of the importance of involving themselves in their children's education. Thus, the higher the cooperation provided by schools to parents, the higher the involvement shown by parents in ensuring the excellence of their children's education. Therefore, several researchers have paid attention to the relationship between school cooperation and parental involvement in children's education. It was found that cooperation shown by schools encouraged more parents to be involved in helping their children's education at home and at school (Lambrinou et al., 2020). Programs implemented in schools provide opportunities for parents to be involved in students' education (Cheng et al., 2020). The increasing frequency of contact and communication between schools and parents encourages parents to be directly involved in various activities held at school. The behavior of schools in arranging meetings between parents and teachers, in addition to contacting parents by telephone and letter, is a catalyst for parental involvement in student education at school, especially within the borders of two countries such as Indonesia and Malaysia (van Sluijs et al., 2021).

The urgency of the research is conducted because of the many research results that have different opinions from each other, making this research interesting to study and the differences in theory, expectations, and reality in the field. The theory states that a child's development cannot be separated from the family environment and parenting patterns, while on the other hand, parental involvement in schools is limited. In fact, some schools only need parents if a problem occurs. The gap in opinion needs to be studied in schools that involve parents to actively participate in the learning process and collaborate actively according to curriculum expectations. By inhibiting the relationship between parents and schools other than their involvement in PIBG at school. In the context of Indonesia, there are still many studies that prioritize the evaluation of collaboration carried out by schools in increasing parental awareness to involve themselves in their children's education. Additionally, there are still few studies focusing on ethnic minorities between Indonesia and Malaysia and education issues on both borders. Therefore, the purpose of this study is to find out the background of the parents studied, describe a descriptive analysis of the cooperation shown by schools towards parents that can stimulate parental involvement in their children's education, find out parental involvement in their children's education, and examine school cooperation towards parental involvement in their children's education.

2. REVIEW OF RELATED LITERATURE

2.1. Sociological theory of parental involvement in schools

The theory argues that the work in the field of educational sociology focuses on parental involvement at home (Alinsunurin, 2020; Kovács, Dan, Hrabéczy, Bacskai, & Pusztai, 2022). Previous studies have shown that there is a significant and positive relationship between parental involvement in urban areas and children's educational achievement at home. Research on parental involvement and cooperation in schools indicates that parental involvement is an important factor in students' educational success (Torrecilla & Hernández-Castilla, 2020). Previous research has shown that middle-class parents view collaborative parent-teacher relationships as a factor influencing students' educational success in urban schools (Gong, Zhang, & Tsang, 2020; Sianturi, Lee, & Cumming, 2023). Communication between parents and the school can improve understanding, and teachers at school guarantee the success of student education with the presence of parents. In addition, parental involvement in schools brings many benefits to the parents themselves (Ressler, 2020).

2.2. Parental Involvement Theory Middle Economic Background

The involvement of middle-class mothers in students' education enables them to receive frequent feedback from the school through dialogue sessions when tensions between home and school arise (Ayscue, Barriga, & Uzzell, 2023). Middle-class parents are also able to resist irrational suggestions from schools. Previous research has found that middle-class mothers' involvement in higher education in secondary schools is more frequent in interacting with teachers, knowing students' achievements, monitoring their children's progress, and directing them to higher education (Mishra, 2020). Parents in the middle class who are involved in various school activities feel that their presence at school is valued by the school if they provide active information (Beach & Vigo-Arrazola, 2020). This group is also more confident and does not feel inferior in being involved in student education at school. The role of schools through home visits is not only to establish relationships between parents and schools but also to enable schools to understand the learning patterns carried out by students outside of school hours. This school action provides space for schools to plan effective strategies to encourage parental involvement in children's education at home (Leath et al., 2020)

2.3. Theory of Teacher and Parent Collaboration in Schools

The teacher's expectation is that parents are involved in the school to encourage students to be active learners, not only at home but also at school. Parents feel valued and respected in the school, which causes them to be motivated

to be involved in their children's education at school (Karaagac, Bilecen, & Veenstra, 2022). Collaboration and communication between teachers and parents are very important for students to understand the context of parental involvement in children's education, especially in the Indonesia-Malaysia border area (Zhou, Zhou, & Traynor, 2020). The involvement shown by parents in schools also has a positive impact on improving student learning outcomes. In addition, there is a positive impact of parental involvement in schools, including requests from schools to be involved in student education at school (Alinsunurin, 2020). The school's efforts to provide various special programs so that parents can be involved in their students' education also have a positive impact on student learning outcomes (Poon, 2020). High levels of parent involvement influence how teachers evaluate students and have a positive impact on parent-teacher collaboration that results from parent-teacher communication. Parents also feel valued by teachers for their efforts. Providing parents with information about volunteer opportunities that go beyond fundraising for the school encourages high levels of parent involvement in school activities. The school's request for parent involvement in school activities makes parents feel valued and allows them to have more confidence in the school's efforts to support their children's education. The school's willingness to listen to parents and to host parent-teacher activities encourages parent involvement in the school. In this regard, the school's role is to provide a school climate that makes parents feel valued and encourages parent involvement in the school (Hoffman, Uretsky, Patterson, & Green, 2020). With high expectations from schools influencing parents to support their children's education at home, students can achieve success in all subjects (Heyder, Weidinger, Cimpian, & Steinmayr, 2020).

