Factors to Improve School Management and Social Science Student Learning Outcomes Through Cooperation with Parents

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Abstract. The curriculum expects parental involvement in their children's education. Actively involving parents in the learning process can improve student learning outcomes. But the fact is that many schools do not involve parents because of social gaps. It is urgent to study the gap between the expectation that parents are involved in schools and the fact that many schools do not involve parents. This study aims to determine the background of the parents studied and to provide a descriptive analysis of the school's cooperation with parents in stimulating them to be involved in their children's education. The research sample consisted

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of 285 parents of junior high school social studies students who were selected randomly. The study used quantitative data, collected through a questionnaire that was compiled and developed based on indicators. The data analysis technique used descriptive statistics with the help of SPSS version 25.0 by calculating the mean, percentage, and standard deviation for each indicator and interpreting them. The results found a significant relationship between school and parent collaboration in improving their children's education. The more the parents feel that their presence is appreciated by the school, the greater their involvement in their children's education. The conclusion reached was that a sound relationship established by the school can encourage parents to be directly involved in various educational activities and important activities organized by the school.

Keywords: Collaboration; Management; Learning Outcomes; Parents; Social Sciences

1. Introduction

In the world of education, schools require parental involvement in their children's education. Parental involvement is not a new issue in educational studies. Although parental involvement in schools does not necessarily affect the attitudes and characteristics of the child itself, schools also have an important responsibility to work with parents in children's education. However, in some schools there is a lack of relationship between schools and parents, which has an impact on the child's learning development itself (Fiskerstrand, 2022; Kovács et al., 2022).

Frequent differences of opinion between parents and teachers can strain the relationship between the two parties. Most teachers feel that students, especially those from lower economic backgrounds, cannot learn effectively because of an unstable home environment (Suryaman et al., 2020; Henriksen et al., 2021), and teachers often have problems with parents: some parents do not appreciate the methods and skills of a teacher and are unable to distinguish between family problems and children's education problems at school (Jahreie, 2023; Lewis-Dagnell et al., 2023). Some parents have very little interaction with their child's school, and problems can arise because of their socio-economic background and their negative perceptions of the school. Such differences in perception between parents and teachers can limit parental involvement in children's education at school at the expense of the child's education (Nunes et al., 2023; Aleksić et al., 2024).

The relationship and interaction between parents and the school is pivotal, right from the first day of school. In the early stages of learning, children's behaviour can be shaped by a good relationship evident between parents and teachers (Santos et al., 2023). Parental involvement in their children's education will be more effective if there is a concrete, cooperative relationship with the school. Research shows that the socioeconomic background of the parents' background influences parental involvement in their children's education. Parents who come from a high socio-economic background or social class tend to be more actively involved in their children's education, although the influence of parental

background is not necessarily the only factor that drives a child's success in education. Other studies argue that middle-class parental factors also have an impact on their students' educational success at school (Kobakhidze et al., 2023; Kohlmeier & Fischer-Neumann, 2024). Parental involvement in a child's education needs to be seen from various perspectives, with a special focus on the role of schools as the main factor in encouraging parents to be involved in their children's education.

The literature review revealed that most research that has been conducted in the field of social studies and education focuses on parental involvement at home (Kamal et al., 2023; Stiff et al., 2023). The research suggests that a significant, positive relationship is an important factor in parental involvement in children's learning outcomes (Musengamana, 2023; Yang et al., 2023). Another study found that communication between parents of secondary school students and the school ensured the success of their children's education and brought many benefits to the parents themselves (Munthe & Westergård, 2023). Involved middle-class mothers receive feedback from the school through dialogue when their children face problems (Tu et al., 2024) and are also able to reject irrational comments at the school level. Mothers who have a higher education often contact the school to elicit information about the achievements and progress of their children (Stiff et al., 2023), and middle-class parents who are involved in various school activities feel that their presence at school is appreciated by the school (Beach & Vigo Arrazola, 2020). This group is confident and does not feel inferior about being involved in children's education at school.

