

The Influence of Education Level and Income of the Parents on Their Participation towards the Implementation of Education at Schools

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Abstract—There are some factors that influence the parents' and the community's participation. Therefore, this study was conducted to find the relationship between the education level and the income of the parents and their participation towards the implementation of education at schools. This study was conducted in Mojokerto, a district of East Java Indonesia, using a survey research design. The samples used were 150 parents that were taken using cluster proportional random sampling. The data collection techniques used were questionnaires and documentation. Whereas the data analysis techniques used were descriptive statistics, correlation, and regression. The results of the study showed that there was a significant correlation between parents' education level and income and their participation towards the implementation of education at schools simultaneously. It can be concluded that parents' education is a dominant factor that influences the quality of the implementation of education at school.

Keywords— *society participation, education level, income, education implementation, parents.*

I. INTRODUCTION

A school is one of the public institutions within the society which can be called as a society subsystem. The purpose is to educate children in order to be able to grow and develop their skills so that they can be valuable members of the society.

In its role as an institution of children's education, schools and society are one unity which cannot be separated. Since the education system is a complex task, the responsibility does not only lie within the schools but also requires material and moral support from the society, especially parents. Fundamentally, parents are the main element that has the direct connection to provide education for their children. In line with this idea, Helker and Wosnitza [1] showed that teachers and parents had a great responsibility to assist students to reach their achievement. Another study by Zellman and Waterman [2] indicated that parents' involvement at schools contributed to children's positive outcomes. Based on the meta-analysis, Jeynes [3] also indicated that the parental involvement program had a positive impact on the students' achievement. In addition, Vahedi [4] found that there was a positive relationship between parents' participation in decision making, student learning, and participating in school activities. To sum up, parents' participation positively contributes to students' learning activities in schools.

Based on those several studies, it can be concluded that the parents' role is very important for students' success. Therefore, in order to achieve good students' performance and learning outcome, a good cooperation is needed between schools and parents in the implementation of the excellent education at schools. Moreover, school principals need to empower society including parents and other parties involved in order to support the organization of education at schools [5]. Hence, the relationship among schools, parents, and society is called school public relation.

II. LITERATURE REVIEW

A. Concepts of School Public Relation

School public relation is the communication process between schools and communities. Its purpose is to develop and build social awareness on the implementation and needs of education at schools. Through this organization, it is expected that the school's cooperation with society, especially parents, can be built on, in order to improve the success of education at schools. This is in line with the opinion of Kowalsky [6] that said that school public relation was the implementation of the relationship between the school and society to organize educational service activities. Therefore, a school public relation is an organization constructing as a form of responsibility between the school and society towards the implementation of education.

Furthermore, there are several principles that must be held in implementing school public relation. These principles are guidelines that have to be considered by every school personnel in conducting school public relation. They are integrating, continuing, coverage, simplicity, constructiveness, adaptability, and flexibility. Integrating means that in performing the relationship, society is seen as a unity. Continuity means that the programs of the school public relation should be sustainable. In addition, coverage means that the programs have to cover all aspects related to education. While simplicity means that the programs should be easy to be understood and applied by the society. Constructiveness implies that the information is attempted to build positive opinions of the society. Then, adaptability mean that the programs of school public relation have to be suitable for the state of society and easy to adjust to new conditions. At last, flexibility means that the programs should be flexible and able to accept changes. Those principles are in line with the results of the research done by Lacey [7] that showed that the honesty of distribution, the quality of communication, and the honesty of

implementation procedures were the factors that encourage public acceptance of the implementation.

B. Techniques and Media of School Public Relation

Techniques and media are the two main tools used in establishing good school public relation. Techniques are ways used in implementing communication within the society. In addition, media is a means of support that facilitates the communication process between schools and society.

In general, there are three types of media that can be used to implement the programs of the school public relation namely visual, audio, and audiovisual media. Visual media deals with the sense of sight, such as newspapers, magazines, bulletins, banners, photos, and images. Audio deals with the sense of hearing, such as radio, telephone, loudspeakers, and tape recorder. While, audiovisual media deals with the sense of both sight and hearing, such as movies, televisions, and performances.

