

Parent involvement in adolescents' education: A case study of partnership models

Sujarwo Sujarwo^{a*}, Faculty of Education, Universitas Negeri Yogyakarta, Yogyakarta, 55281, Indonesia
<https://orcid.org/0000-0002-9283-7961>

Erma Kusumawardani^b, Faculty of Education, Universitas Negeri Yogyakarta, Yogyakarta, 55281, Indonesia
<https://orcid.org/0000-0002-7147-5180>

Iis Prasetyo^c, Faculty of Education, Universitas Negeri Yogyakarta, Yogyakarta, 55281, Indonesia
<https://orcid.org/0000-0002-6363-089X>

Herwin Herwin^d, Faculty of Education, Universitas Negeri Yogyakarta, Yogyakarta, 55281, Indonesia
<https://orcid.org/0000-0002-8882-5087>

Suggested Citation:

Sujarwo, S., Kusumawardani, E., Prasetyo, I., & Herwin, H. (2021). Parent involvement in adolescents' education: A case study of partnership models. *Cypriot Journal of Educational Science*. 16(4), 1563-1581.
<https://doi.org/10.18844/cjes.v16i4.6013>

Received from March 09, 2021; revised from May 19, 2021; accepted from August 02, 2021.

©2021 Birlesik Dünya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved.

Abstract

Parent involvement has become very important in successful children's education. The activities showing parent involvement can not be separated from lifelong education. Therefore, the focus of this research is was on non-formal and informal education in achieving one of the sustainable development goals. Then, this study described parent involvement activities in senior high schools as a model of partnership. This research was qualitative in nature, employing a case study method. The results of this study concerning parent involvement in the education of their teenage children could be seen from the forms of parental support they gave in their children's activities either at school or at home. It is shown that in terms of parent involvement at school, parents from the upper – middle social-economic status gave more participation in the forms of funds and energy. From both activities, the researchers classified involvement patterns into three, namely habituation, academic involvement, and self-concept.

Keywords: adulthood, collaboration, informal learning, parent involvement, partnership

* ADDRESS FOR CORRESPONDENCE: **Sujarwo Sujarwo**, Universitas Negeri Yogyakarta, Faculty of Education, Jalan Colombo No. 1 Karangmalang, 55281, Yogyakarta, Indonesia
E-mail address: sujarwo@uny.ac.id / Tel.: +6285600277436

1. Introduction

The phenomenon of the world without borders becomes an influence of globalization, which has turned the world into a big village. In this era, everything happening in the hemisphere can be heard and seen in the news in a short time. This condition quickly impacts human life without exception, both in positive and negative ways. Therefore, in this global information age, emotional, spiritual and social intelligence can be hampered. Yet in social life, this intelligence is very functional. However, current technological developments cannot be avoided. Thus, efforts to deal with impacts that are always felt by individuals will be returned to educational efforts to realize humane education or the humanization of education. Therefore, the goal of education is to develop humans both physically and spiritually and to grow their minds so that the whole human being is realized.

Education becomes a social institution that works on humans through certain processes towards the goals to be achieved (Herwin et al., 2020). It needs to be realized that developing human potential as well as socialization and values, skills, must be carried out through educational activities. The implementation of educational practices is directed at efforts to uphold humanistic values into a solution to this global phenomenon. Thus, humanist education becomes important, because aims to form a human being who has a true humanitarian commitment, namely a human being who has awareness, freedom and responsibility as an individual as well as a social being.

Education today should not be about heaps of knowledge but individual development, achieving increased self-realization as a successive result experience (Lengrand, 1970). Democracy is of "everyone's" right to realize his or her own potential and to share in building your own time. It should also be noted, as they champion life and education (formal, informal, and non-formal) as well as learning, they share a changing relationship between educational practice and individual needs (Faure, 1972). Several studies have explained that education puts its interests on the social development of children personality and this focus has been derived from a humanist educational paradigm. Shan (2017) showed that using harmony as an ideal to address or divert attention away from social conflicts or ecological problems is because of modernization. It is about how they would re – engage with Confucian humanism. The goals of modern education can be achieved if the principles of humanization and individualization are implemented in the educational process (Shutaleva, Kerimov, & Tsiplakova, 2019). Education humanization is interesting in the process of education that helps people deal with humanitarian issues by integrating human values into educational activities, school artifacts, families and communities. Education is a humanitarian problem, and thus the involvement of families, schools and communities in the partnership model is a conflict resolution that can be applied in elementary schools (Nokali, Bachman, & Votruba-drzal, 2010).

