

PATTERNS OF PARENT INVOLVEMENT THROUGH THE “PARENT TEACHER ASSOCIATION” (PTA) AT BUIN BATU SCHOOL, WEST SUMBAWA DISTRICT

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Abstract: The purpose of this study is to find out the pattern of parental involvement through the Parent Teacher Association (PTA) at the Buin Batu School, West Sumbawa Regency. This research is a qualitative research using ethnographic methods. Data collection was carried out through in-depth interviews, observation, and documentation. The research results show that the pattern of parental involvement through the Parent Teacher Association (PTA) at the Buin Batu School can be described in a collaborative pattern within the collaboration triangle which consists of school facilitation, parent support and student creation. In this pattern there is a collaborative relationship between the school, parents and students which can maximize the involvement of parents in various activities both academic and non-academic which can support students to work and achieve.

Keywords: Parental involvement pattern, school committee, parent-teacher association, triangular collaboration.

INTRODUCTION

The involvement of parents in the delivery of educational services in schools plays an important role in determining the quality of education (Romah, 2013). One form of the quality of education is the quality of educational services (Hadziq, 2016). Parents as members of the community play a role in organizing and controlling the quality of educational services as stated in the 2003 National Education System Law Article 54 Paragraph (1) which reads community participation in education including individuals, groups, families, professional organizations, employers, and community organizations in the implementation and quality control of educational services.

The school committee also plays a role in planning, supervising, evaluating, and has several tasks as stated in the Minister of Education and Culture Regulation Number 75 of 2016, namely (a) to provide consideration in the determination and implementation of educational policies, (b) to raise funds and other educational resources from the community, (c) to supervise education services in schools in accordance with statutory provisions and (d) to follow up on complaints, suggestions, criticisms and aspirations from students, parents/guardians, and the community as well as the results of school committee observations on school performance.

The various forms of parental participation that have been regulated in the system of laws and government regulations above serve as guidelines for schools and parents in regulating and managing parental involvement in schools. (Romah, 2013) (Gomes, 2017). However, in the management of parental involvement there are obstacles and obstacles faced by both the school and parents. Nugraha (2019) stated that several factors inhibiting the role of school committees were (1) lack of understanding of the duties and responsibilities of school committee members, (2) lack of independence and professionalism of school committees and (3) lack of time to coordinate between the school and the school committee. This is a challenge for schools in maximizing the management of parental involvement in schools through a parent association.

The practices of the two bodies, which are considered to be less effective, do not necessarily affirm the abolition of the law. However, the deletion plan became polemic. Obstacles and obstacles faced by schools and parents in terms of involving parents in the

form of school committees should be anticipated by maximizing the form of involvement. Schools need to collaborate with parents in maximizing parental involvement in a pattern of continuous parental involvement. With a pattern of parental involvement that is formed and entrenched as well as various forms of parental involvement, it will be able to minimize existing obstacles and challenges and can have a positive impact on schools, parents and students.

Parents' involvement in school programs can be seen in various activities such as in the bazaar activities organized by the Student Representative Council (SRC). Parents are involved in the production, distribution and consumption of the materials sold in the bazaar. Proceeds from sales in bazaar activities are usually channeled to charity activities and donations in the SRC Community Service which can be attended by parents' representatives. This activity is in the form of giving donations to the community around the mine. There are also Parent As Learner (PAL) activities which are parenting programs or parent classes and Parent Teacher Conferences which are socialization activities and class program meetings for parents.

This parental involvement has a positive impact on both the school and the students. For schools, the involvement of parents has an impact on the quality of education as indicated by the results of the school's accreditation. The accreditation score achieved by the school for all levels from the Playgroup (KB) to High School (SMA) level is A. The impact that students get can be seen from the various kinds of achievements achieved from the school level to the international level.

One of the achievements at the international level that students achieved was the passage of four students in the final of one of the prestigious events known as the World Scholar Cup which was held at Yale, United States in November 2022. In this event students from the Buin Batu School won gold and silver medals in several competitions such as debate champion, collaborative writing, scholar challenge and team debate.