Moreover, those three types of media are integrated with the applied communication techniques which can be classified into two kinds, namely written and spoken words. However, each technique is applied according to the circumstances and conditions of the society that is in line with the strategy being used. The communication techniques of the school public relation are developed in line with the development of information and communication technology. It means the better information and technology we have, the better communication we build with others. Ozdamli and Yildiz [8] in Cyprus indicated that most parents master and use computers and the internet in communicating with their children and schools. Therefore, in establishing the relationship with society, schools need to use information and communication technology.

C. The Implementation of School Public Relation

The implementation of school public relation should be conducted in a systematic manner. There are many aspects that have to be considered in order to hold the school public relationship effectively. In addition to referring to the right principles, techniques, and media, another aspect that has to be considered is the strategy. It refers to the procedures or stages of activities undertaken in the implementation of the school public relation.

Furthermore, there are several experts suggested activities undertaken in the school public relation programs. Epstein [9] presented six activities, namely communicating, parenting, learning at home, volunteering, decision making, and collaborating with society. In the context of education in Hong Kong, Ng & Yuen [9] suggested three outside school activities, namely communicating with school, helping actual learning of an individual child, and participating in parents' organizations. Additionally, there are also three inside school activities, namely assisting the school operation, helping, and participating in decision making.

Regarding the stages of the school public relation, Armisted [10] presented four steps, namely conducting a research, planning, communicating, and doing an evaluation. Firstly, conducting a research is to analyze the condition of society, including its characteristics, problems faced, needs, and the possibility of establishing the relationship with schools. Secondly, planning is the formulation of the school

public relation programs. Next, communicating is the implementation of communication and other programs designed for the society. At last, evaluation is a process of assessing the success of the community relation programs. The evaluation results will be used for planning the next school public relation program.

In line with some experts' opinions, it can be concluded that there are four main activities in conducting school public relation, namely analyzing the society, communicating with them, involving them, and solving the existing issues in the community. To begin with, analyzing the society is the process of knowing the state of society before communicating with them. It can be conducted through surveys, open interviews or other techniques. Conducting communication here primarily means delivering messages from the school to the society. Some of the techniques used are giving reports to parents, meetings, bulletins, magazines, newspapers, radio or television broadcasting, extra-curricular activities, and school exhibitions. In addition, involving the society is a program that does not only convey messages but also actively involves the society in school activities programs. Some techniques that can be applied are conducting home visits, using learning resources in the community, using community volunteers, taking a joint discussion, and holding open houses. Solving social issues that arise in society is related to the implementation of education. Conflicts are often encountered between schools and society because of a new policy in the education process. Therefore, those problems need to be solved. There are several conflict-resolution techniques, such as offering, persuading, or power playing. The principal takes the responsibility to choose the right technique to solve the emerging problems. All in all, those four activities are the keys that need to be implemented in the school public relation programs.

D. The School Public Relation in Indonesia

The school public relation has been long in the hands of the Indonesian government. Based on the joint instruction of the Minister of Education and Culture with the Minister of Home Affairs, the organization is carried out by Agency of Education Assistance (BP3). It aims to maintain and enhance a close and harmonious relationship, cooperation and responsibility among the family, society, and government to improve the implementation of educational activities.

In addition to that, the existence of BP3 organization is a concrete manifestation to make the implementation of education happen as a shared responsibility between schools and society, especially parents. Through this organization, the cooperation between schools and parents is expected to be improved. In fact, it seems that the goals of the organization have not been fully achieved because only some parents really pay attention to their children's education at schools. On the other hand, there is also a cultural tendency that other parents or some members of the society put their children's education mainly onto the teachers' hands at schools.