2.4. Principal Leadership Theory

The principal's leadership role is to build communication between teachers and parents and encourage parents to be directly involved in their students' education at school. Both the principal and parents should be directly involved in contacting the school to discuss issues students face at home. Principals have more time and energy to devote to mobilizing parents in education than students' parents (Maryanti, Rohana, & Kristiawan, 2020). The principal's direct involvement in student education presents a collaborative perspective between the school and parents in understanding how schools, teachers, students, and the community share responsibility in educating students to ensure their educational success (Kamal, Masnan, & Hashim, 2022). Schools, families, and communities do not directly contribute to student success, but activities resulting from collaboration among schools, families, and communities on the Indonesia-Malaysia border can provide guidance and motivation to students so they can achieve maximum learning outcomes (Schunk & DiBenedetto, 2020). The collaboration demonstrated by the school and the principal's leadership is crucial in encouraging parental involvement. This is particularly true for collaboration between schools, families, and communities along the Indonesia-Malaysia border in improving student skills (Sianturi et al., 2023). Principals must have clear objectives, such as understanding how schools, families, and communities share responsibility in ensuring student success. Based on the previous research discussed, it is clear that there is a strong relationship between the duties schools assign to parents and the importance of their involvement in their children's education at school. However, numerous studies document the failure of collaborative relationships between schools and parents, identifying factors that hinder the development of these relationships. The lack of effective interaction between parents and teachers leads parents at home to ignore their children's educational issues at school, which impacts parental involvement in education (Zhang, 2021). Parental involvement in schools relies on traditional rights such as attending school activities, sports, and events (Keppens & Spruyt, 2020). Parental involvement in the school environment, such as visiting teachers to learn about their children's disciplinary and academic issues, remains limited. Furthermore, difficulties in implementing effective communication methods that connect schools with parents hinder parental involvement in their children's education (Imran, Astari, Imanulyaqin, Utami, & Ramadhan, 2025). The study also found that differences in views between teachers and parents regarding guidance and counseling, as well as the need for parental involvement, hindered parental participation in various school activities (Camarero-Figuerola, Dueñas, & Renta-Davids, 2020). While the failure of communication between schools and parents is one of the main

obstacles to parental involvement in their children's education at school, barriers and difficulties in managing parental involvement programs also impact overall parental involvement in schools regarding student activities (Henderson et al., 2020). Even though schools provide programs that allow parents to make decisions to improve school progress, few act as decision-makers through committees that are formed. In addition, even though schools offer programs to support communication policies with parents, parents' expectations exceed the services provided. Thus, this hinders overall parental involvement. A study of parents on the border of Indonesia and Malaysia found that language factors hinder parental involvement in their students' education at school (Liu, Zhang, & Jiang, 2020). Communication skills and the mother tongue on the Indonesia-Malaysia border impact individuals, and the limited ability in both languages makes them unable to understand and communicate actively.

3. METHODOLOGY

3.1. Research Design

The research approach used in this study is a quantitative method, utilizing a questionnaire as a measurement tool (Ataro, 2020). Based on the sample selection, a notification letter about this research was sent to all 478 research respondents. This letter was delivered to the research respondents through their respective children.

3.2. Research Location

The location of this research is in the Indonesia-Malaysia border area, specifically in the districts of Sajingan, Entikong, and Jagoi Babang. This research is conducted along the borders of the two countries, namely the State of Indonesia and the State of Malaysia. This study examines the role of parents in their involvement in schools and the activeness of parents in schools that are on the border of both cultures and languages, namely Indonesia and Malaysia.

3.3. Research Participants

The sample of this study consisted of 500 parents. To obtain the 478 parents, they were selected based on the selection of children who were representative of parents, who were randomly selected based on stratified random sampling from a total of 500 Indonesian students at the National School in districts of Sajingan, Entikong, and Jagoi Babang, on the Indonesia-Malaysia border. Students in grades three to five were selected using a random number table. For this study, students in grades one and two were not selected because it was too early to observe parental involvement in the education of children who were in the early stages of school. Students in grade six were not selected because of regulations set by the Indonesian Ministry of Education that prohibit research from studying students who are taking elementary school assessment exams. From a total of 500 students, 478 students were selected. Each student was selected, with either a mother or a father of each student (based on the child's opinion about who spent the most time with them to help with their education) being chosen as a participant.

3.4. Data Collection and Instrument

The data collection technique in this study was a questionnaire. The questionnaire used to obtain quantitative data from the research sample was based on parental involvement in supporting student education. This questionnaire was adapted from the researcher's own research Ataro (2020). However, this researcher modified the questionnaire structure by adding necessary questions, deleting questions deemed less relevant to the research location, and making minor changes to the response format. In this study, the measurement of parental involvement included three main components: parental background, school cooperation, and parental involvement in student education. The parental background section of the questionnaire included questions about the parents' background and socioeconomic status. These questions addressed gender, age, marital status, and place of residence. The main questions asked of students included: education level, occupation, parental income in the household, number of dependents in the household, and number of children enrolled in the school. Questions in the school cooperation section: Six questions measured the

school's cooperation with parents. Among the questions asked in this section were: "The school values my presence" and "The school organizes activities at times convenient for me." For each question in the school cooperation category of the survey, participants were asked to indicate whether the level of cooperation shown by the school towards parents was "very low," "low," "average," "high," or "very high." The parental involvement in student education section includes twelve questions that measure the effectiveness of various strategies parents use to be involved in their children's education. These questions include items such as "I help my child with homework," "I communicate with the school to learn about my child's learning patterns," and "I guide my child in preparing for exams." For each question in the parental involvement in student education category, students were also asked to rate their parental involvement on a scale of "very low," "low," "average," "high," and "very high".

Table 1. Research indicators and grids.