The achievements of schools and students at the Buin Batu School cannot be separated from the collaboration with parents. This collaboration can be established from the school's efforts to maximize parental involvement. One way is through an organization whose members are representatives of parents, school leaders, teachers and education staff called the Parent Teacher Association (PTA).

The PTA at Buin Batu School is the only PTA in West Nusa Tenggara. However, PTA is not new to schools abroad or international standard schools. PTA has been around for a long time and has been implemented in various countries such as the United States, Japan, Hong Kong, Nigeria and Kenya.

The PTA is an organization that is similar to the school committee but has some differences in its organization. One of them is from its membership. PTA consists of parents, educators and educational staff, while the school committee only consists of parents and guardians of students. This PTA membership is able to facilitate communication between education and educational staff and parents so that the involvement of parents in various activities can run effectively and efficiently. In the school committee there are still obstacles in carrying out the role of parents so that the involvement of parents is still not running effectively and efficiently due to the lack of optimal communication between schools and parents.

Seeing the problems that arise in school committees in Indonesia that have not been able to encourage maximum parental involvement and the success of the Buin Batu School in terms of involving parents through PTA, the researchers are interested in researching and studying more deeply about parent involvement through PTA in Buin Batu Schools.

METHOD

This research took place in one of the Buin Batu Collaborative Education Unit (SPK) schools located in West Sumbawa Regency. Researchers use a qualitative approach so that

researchers can describe clearly and in detail. The method used is ethnography which is one of the methods in a qualitative approach. This method was chosen according to the title of this study and the uniqueness of involving parents through PTA conducted at the Buin Batu School.

The data collected in this study is data that is in accordance with the research focus on parental involvement through PTA in Buin Batu Schools and the research sub-focus on patterns, forms, challenges and impacts of parent involvement through PTA in Buin Batu Schools. The types of data in this study are categorized into primary data and secondary data. The primary data in this study consisted of school leaders, principals, PTA presidents, parents and teachers. Secondary data is sourced from official documents at the Buin Batu School in the form of archives and files owned by the school

The data obtained in this study will be collected by technique Observations, Interviews, and Documentation. Data validity tests conducted by researchers in this study included credibility, transferability, dependability and confirmability tests.

RESULTS AND DISCUSSION

Pattern is a system or a fixed structure. So that the pattern of parental involvement is a system or structure of parental involvement that remains consistent and continuous. This system or structure is needed in an effort to involve parents to ensure parental involvement can run effectively and efficiently so that parental involvement can maximize the role of parents both individually and in groups in education. This will certainly have an impact on increasing the quality of communication between schools and parents so that the school's vision and mission can be achieved.

In involving parents at Buin Batu School there is an involvement system that makes it easy for schools and parents to work together and collaborate in an association called the Parent Teacher association. So we can see that the pattern of parental involvement through the Parent Teacher Association (PTA) at Buin Batu School is a system of parental involvement that runs continuously and continuously. This system can run well with the efforts of both schools and parents in working together and collaborating so that the school's vision and mission can be achieved.

The involvement of parents in the Buin Batu School is an important part of implementing educational operations in an effort to achieve the school's vision and goals. The Buin Batu School mission states that "Provide an emotionally supportive and physically safe environment". In achieving this mission, parental involvement in creating a learning environment that is emotionally supportive and physically safe plays an important role.

Buin Batu School believes in a basic concept in terms of involving parents which is called Triangle Collaboration or triangular collaboration. This concept is a philosophical reference in the parent involvement system at the Buin Batu School which involves the school, parents and students as components in it that collaborate and interact with each other. These three components have their respective roles, namely schools facilitate, parents support and students create or school facilitates, parent support, student create

This pattern of parental involvement through PTA is implemented by the Buin Batu School to support optimal development and achievement of students both in the academic and non-academic fields. This was conveyed by the key informants of this study in the following interview excerpts:

"... So that's what we call Triangle collaboration, school - parent and - student. So schools facilitate, support parents, create students. So schools facilitate, parents support, and children create. Creating its intended output in students. Now the focus of all of that is of course for the children."**(F1.CW2.PD.KS.21.05.2023)**