Then it needs to be understood that children's development will be influenced by various environments, as stated in the ecological theory from Bronfenbrenner (1979) which explains the ecosystem approach in analyzing the family environment in children socialization. This theory places children or nuclear families at the center in a model that can directly interact with the environment around them, one of which is the micro-system environment which is the closest environment the child is in, including family, school, peers, and neighbors. The family as the smallest group of people becomes the first and main educational institution. Parents are the first and primary educator figures for their children. However, the rapidly changing socio-economic and technological developments have shifted the function and role of parents. The functions of parents as a place to ask, to consult and to provide a source of value are gradually displaced by the figures outside the family. According to Ogburn (Goode, 2007), it provides an understanding that the occurrence of social change and technological development

is characterized by the increasing opening of opportunities for mothers for a career. As a result, the interaction between parents and children becomes more limited. Estrangement can potentially untangle family myths from reality, transform how we think of family and what it should be (Allen & Moore, 2017) (Scharp & Hall, 2017), raise awareness, and normalize the experience of estrangement (Agllias & Gray, 2017). On the other hand, Johnson, Giordano, Manning, & Longmore (2011) showed that ongoing efforts by parents to monitor their children behavior continue to yield beneficial returns in the form of lower involvement in offending. Additionally, parent child relationships that are characterized by closeness, warmth, and caring also are negatively associated with offending during early adulthood, even after taking into account factors associated with deviant peers and adolescent delinquent involvement. Therefore, the family coaching method can prepare parents to educate their children in educational units, because children spend more of their time at home. This statement provides an understanding that family education guidance is very important to apply. Educational problems can be resolved well if families have a mature understanding of education and childcare.

Based on the results of a survey carried out in ten provinces in Indonesia by Save The Children (2003), 93% of children had experienced violence at home or school. In addition, the overwhelming majority (82%) of adolescents thought that their parents are authoritarian, 50% said they had received physical punishment, and 39% said that their parents were very emotional. As gathered from the news (2016), cases of sexual harassment and rape experienced by children and adolescents in Indonesia are influenced by the poor education of children in families and the lack of social control over children. The indications are that teenagers who are victims of sexual abuse and rape are easily persuaded by perpetrators who are generally familiar people. The case provides an understanding that the family has a great influence on the child behavior. As Schroeder, Giordano, & Cernkovich, (2010) noted recently that criminology has in large part either ignored or openly dismissed parents as an influential factor in the lives of adults. Parent adolescent conflict is an important risk factor for youth maladjustment, but associations do not vary as a function of conflict dimensions (Weymouth, Buehler, Zhou, & Henson, 2016).

The following are reinforced data from the Indonesian Child Protection Commission which shows several cases from 2011 to 2015. The cases of violence have increased from 2.178 cases going to 6.006. Violence does not only happen in the form of physical violence but also sexual violence, psychological violence, and neglect. It shows that the family has not been a safe place for children. In addition, the lack of community involvement in protecting children is due to the lack of understanding of children's rights. The cases of early marriage in Indonesia often occurs in rural areas. Recently, 46.5% of women got married before 18 years old and 21.5% of women married before reaching 16 years old. The most obvious and newest case was the early marriage of ST, a 14-year-old bride, and a 16-year-old groom in one of provinces in Indonesia (detik.com, 2018). The results of Mulasari's (2016) study on juvenile cases provide an understanding that oppression, truancy, school delays, dating, unwanted pregnancies, fights, student gangs, bad behavior, smoking, and pornography are negative attitudes found in the research. Further research results also show that about 45.3% of adolescents have a bad attitude and 33.7% of them have a bad attitude. The study recommends that several approaches that can be used to minimize the negative attitudes of adolescents, for example, by requesting commitment from certain organizations concerning mentoring and coaching students, working with parents, and making the school environment more enjoyable. It gives an understanding to the researchers that the juvenile cases that occurred are still diverse and have become a classic issue. Yet, there are still some efforts that can be done to reduce some cases.