No	Indicator	Instrument grid
1	Background behind person old students at school	Gender
		Age
		Residence
		Education status
		Work
		Income
2	Collaboration shown by school	Appreciate your arrival
		Attention in discussing children's education
		Announcements of meetings and activities
		Compliance with activity time
		Understanding children's problems
		Progress announcement
3	Involvement of persons old in the education of children.	Talking about the future of children
		School activities discussion
		Know the learning patterns
		Identifying academic problems in schools
		Identifying academic problems at home
		Help with homework
		Identifying homework assignments
		Exam Guide
		Monitoring the exam
		Injecting motivation
		Deadlines
		Purchase of reading materials
		Provision of educational costs
		Movement monitoring
4	Connection between collaboration, school, and involvement of persons old in education children they.	Talking about the future of children
		School activities discussion
		Knowing the learning pattern
		Identifying academic problems in schools
		Identifying academic problems at home
		Help with homework
		Identifying homework
		Guiding the Exam
		Monitoring the exam
		Injecting motivation
		Deadline
		Purchase of reading materials
		Provision of educational costs
		Movement monitoring

Table 1 presents the indicators and outline of the research instrument used to assess parental involvement in children's education and collaboration between schools and parents. This table consists of four main indicators. The first indicator describes the background of students' parents, including gender, age, residence, educational status, occupation, and income. The second indicator highlights the forms of collaboration demonstrated by the school, such as appreciation for parents' attendance, attention to discussions about children's education, announcements of

activities, punctuality in activity implementation, understanding children's problems, and announcements of children's progress. The third indicator reflects parental involvement in children's education, as seen through various actions such as discussing children's futures, recognizing learning patterns, helping with homework, tutoring during exams, and providing educational costs and materials. The fourth indicator examines the relationship between school collaboration and parental involvement, with items largely similar to the third indicator.

3.4. Data Analysis

Data analysis technique with descriptive statistics with the help of Statistical Package for the Social Sciences (SPSS) Version 29.0 (Arulogun, Akande, Akindele, & Badmus, 2020). A total of 478 participants and their parents were asked to come to the school on the specified date and time to participate in this study. Participants were informed through a letter about the purpose of the study and the importance of their cooperation. They were also informed that they were not required to participate in this study if they were not interested. All 478 participants participated in this study. Each participant was assured that all personal information during the interview session would be kept confidential. All questionnaire questions were designed in Indonesian and using the Malaysian language. Since some participants did not understand Indonesian clearly, the researcher had to translate the questionnaire questions into Malaysian language and read them to them so that they could fill in the required information and choose answers on the specified scale. Each questionnaire given to the participants took about 20-30 minutes with a Likert scale. All information obtained from the participants through the questionnaire was analyzed confidentially. There are six indicators in the questionnaire for the category of 'school cooperation' that are consistent. The Cronbach's alpha value is 0.7, and all indicators are above 0.7, namely 0.93. In addition, fourteen items in the category of 'parental involvement' are also consistent, with a Cronbach's alpha value of 0.93. These two numbers indicate that the measurement of indicators and all items studied have high reliability values and are worthy of being used as research benchmarks.

Table 2. Background of parents of National School students (N=478).

Background	Instrument Grid	Percent (%)
Gender	Man	19.3
	Woman	80.7
Age	25 years and under	15.3
	26–30 years	52.0
	31–35 years	29.3
	36–40 years	3.3
Residence	Port	79.3
	Rural	20.7
Education status	No formal education	4.7
	Graduated from elementary school	14.0
	Did not complete high school	26.0
	Graduated from high school	45.3
	Certificates and diplomas	5.3
	First Diploma	4.0
	Advanced Diploma	0.7
Work	Professional/technical	8.7
	Administration/civilization	4.7
	Serve	5.3
	Doing business	8.0
	Laborer	41.3
	Not working (housewife)	32.0
Income	Is lost	32.0
	USD 200 and below	47.3
	USD 250 – USD 300	12.7
	USD 310 – USD 350	5.3
	USD 360 – USD 400	1.3
	USD 410 and above	1

4. RESULTS AND DISCUSSION

4.1. Results

The results of the study in Table 2 show that the selected variables are related to the background of the parents studied, namely in terms of gender, age, residence, education level, occupation, and income. Female parents, or mothers, accounted for 80.7% of the respondents and spent the most time with students at school compared to fathers. This demonstrates that mothers have a greater concern and responsibility for supporting students' education and demonstrate a higher level of involvement in their children's education compared to fathers. In this regard, mothers are the primary source of support in raising children from infancy to adulthood, meeting all personal development and educational needs at school and at home.

The results of the study found that 67.3% of the elderly surveyed were aged 40 years and under. In terms of social location, most of the elderly surveyed (79.3%) lived in urban areas. Additionally, it was found that 85.3% of the elderly had a fifth-grade education or below. As many as 4.7% of the elderly had no formal education. Only 10.0% of the elderly managed to obtain higher education in the form of certificates, diplomas, degrees, and higher degrees. In terms of employment, only 26.7% of the elderly held positions in the four main fields: professional and technical, administrative, services, and business. As many as 41.3% of the elderly surveyed worked as laborers, primarily in factories close to their residences. The lack of higher education levels among the elderly hindered their ability to secure safer jobs. However, it was found that 32.0% of the respondents were mothers who acted as housewives. Judging from the income levels of the parents studied, 47.3% earned USD 200 or less, and 18.0% earned between USD 250 and USD 300. Only 2.6% of the elderly earned more than USD 310. Additionally, 32.0% of parents did not have an income because they were women acting as housewives. Therefore, it can be concluded that, overall, the parents studied came from low socio-economic backgrounds.