Based on this fact, the government established a new organization known as the school board and school committee. Moreover, based on the instruction of the Minister of National Education number 044 of the year 2002, the education board is established in each district or city, and the school committee is formed in each educational unit. It

aims to accommodate and put the aspirations and initiatives of the society to actively participate in creating educational policies and programs, in reality, increase the responsibility and role of all levels of society in conducting the education. In addition, it also creates a transparent, accountable, democratic atmosphere and conditions in the implementation and services of education at the district level and at schools [11].

Moreover, the objective of establishing school boards and school committees is to increase community participation in the implementation of education at schools. However, there are only a few studies conducted that find out how high the level of community participation in the implementation of education at schools and they have shown variable results in several countries. The research done by Rodrigues [12] that was conducted in Portugal showed that parental involvement in monitoring children had a positive impact on their development. According to him, monitoring was quite intensive at the beginning of the class, but on the higher level, the participation of parents in their children's activities at schools was getting lower. There are several reasons but mainly because of the family matters or work reasons.

On the other hand, the results of Kadbey's [13] in Abu Dhabi showed that parents' involvement in the implementation of learning at schools influenced the attitudes and achievement of the children. To obtain good achievement, parents' support was highly required. While in fact, it was only a small percentage of parents (18%) who actively participated in supporting children's learning activities. One of the obstacles faced by parents was the lack of understanding of science or language to support their children's learning process. Therefore, a higher understanding of education for parents is needed.

When it is thoroughly observed from the point of the theory and the results of empirical studies, the level of parents' participation in schools is influenced by many factors. The educational background and economic level of the society are predicted to be the most dominant factors that influence the participation of society towards the implementation of education at schools. Different levels of perception, understanding, and ability will influence the level of participation in educational activities. However, a question still arises whether they influence significantly or not. Therefore, a thorough research needs to be conducted in order to obtain accurate results.

Moreover, this research is carried out based on this foundation. It aims to reveal the level of the community participation, especially parents, in educational activities at schools. In addition, it also determines the effect of education and income levels of the parents on their participation in the implementation of education at schools. Hopefully, through this research, useful information to improve students' achievement by increasing the participation of their parents in the implementation of education is obtained.

III. METHOD

A. Research Design

The purpose of this research is to determine parents' participation towards the implementation of education at schools based on their educational background and income. Therefore, this research employed descriptive correlational

research design. Starting from the data collection, data analysis to withdraw the conclusions referred to the correlational descriptive research procedures.

Furthermore, this research was conducted in Mojokerto, East Java, Indonesia. The samples were 150 parents of junior high school students taken by using cluster proportional random sampling technique. While the data were collected using two data collection techniques, namely questionnaires and documentation. The questionnaires were used to obtain the data about parents' participation in the implementation of education at schools, educational background, and their income. Whereas the documentation was used to complete the data that had been obtained through questionnaires, especially those that were documented.

B. Measures

The research instruments used in this study was developed based on the research variables. Moreover, the type of the developed instrument was behavioral observation scale questionnaire. The steps taken were to study the basic concepts of the research variables, to define the conceptual definitions, to break down into operational definitions, to describe indicators, to prepare statements, to review revelations, to assemble instruments, and to organize instruments.

In addition, parents' participation is classified into six substances, namely: (1) participating in the teaching and learning process, for example visiting the learning process at schools, becoming as a learning resource, or motivating children during the learning process, (2) taking part in students affairs, for example, to foster students' discipline and to encourage children's art and craft skills and to assist in students' organization, (3) helping with the finance, for example paying tuition fees, donating funds, or participating in finding fund sources, (4) helping in providing school facilities, for example giving learning equipment, providing land, or proposing to obtain facilities from society or government, (5) helping the school personnel, for example, to help improving teachers' welfare, or to develop the school employees, and (6) building good relations, such as establishing good communication with schools, being active in agency of education assistance, or actively building school image in the society. Those six elements of activities will then be formulated in 25 items of the instruments. In addition, there are five scoring criteria used to determine the level of participation, namely always = 5, often = 4, sometimes = 3, rarely = 2, and never = 1.