Collaboration between these three parties will lead to one goal stated in the school's vision, namely "Fostering global citizens by providing a quality and meaningful learning experience" means developing global citizens through quality and meaningful education. In more detail it is stated in its mission, namely "Achieve success at each stage of learning". The educational goals that can be seen in this vision and mission focus on student success in each stage of learning. Of course, this success can be achieved with an effort and opportunity for students to work and create and measure achievements facilitated by the school and supported by parents. This was confirmed by key informants in the following excerpt of interview notes:

"... Speaking of benefits for children, the principle is, the basic concept is, we schools facilitate parents to support and children create. Any activity whatsoever that is related to the community, with self-development, is of benefit to students because they are also involved in it."
(F2.CW5.PS.KS.25.05.2023)

The involvement of parents in the Buin Batu School has been carried out continuously and consistently to form a cultured pattern or system. This parental involvement has become part of the culture of the Buin Batu School. This culture of parental involvement forms a pattern of parental involvement as an important part of the collaborative system of schools, parents and students in the collaboration triangle which can be described as follows:

School Facilitate parental involvement through PTA(School facilitates parental involvement through PTA)

Take a deeper look at every aspect of the triangle collaboration at the Buin Batu School, namely how the school facilitates this involvement. Parental involvement does not necessarily appear without an effort that stimulates the emergence of parental cooperation with the school. Various efforts were made by the Buin Batu School in establishing relationships and collaboration with parents. As stated by one informant as follows:

"Involve parents as members of the foundation, then as members of the Parent Teacher Association, then parents as resource persons in teaching and learning activities in class, then involve parents as well in various teaching and learning activities, then invite parents at the beginning of the semester and communicate learning programs through PTC sessions as well to find out children's learning development through the Three Way Conference (TWC), then involve parents when there will be an art festival, when there will be Teacher's Day, then also involve parents for extracurricular activities, and activities and if there are school activities eh parties The school also involves parents. so there is a lot of parental involvement in the Buin Batu School."
(F1.CW7.PS.SB.14.6.2023)

The involvement efforts mentioned by the informant are a strategy carried out by the school in facilitating parent involvement. As stated by key informants, a top-down strategy is needed where the concept of facilitating schools here is in the form of schools providing programs and guidelines for parents to be involved in various activities at school.

"...Doing an organization must be Top Down in nature as well. It's also difficult for us to bottom up. It's also hard to take initiation from parents just like that. But we also top down. This means that we also provide them with program guidelines and the program must be implemented. So, that's a way or a strategy so that every parent, say in one class group, all the parents are involved..." (F1.CW3.PD.KS.22.05.2023)

Buin Batu School provides programs and guidelines in the form of policies as an effort to involve parents. One form of parent involvement program and policy carried out by Buin Batu School is to form an association that can bridge communication between parents and schools, namely the Parent Teacher Association or PTA for short.

"PTA is a way we communicate effectively with parents particularly around activities and events and share information about what is happening in the school. So the PTA is not a governing body, it doesn't develop policies, doesn't review programs, doesn't supervise or evaluate teachers or the school leadership. It's a way to improve communication between parents and the school, to do team leadership between teachers, and it's a way to promote positive relationships and positive spirit within the school. It's also one way to help identify any issues or performance concerns, if parents have a concern. One way they can share that concern is through the PTA. There are other ways but they can raise a concern through the PTA. This is an example this month we are having an O2SN competition and the mothers are complaining why there was no earlier information one day before my child has to compete, all of a sudden you know. So they complained. And Pak Habibi and I are looking for a solution. That's just an example. For me the main purpose is to allow voice from the parents, we build a good relationship, we build trust and we support each other with events." (F1.CW6.PD.HOS.14.6.2023)

As stated by the informant, PTA is a way of communicating effectively between schools and parents, especially regarding school activities and programs and sharing information about what is happening at school. Informants also explained that the PTA is not a formal body that regulates schools, does not develop policies, does not review programs, does not supervise or evaluate teachers or school leaders. PTA is a way to improve the quality of communication between parents and schools, conduct team leadership between teachers, and this PTA is a way to promote positive relationships and positive spirit within the school. PTA is also a way to help identify problems or concerns from parents and schools.