Table 3. Collaboration demonstrated by schools (N=478).

School collaboration	Very low (%)	Low (%)	Simple (%)	Tall (%)	Very high (%)	Minimum
Appreciate your arrival	1.3	2.0	14.0	48.0	34.7	4.13
Attention in discussing children's education	4.7	5.3	16.7	41.3	32.0	3.91
Announcements of meetings and activities	2.7	4.7	16.7	45.4	30.7	3.97
Compliance with activity time	6.7	12.0	28.7	34.7	18.0	3.45
Understanding children's problems	7.3	14.7	30.7	26.7	20.7	3.39
Progress announcement	8.0	13.3	20.7	40.7	17.3	5.46

The results in Table 3 show the level of collaboration in schools based on the perceptions of 478 respondents. The results indicate that appreciation for parental attendance is high, with 48.0% stating "high" and 34.7% stating "very high," resulting in an average score of 4.13. Attention to discussions about children's education is also relatively strong, with a score of 3.91, with the majority of respondents choosing the "high" (41.3%) and "very high" (32.0%) categories. Announcements of activities and meetings scored 3.97, indicating consistent school communication, with 45.4% in the "high" category. However, adherence to activity times scored lower (3.45), with only 18.0% in the "very high" category and 12.0% still choosing "low." Understanding of children's issues scored 3.39, with a more widespread distribution, with 14.7% of respondents rating the school as "low." Interestingly, the child development announcement actually recorded the highest score at 5.46, although the "very high" proportion was only 17.3%, indicating a possible error in the minimum score. This data reflects that schools tend to be quite active in collaborating with parents, although there is still room for improvement in terms of timeliness and understanding of children's issues.

Table 4 shows the level of parental involvement in their children's education based on responses from 478 respondents. The most dominant activity carried out by parents was providing motivation (score 4.28), with 51.3%

of respondents choosing the "very high" category and only 0.7% rating it "very low." Discussions about their children's future also showed strong involvement, with 50.0% in the "very high" category and an average score of 4.26. Parents were quite active in discussing school activities (46.0% in the "high" category), recognizing learning patterns (42.0% in the "high"), and monitoring exams (38.7% in the "very high" category), with scores of 4.19, 3.91, and 4.03, respectively. Although most parents also helped with homework, the score was relatively lower at 3.85, with 15.3% still in the "low" category. Providing educational costs received the lowest score of 3.75, with 15.3% in the "low" category and 8.7% in the "very low" category. This indicates that material involvement is not as strong as emotional and academic involvement. The data indicates that parents are quite active in supporting their children in educational aspects, particularly in motivation, communication, and academic monitoring, although financial support remains a challenge for some respondents.

Table 4. Parental involvement in their children's education (N=478).

Parental involvement	Very low (%)	Low (%)	Simple (%)	Tall (%)	Very high (%)	Minimum
Talking about the future of children	1.3	7.3	5.3	36.0	50.0	4.26
School activities discussion	0.7	7.3	5.3	46.0	40.7	4.19
Know the learning patterns	1.3	10.0	16.0	42.0	30.7	3.91
Identifying academic problems in schools	3.3	10.0	9.3	40.7	36.7	3.97
Identifying academic problems at home	0.7	6.7	10.0	35.3	47.3	4.22
Help with homework	4.0	15.3	9.3	34.0	37.3	3.85
Identifying homework assignments	1.3	6.7	15.3	38.0	38.7	4.06
Exam Guide	1.3	10.0	18.7	36.7	33.3	3.91
Monitoring the exam	1.3	8.0	15.3	36.7	38.7	4.03
Injecting motivation	0.7	6.0	9.3	32.7	51.3	4.28
Deadlines	1.3	9.3	12.0	46.0	31.3	3.97
Purchase of reading materials	3.3	8.0	16.0	32.0	40.7	3.99
Provision of educational costs	8.7	15.3	9.3	26.0	40.7	3.75
Movement monitoring	2.0	10.7	6.7	38.7	42.0	4.08

Table 5. The relationship between school collaboration and parental involvement in their children's education (N=478).

Parental involvement	School cooperation					
	MK (right)	PK (right)	PMDA (r)	KWA (r)	PMA (r)	Member of Parliament (r)
Talking about the future of children	0.42**	0.59**	0.43**	0.24**	0.04	0.12
School activities discussion	0.36**	0.31**	0.49**	0.13	0.14	−0.12
Knowing the learning pattern	0.42**	0.36**	0.41**	0.28**	0.20*	0.11
Identifying academic problems in schools	0.34**	0.49**	0.36**	0.31**	0.05	0.15
Identifying academic problems at home	0.37**	0.22**	0.42**	0.18*	0.16*	0.04
Help with homework	0.37**	0.47**	0.41**	0.29**	0.07	0.11
Identifying homework	0.47**	0.39**	0.31**	0.25**	0.25**	0.28**
Guiding the exam	0.56**	0.47**	0.24**	0.24**	0.24**	0.28**
Monitoring the exam	0.43**	0.35**	0.29**	0.20*	0.16*	0.29**
Injecting motivation	0.43**	0.42**	0.45**	0.12	0.07	0.04
Deadline	0.42**	0.38**	0.45**	0.39**	0.08	0.06
Purchase of reading materials	0.35**	0.23**	0.48**	0.21*	0.18*	0.16
Provision of educational costs	0.38**	0.44**	0.40**	0.15	0.06	0.19
Movement monitoring	0.32**	0.46**	0.28**	0.24**	−0.01	0.07

Note: *Significant correlation at the 0.05 level and **Significant correlation at the 0.01 level.