The parents' education levels are measured using questionnaires and validated with the documentation. The level of education itself is formulated starting from kindergarten, elementary school, junior high school, senior high school, diploma program, bachelor degree, master to the doctorate. In addition, the income of the parents is measured using a questionnaire in open-ended questions form, and then validated with the documentation.

To establish good instruments, the analysis of the instruments was conducted based on the empirical data in the field. The validity of the instrument was then analyzed by using item validity, while the reliability of the instrument was estimated using the Cronbach Alpha formula. Based on the results of the analysis, it can be concluded that all items of the instrument had good item validity. Each item showed

a good discriminatory index. There was a significant positive correlation between the item score and the total score, with the r coefficient > 0.3 . In addition, the Alpha reliability estimation results showed good results. The reliability coefficient value was above 0.7 while the reliability with the r coefficient was > 0.7 indicated a good level of reliability [14].

C. Data Analysis

In accordance with the purpose of this research and considering the data obtained, three techniques of data analysis were used, namely descriptive statistics, Pearson product-moment correlation, and regression. The descriptive statistics were used to describe the society participation in the implementation of education at schools. Furthermore, some descriptive analysis techniques used were mean, standard deviation, and percentage. The Pearson product moment correlation and regression analysis technique were used to obtain the relation between parents' educational level and income and their participation in the education implementation at schools. At last, the data processing used a computer, with the program of SPSS for windows.

IV. RESULTS AND DISCUSSION

A. The Parents' Participation Level in the Implementation of Education at Schools

In accordance with the research design, the purpose of this study is to describe the parents' participation towards the implementation of education at schools. In addition, the participation level was observed from six substances, namely participation in teaching and learning process, students' affairs, finance, facilities, personnel, and public relation affairs. Based on the scoring criteria, the parents' participation rates were then classified into five, namely: (1) score 106-125 = very high, (2) score 86 - 105 = high, (3) score 66-85 = medium, 4) score 46-65 = low, and (5) score 25-45 = very low. The results of the descriptive data analysis showed that the parents' participation in the implementation of education at schools obtains a mean value of 76.69 with the standard deviation of 13.939. If this value is included in the category of participation rate, it is in the medium category, with the variation of homogeneous value. The frequency distribution of the classification of the parents' participation is presented in Fig. 1.

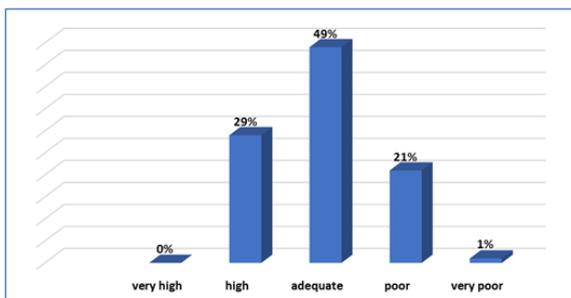


Fig. 1. Parents' Participation in the Implementation of Education at Schools.

Based on the data described in Fig. 1, it can be seen that the average of parents' participation in the implementation of education is in the medium category. They are 29 %

indicates high participation, 49 % shows sufficient participation, 21% shows less participation, and 1% shows very little participation. Hence, it can be concluded that most parents' participation level in the implementation of education at schools is included in the medium category. None of them show very high participation, but a few of them are in a low category. When each substance is thoroughly observed, the parents' participation in the field of teaching and learning process, finance, personnel, and facility affairs tends to be less, whereas the participation in student activities and public school relation are in the sufficient category.

Based on the results of the research, it could be seen that the average participation of the parents in the educational activities at schools is included in the medium category. The results also indicated that the implementation of school-based management policy has not fully been achieved. The school-based management policy stresses on the empowerment of all the valuable personnel at schools and the society in managing the education. Essentially, the society participation on the implementation of education at schools is expected to be higher, but the results of this study indicated that their participation, especially parents, is still relatively in the medium category, and even a few are included in the low category. Moreover, the results of this study also indicated that the responsibility for education is a shared responsibility among schools, parents, society, and the government which has not well achieved yet.