The PTA president conveyed the same thing that this PTA is a communication bridge between schools and parents.

"PTA is a bridge of communication between parents as guardians of students and the school. At that school there are school staff, there is a homeroom teacher, there is a school leader." (F1.CW9.PD.PPTA.14.06.2023)

The PTA at Buin Batu School plays a role in supporting various school activities and programs, especially in the non-academic field.

"...Well PTA itself is really a form of parental involvement but not in academic terms. This PTA plays a role in supporting school activities, for example there is a children's team building, then there are swimming Carnival activities, then there are sports activities, bazaar activities and so on." (F1.CW2.PD.KS.21.05.2023)

In addition to supporting school activities in the non-academic field, key informants also mentioned that PTA through its members, namely parents, also supports the academic field at school, especially in the area of literacy. Here again, schools play a role in facilitating parental involvement by providing literacy programs such as the home reading program and the Reading Cafe.

"...Both parents' involvement was also in the academic field. In this academic field, we actually involve parents in providing opportunities for them to be involved in the student learning process, but not in class learning, of course. It's in the realm of literacy. This literacy area includes reading, writing, so in those areas where we involve parents, for example there is the Home Reading

program. So we involve parents in the process of accompanying children to read. There are also reading cafe activities. There the parents of each of our children are invited to read, read together with the students..." (F1.CW3.PD.KS.22.05.2023)

Apart from facilitating the program, Buin Batu School also provides various guidelines and policies. In terms of collaboration with parents, there are several documents that the researchers found, such as the PTA guidelines and the Parent Handbook. The PTA guidelines include everything related to the PTA, from objectives, membership, duties and responsibilities to PTA funding. The parent handbook is a guide or guide that is distributed to all parents which contains the school's vision and mission, student code of ethics, behavior management, school hours, school uniforms, to private tutoring for students. This parent handbook is a guide for parents in supporting their child's education by understanding everything about Buin Batu School.

Parent Support(Parent Support)

Reviewing the second aspect of the collaboration triangle, namely parent support. This form of parental support will be described in more detail in the second subfocus of this study. However, in general the researchers found that the scope of parental involvement in the Buin Batu School could be divided into two types, namely individual parental support as members of the PTA and group parental support as the PTA committee.

PTA membership and the PTA committee at Buin Batu School are described in a document called the PTA Guidelines or PTA Guidelines (attached). The guideline states that: (1) Every parent, academic staff and Buin Batu School leadership team are automatically members of the PTA; (2) School leaders and staff can join either as representatives or as members of the divisions formed.

So it can be concluded that all parents/guardians of students, educators and educational staff at the Buin Batu School are members of PTA in a broad scope. In a smaller scope, the school forms a committee, namely the PTA Committee in which the committee members consist of one parent representative from each level/class who is willing to voluntarily become a class level representative. This is described in the PTA guidance document as follows. Committee members include one representative from each grade level. Determination of committee members is not carried out through an election mechanism. Every year, school leaders will ask for volunteers to become committee members who are also called class level representatives.

However, based on the results of interviews with informants that in practice the selection of class level representatives is carried out through a selection mechanism by other parents in the same level or class in the following quote:

"...So each class has a parent representative. And that is through a mechanism directly elected by the parents themselves who are members of the PTA membership..." (F1.CW2.PD.KS.21.05.2023)

This is done if there are no parents who voluntarily volunteered to represent the class level.

In the PTA committee, there is management consisting of school leaders and school staff who will be appointed to represent the school, PTA president, vice president, secretary, treasurer, members and grade level representatives. The management of the PTA committee is elected through an election mechanism by committee members either by acclamation, nomination or voting.