Appreciating their presence; Attention in discussing children's education; Information on meetings and activities; Timeliness of activities; Notification of children's problems; Information on progress; **Significant correlation at the 0.01 level; *Significant correlation at the 0.05 level. Table 5 shows the correlation analysis between cooperation shown by the school and parental involvement in children's education. Cooperation shown by the school through the

variables appreciating their presence, attention in discussing children's education, and notification of meetings and activities on average shows a significant and positive relationship to parental involvement in children's education in the fourteen variables under Parents. Involvement is studied with a correlation value (R) between 0.32 and 0.56, except for the correlation between the variable attention in discussing children's education and the variable purchasing reading materials (R = 0.23, P < 0.01). Thus, it can be said that the higher the school appreciates parents who come to school, pays attention to discussions about their children's education, and informs all meetings and activities that parents need to attend at their child's school, the higher the parental involvement in various strategies for stimulating children's education (see Table 5). In addition, the cooperation demonstrated by the school through the variable of the appropriate timing for activities also showed a significant and positive relationship to the eleven variables in the category of parental involvement in children's education. However, only two variables showed a moderate relationship, namely parental involvement in providing a planned division of time for their children to study, watch, and engage in recreational activities (R = 0.39, P < 0.01), and parental involvement in identifying problems faced by their children at school in the academic field (R = 0.31, P < 0.01). Therefore, the more often the school organizes activities at the most appropriate time for parents to attend, the higher the parental involvement in providing a planned division of time for their children to study, watch, and relax, in addition to identifying problems faced by their children at school in the academic world. This means that the opportunity for parents to participate in activities held at school will be high if the school can organize these activities at the right time for parents to attend. Through participation in activities, parents can obtain various inputs to monitor time management and identify children's learning problems.

4.2. Discussion

The conclusion of the results of this study is that the socio-economic status of parents influences parental involvement in their children's education, but it cannot be considered the only factor driving such involvement. It was also found that parental involvement is affected by various other external factors. One external factor that encourages parents to be involved in their children's education is the cooperation provided by the school to parents (Ramadhan, Imran, Zatalini, Wahyuni, & Wiyono, 2025). The cooperation provided by the school can influence parents' thinking and increase their awareness of the need to be involved in their children's education so that children can achieve superior school exam results. This study shows that the higher the cooperation provided by the school, the higher the parental involvement in their children's education. Parental cooperation not only allows parents to be involved in their children's education at home and at school, but also allows parents to be involved in supervising their children's education outside of school. This study is in line with previous studies by proving that there is a significant influence and positive relationship between school cooperation and parental involvement in children's education (Barnett, Paschall, Mastergeorge, Cutshaw, & Warren, 2020; Chowa, Masa, & Tucker, 2013; Ogg & Anthony, 2020; Papadakis et al., 2019). Arguments explaining that cooperation from the school is very important to stimulate parental involvement in their children's education (Kamal et al., 2022). Collaboration from the school provides space for the implementation of various collaborative programs to improve the relationship between the school and parents. With a good relationship between the school and parents, the skills and leadership of parents can be honed so that this group can share beliefs, roles, and responsibilities to involve themselves in their children's education. Parents are also more exposed to various involvement strategies, especially at home and at school, as a result of more effective cooperation between the two parties to ensure children's academic achievement. The results of this study also identified three school behaviors that promote parental involvement in their children's education. School behaviors that respect parental visits to school, pay attention to discussions about children's education, and inform parents about meetings and activities held at school are three strategies for school collaboration that can enhance parental involvement in their children's education. Respecting parental visits to school is a fundamental factor in fostering parental involvement in children's education. Generally speaking, there are usually various

deficiencies in the socio-economic background of parents, namely in terms of education level, occupation, and income, which often show a significant gap between the position and status of parents when compared to the position and status of schools that are classified as middle class. Thus, differences like this will result in low self-confidence, and parents feel uncomfortable when visiting schools. However, the appreciation given by schools for parental visits can reduce these feelings in parents. The findings of this study indicate that the appreciation provided by schools to parents, who mostly come from low socio-economic backgrounds, causes parents to feel that their presence at school is valued. This fosters a sense of self-confidence in parents and diminishes feelings of inferiority and discomfort when communicating with the school. Additionally, the appreciation shown by schools can also help to avoid negative prejudices against schools, where teachers may have high status and may be reluctant to serve parents. The findings of this study also clearly demonstrate that school appreciation for parental visits and the respect given by parents to schools serve to bridge the gap between parents and schools.

A close relationship between parents and schools encourages parents to engage in various educational strategies for their children. Therefore, the results of this study were found to be consistent with research highlighting that school appreciation is an important factor in parental involvement in schools (Mahfud, Triyono, Sudira, & Mulyani, 2020). In addition, the attention shown by the school in discussing children's education allows parents to better understand the role and responsibilities of the school. This also allows parents to understand every effort made by the school to improve the educational achievement of their students. The results of this study are also in line with the findings of previous studies, which found that school collaboration encourages parents to be involved in various educational strategies for their children. In addition, the attention shown by the school also increases parental trust in the school and allows parents to move according to the demands of the school and the requests of the parents (Ek et al., 2020; Sethi & Scales, 2020). School behavior stimulates parents to assess its credibility and the need to help their children's education together to achieve the school's vision and mission. The formation of good interactions between parents and teachers, as a result of the attention shown by the school in discussing children's education, allows parents to know various problems in children's education at school. The findings of this study are in line with research that found the importance of interaction and communication between parents and teachers so that parents can know the problems of their children's education at school and better understand the need to involve themselves in their children's education (Suryaman et al., 2020). In this study, language factors did not have much influence on parents in forming interactions with teachers. Although the parents studied were of Indonesian ethnicity and on average had blood relations with Malay teachers, differences in communication language and socio-economic status between parents and teachers did not interfere with the cooperation provided by the school in discussing children's education. Therefore, the results of this study are not in accordance with research that found that differences in communication language between parents and teachers hinder communication between them and interfere with parental involvement in children's education (Susanto et al., 2020).