Kadbey et al. [13] showed that one of the challenges faced by teachers in learning science was that only a few parents support their children in learning this subject. While, based on the results, parental involvement in learning science is very important. Parents who actively support children during the science learning process can improve their children's positive attitudes towards the subjects, and can enhance their learning achievement better. On the other hand, based on the results of parental involvement studies, parents' supports in learning science are very important. Parents who support their children during learning science at home will be able to improve the positive attitude of children about science and will support better learning outcomes.

In addition, Kosdadinova [15] argued that parents' participation in the implementation of educational activities at schools was in a low category. Parents are less involved in the implementation of the curriculum as teachers and school management also do not encourage them to participate in the learning process. They only inform certain information to the parents and teachers are also poorly trained to communicate with parents. Hence, it often causes conflicts. Therefore, it is necessary to increase cooperation between schools and parents in implementing the curriculum at schools. Moreover, Ibrahim et al. [16] found that the school academic performance was the most important criteria for parents in choosing a school. Therefore, it will be better if parents are actively involved in the implementation of the learning process at schools.

B. The Effect of the Parents' Educational Level and Income to Their Participation in the Implementation of Education at Schools

Based on the results of the data analysis, it could be seen that the correlation between educational background level and income with parents' participation was obtained r value

0.203 with $p < 0.05$. Thus, it can be concluded that there is a significant positive correlation between educational background and income and parents' participation in the implementation of education at schools. The result of partial analysis of the three variables is presented in Table 1 below.

TABLE I. THE PARTIAL CORRELATION COEFFICIENT OF EDUCATION LEVEL, INCOME, AND PARENTS' PARTICIPATION IN THE IMPLEMENTATION OF EDUCATION AT SCHOOL

Variable	Participation in the Implementation of Education		
	<i>r</i>	<i>Beta</i>	<i>p</i>
Education Level	0.203	0.207	< 0.05*
Income	-0.021	-0.022	>0.05

*SIGNIFICANT

Based on Table 1, the partial correlation coefficient of education level and the participation rate obtained r value of 0.203, the β of 0.207, and the p -value is 0.013 (< 0.05). It can also be concluded that there is a significant positive correlation between the level of education and the parents' participation towards the implementation of education at schools. The higher education level the parents have, the higher the participation level the parents display towards the implementation of education at schools. The prediction power of education level towards the parents' participation in the implementation of education was at 20.7 %.

The second partial correlation result showed that the partial correlation coefficient of income and the parents' participation towards the implementation of education at schools obtained - 0.021, β value - 0.022, and p is 0.792. The value $p > 0.05$ showed that there is no significant correlation between income and parents' participation towards the implementation of education at schools. The income of the parents does not affect their participation in the implementation of education at schools.

The results of this study indicated that there is a correlation between the level of education and the level of parents' participation in the implementation of education at schools. People with higher education tend to participate more in schools than those having lower education. The results of this study are in line with the existing theoretical basis that the higher education level the parents have, the better understanding of the implementation of education at schools the parents have. In addition, the better understanding of education they have, the higher participation in the implementation of educational activities they display.

Another study that is in line with this research came from Kim [17]. He showed that there was a correlation between parents' education level and the communication with their children, especially in the forms of discussions and talks. In addition, the parents' education level and the English proficiency were both significantly related to their efforts in monitoring their children's homework. Thus, the parents' English proficiency was significantly related to the school contact and the school participation as well. The finding of this study is also in accordance with the results of the study by Kigobe et al. [18] which showed that there was a significant correlation between the parents' education level and their home-based involvement activities such as reading together or helping with homework.

Ramazan et al. [19] are also found that educational programs for parents could reduce the level of parents' anxiety to their first graders when starting schools. Furthermore, the results of Zedan's research [20] also indicated that there was a correlation between the parents' education level and the involvement in the implementation of education at schools. The higher education level the parents have, the more involvement they have in their children's education at school. Thus, it can be seen that the role of education can increase parents' understanding of the implementation of the education system at schools. By having a good understanding, parents will be able to increase their contributions to the implementation of the education system at schools. It will be better if skillful parents are involved in the learning process, for example through parenting programs. Rodrigo [21] showed that parenting programs were a good intervention strategy that could be applied with great variety and flexibility. Parents' involvement in parenting programs needs to be more executed for future educational implementation.