"... We invite all forum parents who are present to be given the opportunity to conduct a presidential election by acclamation. If it is difficult by acclamation, yes, it doesn't narrow down to one person, then a nomination is made. Nominate first, those who are nominated could be 1 2 3 people who

are nominated. So if that happens, then do what is called voting. If earlier it failed by acclamation, then each of them would dominate by acclamation, right? For example, A, B, C. Let's say 3 or 4 people who are nominated from all of these groups, yes, parents, I mean from parents, now only after that do voting. If voting is the last resort, someone will definitely win. The winners of the two winners from the voting results, yes, the most votes, that's what the president and vice president are called. Well enough up there. After that the president and vice president elect members and representatives of the class representatives earlier. So we give them independence to elect and determine who will be members and representatives..." (F1.CW3.PD.KS.22.05.2023)

In the excerpt of the interview it is also stated that the PTA president together with the elected representatives then select members and class representatives to serve in divisions in running the PTA program. This is also stated in the PTA guidelines which read: The chairperson of the selected committee can establish, determine the organizational structure and divisions in carrying out the PTA program. The committee chairman has the right to choose the number of committee members as needed. (Source: SBB PTA Guidance document).

Student Create(Student creates)

All collaborative efforts made by schools and parents lead to one goal, namely students. In this triangle collaboration pattern, students have a role as a component that creates. In this case students work and create and make achievements both academically and non-academically. Academic achievements in class and non-academic through various forms such as joining in extracurricular activities called After School Activities, Student Organizations (OSIS) called Student Representative Councils, various competitions, school programs and teaching and learning activities in class.

Based on the results of the theme analysis on the pattern of parent involvement through PTA at SBB it was found that there was a triangular collaboration called triangle collaboration. This collaboration triangle consists of three components that can be translated into three domains, namely school facilitation, parent support and student creation. The school's role is to facilitate parental involvement by forming an association of teachers and parents called the Parent Teacher Association (PTA). Within this association there is a committee consisting of school leaders, PTA president, vice president, secretary, treasurer and PTA representatives at each grade level. This association is an informal organization that does not function to determine policies, curricula and similar matters but rather to support the implementation of school programs. The role of parents is to support school programs by becoming a member of the PTA and voluntarily being part of the PTA committee. Students become part of this collaboration by working in academic and non-academic fields. Students are able to work with the support of their parents as part of the PTA facilitated by the school.

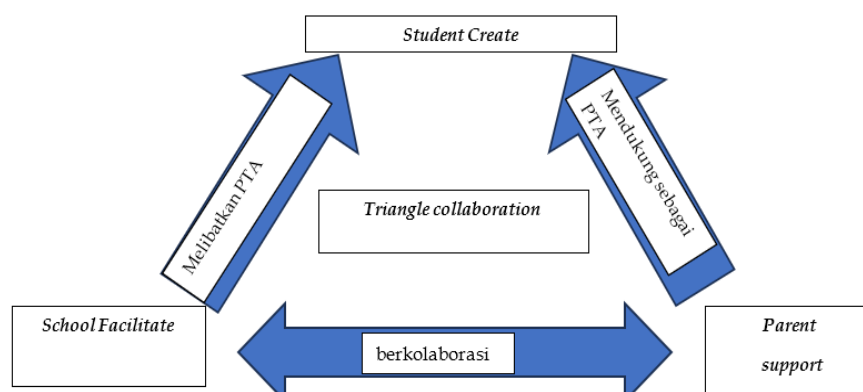


Figure 1.The pattern of parental involvement through PTA at SBB in the Triangle collaboration.

Interaction and collaboration between these three domains, namely school facilitation, parent support and students create has a relationship with one another in involving parents through PTA Buin Batu School. In the ecological theory of human development mentioned by Bronfenbrenner (Keyes, 2000) that the ecological environment that affects human development consists of a set of structures ranging from the smallest to the largest which are related to one another starting from the smallest or called the microsystem, namely the set of individuals themselves and their immediate environment, mesosystem, exosystem and the largest is the macrosystem.