This study implies that schools are increasingly providing information about meetings and activities held at school. A symbolic request from the school to parents to cooperate and be involved in meetings and activities held at school. The notification allows parents to easily find out the agendas that are taking place at school. The school's action also allows parents to talk to their children about activities taking place at school and identify the level of involvement of children in these activities, regardless of whether the activities are in the curriculum or extracurricular activities. It also allows parents to identify important dates (e.g., exam dates) so that they can continue to guide their children through exams and monitor their children's progress in school. Notification to the school about school meetings and activities makes it easier for parents to monitor their children's movements outside the home and school so that free time is not wasted on certain activities that are not useful. Likewise, programs implemented at school provide opportunities for parents to be involved. Weaknesses of this study include the limited number of schools researched, so the study is not strong enough to be used as a basis for curriculum refinement, especially the curriculum which requires parental involvement, particularly mothers, in work. The same applies to teachers at school in

developing knowledge, understanding, and interest in student development. This research recommends further studies with larger populations and samples, and more comprehensive indicators and instruments.

5. CONCLUSION

The conclusion of this study emphasizes the importance of establishing strong relationships between schools and parents in collaborating on various student activities organized by the school. Such collaboration encourages parents to study and understand the curriculum content provided to students. Parental involvement and collaboration are especially crucial in the Indonesia-Malaysia border region, which comprises diverse socio-cultural backgrounds. Ignoring the socio-economic backgrounds of students' parents can negatively impact the educational development of children from different cultures and languages, such as those in the Indonesia-Malaysia border area. Exploring collaborative relationships between schools and parents that focus solely on one group can be detrimental to the child and may affect other children as well. The school's attitude and behavior towards parents, along with the dissemination of information and knowledge, and involving parents in their children's education, will significantly influence their children's development both at home and at school.

6. POLICY IMPLICATIONS

School policy implications need to develop effective and ongoing communication programs with parents, such as regular notifications about activities and meetings through various media, including letters, electronic messages, or social media. This aims to ensure that parents feel appreciated and always receive the latest information about their children's educational developments. Furthermore, school policies must encourage recognition and appreciation for the presence and participation of parents, for example through awards or formal thanks at school events. These awards can increase the sense of appreciation and strengthen parents' motivation to be actively involved in their children's learning process. In addition, it is important to have policies that support the implementation of activities that are in accordance with flexible times so that parents can participate more easily, such as holding meetings outside of working hours or on weekends. Schools are also advised to provide discussion or consultation forums that allow parents to convey their aspirations and obstacles they face, so that a mutually beneficial collaborative relationship is created. Another policy that needs to be implemented is orientation training for educators and education personnel regarding the importance of building good relationships with parents, including effective communication strategies that are sensitive to differences in the socio-economic backgrounds of parents. This is expected to improve the quality of communication and strengthen the partnership between school and home. The use of technology is also an important part of the policies that must be developed, for example through online platforms to make it easier for parents to follow school developments and activities without having to always be physically present. In general, the government and educational institutions need to create regulations that support the creation of an open and inclusive school environment for the participation of parents from various socio-economic backgrounds. This policy is expected to strengthen the synergy between schools and parents, so that it can improve the quality of education and optimize children's potential as a whole. Commitment and collaboration from all parties are the main keys to ensuring the successful implementation of this policy and the creation of a conducive learning climate for children.

REFERENCES

Alinsunurin, J. (2020). School learning climate in the lens of parental involvement and school leadership: Lessons for inclusiveness among public schools. *Smart Learning Environments, 7*(1), 25. https://doi.org/10.1186/s40561-020-00139-2

Arulogun, O. T., Akande, O. N., Akindele, A. T., & Badmus, T. A. (2020). Survey dataset on open and distance learning students' intention to use social media and emerging technologies for online facilitation. *Data in Brief, 31*, 105929. https://doi.org/10.1016/j.dib.2020.105929

Ataro, G. (2020). Methods, methodological challenges and lessons learned from a phenomenological study about OSCE experience: Overview of paradigm-driven qualitative approach in medical education. *Annals of Medicine and Surgery, 49*, 19–23. https://doi.org/10.1016/j.amsu.2019.11.013

Ayscue, J. B., Barriga, D., & Uzzell, E. M. (2023). Resegregation will not happen on our watch: The political and social context surrounding voluntary integration in Wake County Public School System. *Education Policy Analysis Archives, 31*(16), 1–27. https://doi.org/10.14507/epaa.31.7464

Barnett, M. A., Paschall, K. W., Mastergeorge, A. M., Cutshaw, C. A., & Warren, S. M. (2020). Influences of parent engagement in early childhood education centers and the home on kindergarten school readiness. *Early Childhood Research Quarterly, 53*, 260–273. https://doi.org/10.1016/j.ecresq.2020.05.005

Beach, D., & Vigo-Arrazola, M. B. (2020). Community and the education market: A cross-national comparative analysis of ethnographies of education inclusion and involvement in rural schools in Spain and Sweden. *Journal of Rural Studies, 77*, 199–207. https://doi.org/10.1016/j.jrurstud.2020.05.007