The results of the analysis also show that there is no relationship between income and the level of parents' participation in the implementation of education at schools. High-level societies in economic status do not show higher participation in education implementation at school. Therefore, the finding needs to be studied further. The results of this study are in line with the results of Zedan's study [20] indicated that in general there was no difference of parents' participation in the implementation of education at schools based on the socio-economic level. The difference was only in the aspect of participation in personal activities.

When studied further, the results of the descriptive analysis also indicate that the parents' participation level in finance and facility assistance is also relatively low. This is influenced by the culture and the impact of the applied regulations in Indonesia. The Decree of Ministry of National Education Number 60 of 2011 stipulated that it is prohibited for primary and junior secondary schools to collect tuition fees from the community, as they had been supported by the government through school operational support. This is the reason why the parents' socio-economic level does not correlate to their participation in the implementation of education at schools.

The current study result is also influenced by the parents' culture. Culture is the whole norm, values, beliefs, and behaviors owned and conducted by all the members of the community [22]. The parents' culture about their children education at the school in Indonesia is still low. Most parents think education is the responsibility of the school. The study results of Malik and Sumarno [23] indicated that parents' concern for their children education at schools is quite low. In addition, parents did not provide the needed facilities to support the learning process at school. The high rate of drop out is due to values held by parents who think the education at school is not a guarantee for getting a decent job. Therefore, the development of culture in Indonesia is always enhanced, not only for students in schools but also for the community, including the parents. There are two types of cultural diversities at schools, namely fostering equality and promoting cultural pluralism [24]. In order to carry out the school public relation effectively, the cultural diversity approach in schools has to be understood well.

V. CONCLUSION

Based on the results of this research and the discussion, some findings are drawn. First, parents' participation towards the implementation of education at schools is classified in the medium category. Secondly, there is a significant positive correlation between the level of education and the level of parents' participation towards the implementation of education at schools. Highly educated parents tend to show high participation compared to low educate ones. Thirdly, there is no significant correlation between high social status and the level of parents' participation in the implementation of education at schools. High-income societies do not show higher participation in the implementation of education than those classified in the low-income ones.

Therefore, there are some relevant suggestions presented based on the results of this study. Firstly, considering the parents' participation towards the implementation of education at schools is still relatively medium. Hence, it needs to be improved by taking concrete steps to enhance it. Schools should intensively communicate with the community, either parents or students through written or spoken words. Some techniques that can be used are meetings, school exhibitions, written reports, home visits, leaflets, school bulletins, radio broadcasts, television broadcasts, and direct involvement of the community in educational activities at schools.

Secondly, it can be seen that there is a positive influence on parents' educational background level on their participation in the implementation of education at schools. For that reason, in establishing relationships, schools should consider parents' educational factors. The higher the parents' education level is, the better their understanding is regarding the implementation. With a high level of education, the implementation of education at schools will be more understandable. Therefore, there should be an education program for parents so that they will understand more and have the motivation to participate in their children's education. Decker and Decker [25] argued that a positive image of society on education at schools could be built through community education. The most appropriate educational programs provided to parents are educational programs related to the implementation of education at schools, such as the introduction of schools, school environment, academic calendars, parents organization, education service, educational curricula, and parents' roles in curriculum implementation, child development, and school rules.

However, this research is not a final study. Further research needs to be done with a broader target. Moreover, the forms of communication between schools and communities need to be explored more deeply. Another point is that the influence of socio-economic level on the implementation of education at schools needs to be studied further. Other determinant factors also need to be examined, such as the type of work, cultural background, or other variables that affect the participation of the community towards the implementation of education at schools. Furthermore, the importance of the students' learning process and achievement also needs to be studied in depth. Finally, a general conclusion will be obtained.

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