Within the scope of the microsystem individual students can develop and achieve because of the influence and interaction with other individuals such as parents and teachers at school. Mentioned by Bronfenbrenner (Nembambula et al., 2023) that the microsystem is the deepest level consisting of direct interaction and Bronfenbrenner (Yamauchi et al., 2017) states that the first level in the ecological system is the microsystem where the closest factors that influence children's development are the child's school environment and the child's direct interaction with their immediate environment.

Within the scope of the mesosystem consists of interactions between microsystems, namely parents, schools and students. In Yamauchi et al., (2017) mentioned that the mesosystem is a layer outside the microsystem which is described by the relationship of two or more microsystems. The involvement of parents through the Parent Teacher Association by the Buin Batu School is at the Mesosystem layer. Students interact with other students in the SRC or ASA groups with the support of parents and PTA as well as teachers and schools which are interactions that occur within the scope of the mesosystem.

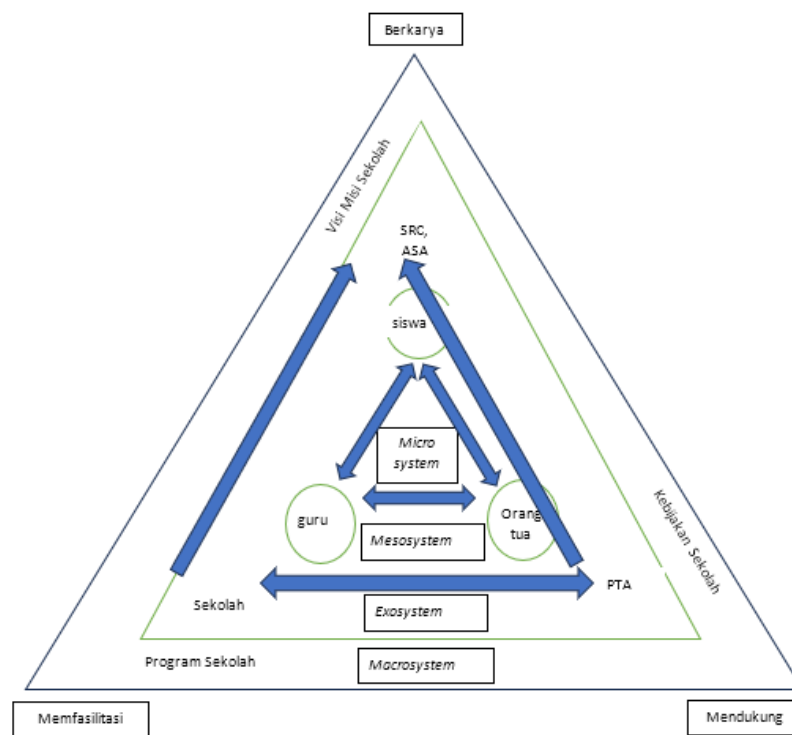


Figure 2. Patterns of parental involvement through the Parent Teacher Association (PTA) at the Buin Batu School in developmental ecology

Layers next is the exosystem which is mentioned by Bronfenbrenner (Nembambula et al., 2023) are two or more settings that interact with each other that do not require the active participation of an individual. According to Yamauchi et al., (2017), the exosystem is similar to the mesosystem except that there is at least one setting that is unrelated to an individual.

The outermost layer is the macrosystem which consists of the customs, culture, and beliefs of the larger community or society (Yamauchi et al., 2017). In this pattern of parental involvement through PTA, the school's vision and mission, school programs, and school policies are included in the scope of the macrosystem.

The components in this collaboration triangle have a relationship with one another to form a pattern of parental involvement through PTA at Buin Batu School. Attachment to each component when associated with the ecological theory of human development from the smallest to the largest set can be described by the following model:

CONCLUSION

Based on the results of the analysis and discussion in the previous chapter, it was concluded that the pattern of parental involvement through the Parent Teacher Association (PTA) at Buin Batu School can be described in a collaborative pattern within the collaboration triangle which consists of school facilitation, parent support and student creation. In this pattern there is a collaborative relationship between the school, parents and students which can maximize the involvement of parents in various activities both academic and non-academic which can support students to work and excel.

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