Bell, C. (2020). "Maybe if they let us tell the story I wouldn't have gotten suspended": Understanding Black students' and parents' perceptions of school discipline. *Children and Youth Services Review, 110*, 104757. https://doi.org/10.1016/j.childyouth.2020.104757

Camarero-Figuerola, M., Dueñas, J. M., & Renta-Davids, A. I. (2020). The relationship between family involvement and academic variables: A systematic review. *Research in Social Sciences and Technology, 5*(2), 57–71. https://doi.org/10.46303/ressat.05.02.4

Cheng, G., Yang, F., Xiong, F., Zhao, L., Zhang, L., & Wang, Y. (2020). Comparison of nutrition education policies and programs for children in China and other selected developed countries. *Global Health Journal, 4*(3), 72–78. https://doi.org/10.1016/j.glohj.2020.08.002

Chowa, G. A. N., Masa, R. D., & Tucker, J. (2013). The effects of parental involvement on academic performance of Ghanaian youth: Testing measurement and relationships using structural equation modeling. *Children and Youth Services Review, 35*(12), 2020–2030. https://doi.org/10.1016/j.childyouth.2013.09.009

Correia, N., Carvalho, H., Fialho, M., & Aguiar, C. (2020). Teachers' practices mediate the association between teachers' ideas and children's perceived participation in early childhood education. *Children and Youth Services Review, 108*, 104668. https://doi.org/10.1016/j.childyouth.2019.104668

Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes *Children and Youth Services Review, 118*, 105440. https://doi.org/10.1016/j.childyouth.2020.105440

Ek, A., Nordin, K., Nyström, C. D., Sandvik, P., Eli, K., & Nowicka, P. (2020). Responding positively to "children who like to eat": Parents' experiences of skills-based treatment for childhood obesity. *Appetite, 145*, 104488. https://doi.org/10.1016/j.appet.2019.104488

Gong, X., Zhang, X., & Tsang, M. C. (2020). Creativity development in preschoolers: The effects of children's museum visits and other education environment factors. *Studies in Educational Evaluation, 67*, 100932. https://doi.org/10.1016/j.stueduc.2020.100932

Henderson, L., Grové, C., Lee, F., Trainer, L., Schena, H., & Prentice, M. (2020). An evaluation of a dog-assisted reading program to support student wellbeing in primary school. *Children and Youth Services Review, 118*, 105449. https://doi.org/10.1016/j.childyouth.2020.105449

Heyder, A., Weidinger, A. F., Cimpian, A., & Steinmayr, R. (2020). Teachers' belief that math requires innate ability predicts lower intrinsic motivation among low-achieving students. *Learning and Instruction*, *65*, 101220. https://doi.org/10.1016/j.learninstruc.2019.101220

Hoffman, J. A., Uretsky, M. C., Patterson, L. B., & Green, B. L. (2020). Effects of a school readiness intervention on family engagement during the kindergarten transition. *Early Childhood Research Quarterly*, *53*, 86–96. https://doi.org/10.1016/j.ecresq.2020.02.005

Huntington, B., Goulding, J., & Pitchford, N. J. (2023). Expert perspectives on how educational technology may support autonomous learning for remote out-of-school children in low-income contexts. *International Journal of Educational Research Open*, *5*, 100263. https://doi.org/10.1016/j.ijedro.2023.100263

Imran, I., Astari, Z., Imanulyaqin, M. N., Utami, P. R., & Ramadhan, I. (2025). Innovative methodology of local wisdom-based learning as a strategy for communities on the Indonesia-Malaysia border. *International Journal of Learning, Teaching and Educational Research*, *24*(6), 415–431. https://doi.org/10.26803/ijlter.24.6.19

Kamal, S. S. L. A., Masnan, A. H., & Hashim, N. H. (2022). Parental involvement in young children's education in Malaysia: A systematic literature review. *International Journal of Learning, Teaching and Educational Research*, *21*(3), 319–341. https://doi.org/10.26803/ijlter.21.3.17

Karaagac, D., Bilecen, B., & Veenstra, R. (2022). Understanding Syrian parents' educational involvement in their children's primary education in Turkey. *International Journal of Educational Research Open*, *3*, 100184. https://doi.org/10.1016/j.ijedro.2022.100184

Keppens, G., & Spruyt, B. (2020). The impact of interventions to prevent truancy: A review of the research literature. *Studies in Educational Evaluation*, *65*, 100840. https://doi.org/10.1016/j.stueduc.2020.100840

Kovács, K. E., Dan, B., Hrabéczy, A., Bacskai, K., & Pusztai, G. (2022). Is resilience a trait or a result of parental involvement? The results of a systematic literature review *Education Sciences*, *12*(6), 372. https://doi.org/10.3390/educsci12060372

Lambrinou, C.-P., Androutsos, O., Karaglani, E., Cardon, G., Huys, N., Wikström, K., . . . Tong, M. (2020). Effective strategies for childhood obesity prevention via school-based, family-involved interventions: A critical review for the development of the Feel4Diabetes-study school-based component. *BMC Endocrine Disorders*, *20*(Suppl 2), 52.