Another phenomenon that still often occurs is the tendency of parents to fully entrust their children's education to schools. It is shown as parents are often reluctant to establish communication with schools related to the development of their children. One of the things that lie behind this reluctance is the fact that parents tend to focus on earning money to meet the needs of their family life. As a result, busy parents reduce their interaction and socialization with their children. Following the rapid development of science and technology, parents need to understand very well their role in the family. Since they have such a great influence on their children. Parents should remember that children activities are not just in the family environment. Therefore, children's interaction is not only limited to their family environment. Non-family learning environments, which are often referred to as non-family institutions such as: daycare, play groups, kindergartens and schools that aim to become a vehicle for the growth and development of children also shifts the functions and roles of parents. In fact, non-family institutions simply take a part of the children's lives from the process within the family. As a result, there is a shift in the paradigm from the fact that parents are role models for children in the family into a situation in which parents are like social learning process. More and more children have role models other than their parents.

Due to the importance of parents' role in the education of their children, parents should be consciously involved in every level of their children's education awareness combined with the cooperation between parents and school in the implementation of education, facilitates the process in which children obtain continuous education services. Conversely, parents' lack of awareness of their children's education becomes one of the obstacles in obtaining education services. Unfortunately, the involvement of parents in education is still low, suggesting that, parenting assistance in the process of children's learning achievement has not been optimal. Based on field analysis from preliminary studies, it is shown that there is still a lack of parents' awareness to get involved. This is because of the unavailability of parents' time. Their busy work seized their time for their children. Some of the parents are not yet fully aware of the importance of their involvement in educational units.

Since awareness of the importance of roles played by family, particularly parents, to the success of education, in 2015, the Ministry of Education and Culture established The Directorate of Family Education Development whose main task is to strengthen the partnership between family, educational units and community as a tri center of education to build human and family education ecosystem that can grow students' characters and culture achievements. The Directorate of Family Education Development prepares a family education law document which will be used as a legal instrument for family education on Family Involvement in Education Units.

Parent involvement in the education of their children will have a positive impact especially on the development of children. The impact will be felt in the first years of their children's education, either in formal or non-formal education units. This is the time, when the children establish their identity as a learner. The positive impact will continue in the next level of education. The above statement is reinforced by Greenwood and Hickman (Gürbütürk & Sad, 2010) who mentions that parent involvement in school contributes positively. Parent involvement in learning acts as a gel that helps to make learning more pleasant for children and to encourage them to work even more as they try to make their closest proud of them (Ntekane, 2018). A Study carried out by World Bank (2012) concerning early childhood in 50 disadvantaged villages showed that the intensity of family support has an effect on improving the outcome of child development. Some contributions from the school certainly will not be done if there is no support from the family. Thus, the synergy between parents and educational units will have an impact on children when both are aware of their respective roles and can continue to support each other.

Furthermore, based on the results of Willems & Gonzalez-DeHass (2012) research, parent involvement in public schools has been widely analyzed in terms of academic effectiveness. These benefits are perceived by politically - supported education researchers, and by many educators and individuals in the general population, although such supportive engagement practices often reach a narrow audience of parental populations and are generally limited to some types of parental participation. In addition, Willems & Gonzalez-DeHass (2012) also provide an understanding that more systematic and meaningful parent participation is constrained by many obstacles, such as unclear parent involvement during adolescence. These barriers are a common problem of parental involvement in educational units. Parents are not the only obstacles as, obstacles also come from the educational units.

The challenges faced by parents who have children in high school and vocational school will be more complex, because they will be faced with situations in which they still nurture their children. However, sometimes they are defeated by the ego of the children who are looking for identity and tend to prefer figures other their parents. On the other hand, parents also need to understand the challenges and opportunities of the world of work along with the development of Science and Technology. In the industry world, children need not only academic competencies but also skills. Based on the latest news, there are declining job opportunities for vocational high school graduates in some companies. Currently, more companies are opening vacancies for high school graduates with the assumption that alumni from high schools are more able to develop. On the opposite, it can be an opportunity for high schools and parents, because high school graduates will have more options. In addition to chances to continue their study to a higher education level, high school graduates also have a great opportunity to work in a company.