The research clearly shows that parents have a high dependence on schools, and conversely, that schools are aware that children's success does not necessarily entirely depend on the school (Fehérvári & Varga, 2023). The relationship between parents and schools should not be seen only from the point of view of parents' dependence on schools; it is also necessary to look at the relationship shown in the attitudes of the school towards parents. Parental involvement in children's education will increase if the school has a positive view of parents and is willing to work with them (Murshidi et al., 2023). Thus, the role of schools is a driving factor for parental involvement; schools play the primary role in collaborating with parents to strengthen parental awareness of the importance of involvement in their children's education. The greater the cooperation offered by schools to parents, the greater the involvement shown by parents in their children's education as parents are encouraged to be involved in helping their children's education both at home and at school (Ali et al., 2022). Parents feel valued and respected in the school and are motivated to be involved in their children's education (Karaagac et al., 2022).

Programmes implemented in schools can provide opportunities for parents to be involved in their children's education (Cheng et al., 2020), and frequent communication between the school and parents encourages involvement in various activities held at school. The role of the school in organizing meetings between parents and teachers becomes a catalyst for parental involvement in their children's education at school (Iivari et al., 2023).

Home visits by the school is one way not only to establish relations between parents and schools but also to enable schools to understand the learning circumstances of students outside school hours. The home visits provide space for schools to plan effective strategies to encourage parental involvement in children's education at home (Leath et al., 2020). Interaction and communication between teachers and parents assists teachers in understanding the context of parental involvement in children's education (Zhou et al., 2020).

Research also shows that parents react positively in response to requests from schools to involve themselves in education (Alinsunurin, 2020). Schools' efforts to provide various special programmes to enable parents to be involved in their children's education have a positive impact on their children's educational achievements (Poon, 2020). In this case Major et al., (2024), the high level of parental involvement influenced the way teachers assessed students and had a positive impact on the collaboration between parents and teachers. Parents also felt that teachers appreciated their efforts.

Providing information to parents about volunteer opportunities other than the need to earn money for the school encourages high levels of parental involvement in activities held at the school and makes parents feel valued and confident about the school's efforts to help their children's education. The school's willingness to listen to parents' views and organize activities for parents also encourages their involvement in the school. In this case, the role of the school is to provide a school climate that allows parents to feel valued and involved in the school (Moreira et al., 2023).

School principals have high expectations of parental support of their children's education at home (Heyder et al., 2020). This support includes parents helping their children with homework and contacting the school to discuss problems their children are having at home. High school principals have more time and energy to mobilize efforts to engage parents in their children's education (Jailobaeva et al., 2023).

From the perspective of the school, family collaboration builds understanding of how schools, families, and communities share responsibility with students to ensure their educational success (Kamal et al., 2022). Such collaboration between schools, families, and communities can not only improve school programmes and environments, increase parents' skills and leadership, and connect parents with schools and communities, but can also help teachers' work (Sianturi et al., 2022). Schools, families, and communities do not necessarily contribute to student success, but activities resulting from collaboration between them can guide and motivate students so that they achieve success (Schunk & DiBenedetto, 2020).

The research referred to above makes it clear that there is a significant relationship between the cooperation provided by schools to parents and the awareness on the part of parents of the importance of involving themselves in their children's education. However, many studies document the failure of collaborative relations between schools and parents by identifying factors that hinder the formation of

collaborative relations. The lack of effective interaction between parents and teachers causes children's educational problems at school to escape the attention of parents at home (de Jong et al., 2022).

The urgency of research and parental involvement in the classroom through an open-door policy that allows parents to come to school to find out about their children's disciplinary and academic problems is still limited. The difficulty of implementing effective communication methods that can connect schools with parents also hinders parental involvement in their children's education at school, and this failure of communication between schools and parents is one of the main obstacles to parental involvement in their children's education at school. Moreover, although schools provide programmes to support communication policies with parents, parents' expectations go beyond the services provided. The challenges in managing parent involvement programmes also impact overall parental involvement in schools (Henderson et al., 2020). For example, the study by Henderson et al., (2020) found that although schools provide programmes that allow parents to make decisions to improve school progress, few parents serve as decision-makers through established committees. A further hindrance to parental involvement are the differences in perception between teachers and parents regarding mentoring, and the need for parental involvement; some schools only need parents if a problem occurs. All these factors hinder overall parental involvement. Language, too, can prove a stumbling block. A study of Chinese migrant parents in America found that language factors hinder parental involvement in their children's school education (Liu et al., 2020). Their lack of English language skills rendered them unable to understand and communicate in English.