Leath, S., Marchand, A. D., Harrison, A., Halawah, A., Davis, C., & Rowley, S. (2020). A qualitative exploration of Black mothers' gendered constructions of their children and their parental school involvement. *Early Childhood Research Quarterly*, *53*, 124–135. https://doi.org/10.1016/j.ecresq.2020.03.007

Liu, T., Zhang, X., & Jiang, Y. (2020). Family socioeconomic status and the cognitive competence of very young children from migrant and non-migrant Chinese families: The mediating role of parenting self-efficacy and parental involvement. *Early Childhood Research Quarterly*, *51*, 229–241. https://doi.org/10.1016/j.ecresq.2019.12.004

Mahfud, T., Triyono, M. B., Sudira, P., & Mulyani, Y. (2020). The influence of social capital and entrepreneurial attitude orientation on entrepreneurial intentions: The mediating role of psychological capital. *European Research on Management and Business Economics*, *26*(1), 33–39. https://doi.org/10.1016/j.iedeen.2019.12.005

Maryanti, N., Rohana, R., & Kristiawan, M. (2020). The principal's strategy in preparing students ready to face the Industrial Revolution 4.0. *International Journal of Educational Review*, *2*(1), 54–69. https://doi.org/10.33369/ijer.v2i1.10628

Mishna, F., Sanders, J. E., McNeil, S., Fearing, G., & Kalenteridis, K. (2020). "If somebody is different": A critical analysis of parent, teacher and student perspectives on bullying and cyberbullying. *Children and Youth Services Review*, *118*, 105366. https://doi.org/10.1016/j.childyouth.2020.105366

Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. *Educational Research Review*, *29*, 100307. https://doi.org/10.1016/j.edurev.2019.100307

Ogg, J., & Anthony, C. J. (2020). Process and context: Longitudinal effects of the interactions between parental involvement, parental warmth, and SES on academic achievement. *Journal of School Psychology*, *78*, 96–114. https://doi.org/10.1016/j.jsp.2019.11.004

Papadakis, S., Zaranis, N., & Kalogiannakis, M. (2019). Parental involvement and attitudes towards young Greek children's mobile usage. *International Journal of Child-Computer Interaction, 22*, 100144. https://doi.org/10.1016/j.ijcci.2019.100144

Poon, K. (2020). The impact of socioeconomic status on parental factors in promoting academic achievement in Chinese children. *International Journal of Educational Development, 75*, 102175. https://doi.org/10.1016/j.ijedudev.2020.102175

Ramadhan, I., Imran, I., Zatalini, A., Wahyuni, F. S., & Wiyono, H. (2025). Improving the quality of socio - cultural learning in pontianak : Strategy for developing student professionalism training programs through continuous training. *Studies in Media and Communication, 13*(3), 24-34. https://doi.org/10.11114/smc.v13i3.7504

Ressler, R. W. (2020). What village? Opportunities and supports for parental involvement outside of the family context. *Children and Youth Services Review, 108*, 104575. https://doi.org/10.1016/j.childyouth.2019.104575

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology, 60*, 101832. https://doi.org/10.1016/j.cedpsych.2019.101832

Sethi, J., & Scales, P. C. (2020). Developmental relationships and school success: How teachers, parents, and friends affect educational outcomes and what actions students say matter most. *Contemporary Educational Psychology, 63*, 101904. https://doi.org/10.1016/j.cedpsych.2020.101904

Sianturi, M., Lee, J.-S., & Cumming, T. M. (2023). Shifting the belief of the "hard-to-reach parents" to "reachable parents": Parent-teacher collaboration within schools in a post-colonial country. *International Journal of Intercultural Relations, 97*, 101892. https://doi.org/10.1016/j.ijintrel.2023.101892

Suryaman, M., Cahyono, Y., Muliansyah, D., Bustani, O., Suryani, P., Fahlevi, M., . . . Harimurti, S. M. (2020). COVID-19 pandemic and home online learning system: Does it affect the quality of pharmacy school learning? *Systematic Reviews in Pharmacy, 11*(8), 524–530.

Susanto, T., Rasni, H., Susumaningrum, L. A., Rahmawati, I., Yunanto, R. A., & Septiyono, E. A. (2020). Caring for adolescents based on the wisdom of Indonesian Pandalungan culture: An ethnonursing pilot study. *Journal of Pediatric Nursing, 55*, e270–e278. https://doi.org/10.1016/j.pedn.2020.05.015

Torrecilla, F. J. M., & Hernández-Castilla, R. (2020). Does parental involvement matter in children's performance? A Latin American primary school study. *Revista de Psicodidáctica (English Ed.), 25*(1), 13–22. https://doi.org/10.1016/j.psicoe.2019.10.002

van Sluijs, E. M., Brown, H. E., Coombes, E., Hughes, C., Jones, A. P., Morton, K. L., & Guagliano, J. M. (2021). An online family-based self-monitoring and goal-setting intervention to improve children's physical activity: The FRESH feasibility trial and three-arm pilot RCT. *Public Health Research, 9*(9), 1–116.

Wolf, S. (2020). "Me I don't really discuss anything with them": Parent and teacher perceptions of early childhood education and parent-teacher relationships in Ghana. *International Journal of Educational Research, 99*, 101525. https://doi.org/10.1016/j.ijer.2019.101525

Zhang, X. (2021). Barriers and benefits of primary caregivers' involvement in children's education during COVID-19 school closures. *International Journal of Disaster Risk Reduction, 66*, 102570. https://doi.org/10.1016/j.ijdrr.2021.102570

Zheng, X., Wang, C., Shen, Z., & Fang, X. (2020). Associations of private tutoring with Chinese students' academic achievement, emotional well-being, and parent-child relationship. *Children and Youth Services Review, 112*, 104934. https://doi.org/10.1016/j.childyouth.2020.104934

Zhou, S., Zhou, W., & Traynor, A. (2020). Parent and teacher homework involvement and their associations with students' homework disaffection and Mathematics achievement. *Learning and Individual Differences, 77*, 101780. https://doi.org/10.1016/j.lindif.2019.101780