The variety of research results expressing different opinions make this topic a valuable focus of study. Although research widely acknowledges that a child's development cannot be separated from the family environment and parenting patterns, yet parents have limited involvement in schools.

The gap between limited parental involvement and recognition of the benefits of parental involvement in children's education is best learned in schools that involve active parental participation in the learning process and actively collaborate according to curriculum expectations rather than by inhibiting the relationship between parents and schools other than their involvement in the Parent Teacher Association (PTA) at school. In the Indonesian context, many studies still prioritize the evaluation of collaboration carried out by schools in increasing parental awareness to involve themselves in their children's education, but few studies focus on ethnic minorities and education issues.

This study aims to determine the background of the parents of the students studied; to determine and provide a descriptive analysis of the cooperation demonstrated by the school which can stimulate parental involvement in their children's education; to determine parental involvement in their children's education, and to determine the nature of the cooperation between schools and parents in their children's education.

2. Method
This study used a questionnaire as a research instrument to gather data for quantitative analysis (Yan & Bava Harji, 2023; White, 2023). The sample selection in this study was made via a letter to a total of 285 Social Science parents from Public Junior High Schools in Klaten Regency, Indonesia. This letter was delivered to the respondents through male and female students at the school.

2.1 Participants
To select the 285 parents, 285 students were chosen based on stratified random sampling from a total of 1500 junior high school social studies students in Klaten Regency, Central Java, Indonesia. The students were from Grade One to Grade Three. Sixty students from each class were selected using a Random Number Table. In this study, students in Grade One and Grade Two were not selected because it was too early to monitor parental involvement in children's education at a high level. Either the mother or father of each of the 285 students was selected (based on the child's opinion about the person who spends the most time with him/her in helping with his/her education) to be the research respondents for this parent-student sample.

2.2 Data Collection Techniques Using Study Instruments
The 285 parent respondents were asked to attend the school at a specified date and time to participate in the study. They were informed by letter about the purpose of the study and the importance of their participation in the study. The research respondents were also informed that they did not need to participate in the study if they were not interested, but all 285 respondents agreed to participate. The confidentiality of each respondent involved in this study was guaranteed, and they were assured that all personal information in the interview session would be kept confidential.

All questions in the questionnaire were formulated in Indonesian; however, for those respondents who could not easily understand Indonesian, the researcher translated the questions orally into an easily understood language and read them to the respondents so that they could fill in the necessary information and mark the answers on the scale provided. Each questionnaire given to respondents took about 30-50 minutes to complete.

The questionnaire used to obtain quantitative data from the respondents was adapted by the researcher based on Ataro (2020) who modified the structure by adding necessary questions and eliminating questions that were considered less important and less relevant to the purpose of this study. The questionnaire given to the selected parents of the National School students consisted of three components, namely parental background, school cooperation, and parental involvement in their children's education. The parental background section of the questionnaire elicited questions about the background of the parents and their socioeconomic position. These questions also collected information about gender, age, marital status, and place of residence. Questions covering education level, occupation, income, household income, number of dependents in the family, and

number of children attending school were among the questions asked of respondents.

In the School Cooperation section, six statements measured the cooperation shown by the school to parents. The statements asked included: "The school appreciates my coming to school" and "The school organises activities at times." For each of these statements respondents were asked to indicate whether the level of cooperation shown by the school to the parents of students was 'very low', 'low', 'moderate', 'high', or 'very high'.

The statements framed under the Parental Involvement in Children's Education section included fourteen questions that measured the effectiveness of various strategies used by parents to involve themselves in their children's education. The questions asked included questions such as: "I help my child with homework given by the school", "I contact the school to find out about my child's learning methods in school" and "I guide my child in exam preparation". For each statement under the Parental Involvement in Children's Education category in the questionnaire, respondents were asked to indicate the level of parental involvement as 'very low', 'low', 'moderate', 'high', or 'very high'.

Table 1: Data Collection and Analysis

Number	Indicator	Instrument
1	Background of parents of students at school	Gender
		Age
	Collaboration or cooperation implemented by schools	Residence
		Educational Status
	Background of parents of students at school	Occupation
		Income
		Punctuality
2	Collaboration or cooperation implemented by schools	Attention to discussing children's education
	Background of parents of students at school	Announcement of meetings and activities
		Suitability of activity time
		Understanding children's problems
		Announcement of children's progress
3	Collaboration or cooperation implemented by schools	Talking about children's future
		Discussion of school activities
		Knowledge of the learning process
		Recognizing students' academic problems at school
		Recognizing academic problems at home
		Helping with homework
		Recognizing homework assignments
		Guiding students' exams
		Monitoring students' exams

		Stimulating motivation
		Deadlines
		Purchase of reading materials
		Provision of children's education costs
		Monitoring children's movements
		Talking about the child's future
		Discussing school activities
		Recognising learning patterns
		Recognising academic problems at school
		Recognising academic problems at home
		Helping with homework
4	The relationship between schools and parental involvement in their children's education	The assignments given by the teacher to students are done at home and supervised by parents.
		Guiding exams
		Monitoring exams
		Stimulating child motivation
		Deadlines
		Purchase reading materials
		Providing child tutoring
		Monitoring child's movements

2.3 Data analysis technique
All information obtained from respondents through questionnaires was analysed using descriptive statistics with the help of the Social Sciences Statistical Package (SPSS) Version 25.0 programme (Arulogun et al., 2020; Sakaria et al., 2023). The six items in the questionnaire for the 'school cooperation' category were consistent. Cronbach's alpha value was 0.78. In addition, the fourteen items in the 'parental involvement' category were also consistent, with a Cronbach's alpha value of 0.93. These two figures show that the measurement of the items studied had a high reliability value.

3. Results
The results of our research are shown in Table 2 which indicates that the selected variables are related to the background of the parents studied, in terms of gender, age, place of residence, education level, occupation, and parental income converted into dollars. As can be seen in Table 2, mothers represent 84.8% of respondents and are known to spend more time than fathers helping with their children's education. This supports the assertion that mothers have a more important role and a greater responsibility in helping with children's education, and they show a higher level of involvement in children's education than the children's fathers. In this context, the group of mothers is the main source of support in raising children from birth and in meeting all the needs of personal development and children's educational needs at home.

Table 2: Background of parents of National School students (N=285)

Background		Percent (%)
Gender	Male	15.2
	Female	84.8
	29 years and under	15.3
Age	30–39 years	62.1
	40–49 years	29.3
	50–59 years	3.3
Residence	Urban	69.8
	Rural	20.7
	No formal education	5.9
	Finished elementary school	14.0
Educational status	Didn't finish high school	27.2
	Finished high school	46.7
	Certificates and diplomas	5.3
	The first diploma	4.0
	Advanced Diploma	9
	Professional/technical	8.7
	Administration	4.7
Jobs	Service	5.3
	Do business	8.0
	Labourer	42.30
	Not working (housewife)	33.10
	None	30.7
	$122.53 (USD) and below	46.8
Income	$ 128.44 USD-$184,09 USD	13.20
	$192.48 (USD)-$245.34 (USD)	4.8
	$248.59 (USD)- $306.98 (USD)	1.3
	$317.79 (USD) and above	2.8

The results of the study found that 62.1% of the parents surveyed were 39 years and younger. In terms of social location, most of the respondents surveyed (69.8%) lived in urban areas. In addition, it was found that 46.7% of the parents had finished high school while 5.9% of the respondents had no formal education. Only 27% of the total respondents had managed to obtain higher education in the form of Certificates and Diplomas, First Diplomas, Advanced Diplomas, and Professional/Technical and higher degrees. In terms of employment, only 27.2% of the respondents held positions in four main fields, namely professional and technical, administrative, service, and business, while 42.30% of parents worked as labourers. On average, the respondents work in factories close to where they live. The lack of high levels of education among the respondents thwarts their efforts to get better jobs. The survey showed that 33.10% of the mothers were housewives.

In terms of income, a significant number (46.8%) of parents earned $122.53 USD or less, and 13.20% earned between $128.44 USD–$184.09 USD. Only 4.8% of the respondents earned more than $192.48 USD–$245.34 USD, and those with an income of $317.79 USD were in the smallest percentage (2.8%). As many as 30.7% of parents had no income because they were housewives. Overall, the respondents were from low socioeconomic backgrounds.

Table 3: Collaboration shown by the school (N=285)

School Collaboration	Very low (%)	Low (%)	Moderate (%)	High (%)	Very high (%)	Minimum
Appreciating the presence of parents	1.3	2.0	14.0	47.9	34.7	4.13
Attention to discussing children's education	4.7	5.3	16.7	41.3	32.0	3.89
Announcement of meetings and activities	2.7	4.7	16.7	45.4	30.7	4.90
Suitability of activity times	6.7	12.0	28.7	34.7	18.0	4.02
Understanding children's problems	7.3	14.7	30.7	26.7	20.7	3.49
Reporting on children's progress	8.0	13.3	20.7	40.7	17.3	4.59

The results of the study in Table 3 provide a descriptive analysis of the cooperation shown by the school to stimulate parental involvement in their child's education and show that the average value of each variable in the School Cooperation category is greater than 4.13. This value clearly shows that the cooperation shown by the school to parents is satisfactory. The school's appreciation of parents who come to school shows an average value of 3.89. The school's cooperation in informing parents about all they meetings and activities they must attend at their child's school shows an average value of 4.90, an average value that shows the school is paying serious attention to discussions about their child's education and the school's cooperation in conveying information about their child's educational progress to parents from time to time; each item registers 4.02. The average value of school cooperation in organising activities at the right time for parents to attend is 3.49, while the school's cooperation in contacting parents to inform them of their child's problems at school is 4.59.

Table 4: Parental involvement in their children's education (N=285)

Parental involvement	Very low (%)	Low (%)	Moderate (%)	Tall (%)	Very high (%)	Minimum
Discussion about the child's future	1.3	7.3	5.3	36.0	50.0	4.35
Discussion of school activities	0.7	7.3	5.3	46.0	40.7	4.40
Familiarity with learning patterns	1.3	10.0	16.0	42.0	30.7	4.32
Identify academic problems at school	3.3	10.0	9.3	40.7	36.7	3.97
Identify 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	4.35
Identify homework assignments	1.3	6.7	15.3	38.0	38.7	4.70

Exam guidance	1.3	10.0	18.7	36.7	33.3	3.91
Monitor the exam	1.3	8.0	15.3	36.7	38.7	4.20
Inspire motivation	0.7	6.0	9.3	32.7	51.3	4.69
Meeting deadlines	1.3	9.3	12.0	46.0	31.3	4.15
Purchase of reading materials	3.3	8.0	16.0	32.0	40.7	4.00
Provision of tuition fees	8.7	15.3	9.3	26.0	40.7	4.25
Movement monitoring	2.0	10.7	6.7	38.7	42.0	4.40

Table 4 shows the results of the descriptive analysis of parental involvement in their children's education. The overall average value for each variable in the Parental Involvement category indicates that parental involvement in their children's education is also quite good. Of the 14 variables, seven variables showed average values between 4.20 and 4.69. The average values of parental involvement in motivating their children to study hard, discussing their future with their children, and identifying problems faced by their children at home were 4.28, 4.35, and 4.40, respectively. The average values of parental involvement in discussing activities carried out by their children at school, monitoring their children's movements in places other than school and home (such as malls, playgrounds, etc.), identifying homework given by teachers at school, and monitoring children's test performance from time to time were 4.40, 4.40, 4.70, and 4.35, respectively. The other seven variables showed an average value between 4.25 and 4.00. These include parental involvement in purchasing additional reading materials (such as newspapers and magazines) for their children to improve their educational achievement (4.00) and allocating planned time for their children to study, watch, and observe their free time activities (4.15), identifying problems faced by their children at school in terms of academics (4.15), knowing their children's learning patterns at school (4.32), guiding their children at home in preparing for exams (4.32), helping their children with homework given by the school (4.35) and providing school fees for their children to improve their educational achievement (3.91).

Table 5: Collaborative relationship between schools and parents in their children's education (N=285)

Parental involvement	School cooperation					
	MK (*r*)	PK (*r*)	PMDA (*r*)	KWA (*r*)	PMA (*r*)	MP (*r*)
Talking about the child's future	0.42**	0.59**	0.43**	0.24**	0.04	0.12
Discussing school activities	0.36**	0.32**	0.49**	0.13	0.14	-0.12
Knowing learning patterns	0.42**	0.36**	0.41**	0.28**	0.20*	0.11
Identifying children's academic problems at school	0.34**	0.49**	0.36**	0.31**	0.05	0.15
Identifying children's academic problems at home	0.37**	0.22**	0.42**	0.18*	0.16*	0.04
Helping with homework	0.37**	0.47**	0.41**	0.29**	0.07	0.11

Identifying homework	0.47**	0.38**	0.31**	0.25**	0.25**	0.28**
Guiding exams	0.55**	0.47**	0.24**	0.24**	0.24**	0.28**
Monitoring exams	0.43**	0.35**	0.29**	0.20*	0.16*	0.29**
Motivating children	0.43**	0.42**	0.45**	0.12	0.07	0.04
Meeting deadlines	0.42**	0.38**	0.45**	0.39**	0.08	0.06
Purchase of children's reading materials	0.35**	0.23**	0.48**	0.21*	0.18*	0.16
Providing tutoring for children	0.38**	0.44**	0.40**	0.15	0.06	0.19
Monitoring children's movements	0.33**	0.46**	0.28**	0.24**	-0.01	0.07

**Significant correlation at the 0.01 level; *Significant correlation at the 0.05 level

Table 5 provides an analysis of the correlation between cooperation shown by the school and parental involvement in children's education. Cooperation shown by the school through the variables on average showed a significant and positive relationship to parental involvement in children's education on fourteen variables. Parents' Involvement was studied with correlation values (R) between 0.33 and 0.55, 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 more the school appreciates parents who come to school, pays attention to discussions about their children's education, and informs parents of all meetings and activities that they need to attend at their child's school, the greater the involvement shown by parents in various categories for stimulating children's education (see Table 5).

In addition, the cooperation shown by the school with parents through the variable of appropriate activity time also shows a significant and positive relationship to eleven variables in the category of parental involvement in children's education.

However, two variables show a moderate relationship, namely parental involvement in providing a planned time allocation for their children to study, watch, and do recreational activities (R = 0.38, P <0.01), and parental involvement in identifying problems faced by their children at school in the academic field (R = 0.32, P <0.01). The more often the school organises activities at the most appropriate time for parents to attend, the higher the involvement of parents in providing a planned time allocation for their children for learning, watching, and relaxing activities in addition to identifying problems faced by their children at school in the academic world. In other words, the opportunity for parents to participate in activities held at school will be greater if the school can organise the activities at a time that is convenient for parents to attend. Through participation in activities, parents can obtain various inputs to monitor time management and identify children's learning problems.

4. Discussion

This study found that the socioeconomic status of parents influences parental involvement in their children's education, but it cannot be considered to be the only factor that drives parental involvement. It was also found that various other external factors drive parental involvement in their children's education, one of which is the cooperation provided by the school to parents. Such cooperation influences parents' thinking and increases their awareness of the need to be involved in their children's education so that children can achieve superior learning outcomes in school exams.

This study shows that the greater the trust and cooperation given by the school to parents, the greater the parental involvement in their children's education. Parental cooperation is not simply about being involved in their children's education at home or school but in also encouraging parents to be involved in supervising their children's education outside of school or in the community.

This study is in line with previous studies showing that there is a significant influence and positive relationship between school cooperation and parental involvement in children's education (Barnett et al., 2020; Ogg & Anthony, 2020; Chowa et al., 2013). The argument illustrates that cooperation from the school is very important in stimulating parental involvement in their children's education (Kamal et al., 2022). Cooperation from the school provides space for the implementation of various programmes 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 they 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 found three school behaviours that encourage parental involvement in their children's education: appreciation of parental visits to the school, paying attention to discussions about children's education, and informing parents about meetings and activities held at school are three school cooperation strategies that can increase parental involvement in their children's education. The school's appreciation of parental visits to school is one of the important basic factors in creating parental involvement in children's education.

In general, there are often various disparities in the socioeconomic background of parents, namely in terms of education level, work, and income which often show a significant gap between the position and status of parents and the position and status of schools that are classified as middle class. Differences like this produce feelings of low self-confidence, and parents feel uncomfortable when visiting the school. However, the appreciation given by the school for parents' visits to the school can reduce these feelings in the parents. The findings of this study show that the appreciation given by the school to parents who mostly come from low socio-economic backgrounds results in an increased sense of self-confidence, and reduces feelings of inferiority and discomfort for parents when communicating

with the school. The appreciation shown by the school can also allay negative prejudices against the school that the high status of teachers have makes them reluctant to serve parents. The findings of this study also clearly show that the school's appreciation for parents' visits to the school and the respect given by the parents by the school bridge the gap between parents and the school.

A strong relationship between parents and schools encourages parents to be involved in various educational strategies for their children, and results of this study were found to be consistent with research highlighting that appreciation on the part of the school is an important factor in parental involvement in school (Mahfud et al., 2020). Further, the attention shown by the school in discussing children's education allows parents to better understand the role and responsibilities of the school, and the efforts 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 that school collaboration encourages parents to be involved in various educational strategies for their children and the attention shown by the school increases parental trust in the school, enabling parents to respond according to the demands of the school and the requests of the parents (Sethi & Scales, 2020; Ek et al., 2020). The school's behaviour 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, enables parents to become aware of various problems with children's education at school.

The findings of this research are in line with research findings on the importance of interaction and communication between parents and teachers so that parents can find out about their children's educational problems at school and better understand the need to involve themselves in their children's education (Suryaman et al., 2020).

This study did not investigate the influence that language has on parents in forming interactions with teachers. Although the parents studied were of Indonesian ethnicity, on average, they had relationships with language teachers who could help in communication, hence differences in communication language and socioeconomic status between parents and teachers did not interfere with the cooperation provided by the school in discussing children's education. Therefore, the results of did not find that differences in language between parents and teachers hindered communication between them or interfered with parental involvement in learning (Susanto et al., 2020).

This study suggests that schools are increasingly providing information about meetings and activities held in schools. A request from the school to parents to cooperate and become involved in meetings and activities held in schools makes it easy for parents to find out the programmes that are going on in schools. The school's action also enables parents to talk to their children about activities in the 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 from 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 activities that are not useful. Likewise, programmes implemented in schools provide opportunities for parents to become involved.

Although the findings of the study have illuminated the importance of the collaboration between the school and parents in a child's educational success, the study does have a limitation. This study covered a comparatively small number of schools with the result that the study is not robust enough to be used as a basis for improving the curriculum in a way that requires the involvement of parents, especially mothers, to work together with teachers at school in developing students' knowledge, understanding and interest in learning at school. Further research conducted along similar lines with a larger population and sample would provide valuable generalizable insights.

5. Conclusion

This study concludes that the relationship established with the school encourages parents to be involved in various important activities organized by the school. Requests for parental involvement by teachers or schools encourage parents to study and understand the contents of the curriculum that will be given to their children at school. Involving parents in core activities has an impact on their children's education both at home and school. The collaborative relationship between the school and parents in their children's education without considering the parents' socio-economic background has a positive impact on the development of children's education in Indonesia. The impact of school collaboration also involves parents in their children's education without having to pay attention to social status such as considering the parents' socioeconomic status. A collaborative relationship between the school and parents that only focuses on one group will be detrimental to the child and can have a negative impact on other children. The school's attitude and behaviour towards parents with various information and knowledge, and involving parents themselves in their children's education will have a significant impact on their children's development, both at home and at school. This study draws attention to the need for further research on the scope of collaboration between schools and parents.

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