Based on preliminary studies conducted at senior high and vocational schools in the Special Region of Yogyakarta on the implementation of the partnership model in the education unit, there are still some obstacles found. One example is the lack of parents' awareness to engage in children's education. Parental motivation is still less visible from the lack of parental attention to child development in school. This is related to the obscurity of parent involvement when children enter adolescence as shown in the result of a study carried out by Willems & Gonzalez-DeHass (2012) that has been described previously. In addition, psychologically, children who enter adolescence tend to avoid advice from parents, because adolescence is a time in which they are trying to find their identity. In line with what, Christenson stated as cited in Hornby & Lafaele (2011) there are three reasons affecting the parents involvement in their junior and senior high school children. The reasons that affect parent involvement are first, schools may not always be able to accept parent involvement like in elementary school; second, less confident parents are reluctant to engage in their children's education because of the increasingly complex learning materials and their limited ability; third, children entering adolescence have already had their own autonomy and thus show less acceptance when their parents engage in their education at schools.

Besides, the diversity of educational backgrounds, as well as the social and economic status of parents, also influences the understanding of children needs in education. Especially with the development of Science and Technology, the challenges that will be faced by children will be different in each century. Although children are already in their high school level, some are not fully aware of their needs. This conclusion is based on some of the facts that during that decade there has been a continuous change in the family and that the change has come close to a form previously regarded as non-family. This form of change coincides with changes in family functions and processes.

As the development of science and technology excels, many parents should be more aware of the fact that the challenge their children will encounter in the future will be more complex. The challenge is also certainly in line with the development of issues that exist in the community. Francis, Register, &

Reed (2019) showed that interconnected barriers to parent involvement and parent professional collaboration during the transition to adulthood are divided into five, namely parent exhaustion, communication breakdowns, disagreements, disappointment, and distrust. These are issues that are closely related to high school students in particular. In this regard, the parents' role in preparing their children for future challenges is very important. This is because self-care does not stop when a child enters adolescence instead parenting will continue to be carried out by parents until children can be individuals who are not in conflict with the expectations of their parents.

Therefore, partnerships are one of the means to strengthen children's character and achievements. The diverse social and economic status of the parent certainly provides a different understanding of the child's education. Also, several problems faced by students at various grade levels encourage the program. Starting from several backgrounds regarding the family conditions from students in one of senior high school in Yogyakarta, Indonesia has a myriad of excellent achievements and programs. These conditions show that both the quality of students and school culture cannot be doubted. James, Rudy, & Dotterer (2019) stated that, it is important to understand how out-of-school factors, such as the enriching experiences parents provide, influence the academic success of students. In relation of partnerships between parents, educational units, and the community, this study aims to seek information related to parents' involvement in children's education during adolescence (a case study on partnership models).

2. Method

2.1. Research Model

This is a qualitative study, which focuses on the forms of parental involvement, chooses formal education as an approach to see how non-formal and informal learning processes cannot be separated from formal education. This is why the researchers analyzed non-formal and informal education with a formal approach. The three education centers that have an important influence on children's education are school, family and community.

2.3. Data Collection Tools

The procedures carried out by the researchers started from the development of instruments used as the data collection tools. The instruments were then validated by experts, both academics and practitioners. The main instrument in this study was the researchers themselves who were assisted by some guidelines used in the interview, observation and documentation study. Using these three techniques the researchers collected the data for approximately 8 months in all research place settings, including in the education unit, the students house and the places where other activities were carried out.

2.2. Participants

The main data sources in this study were parents, while children and teachers were the key informants of this study. A validity test was carried out by the researcher to see the credibility of the research. Case studies require extensive verification through information triangulation, that is, looking for concentrations of information that are directly related to developing a case study. Thus, the researchers triangulated the obtained data to check the validity of the data by checking and comparing

the data. Based on the data that have been collected through data collection techniques that have been carried out in accordance with the above procedure, the researchers conducted data analysis.

2.4. Data Collection Process

The followings are the description of the data collection process carried out in this study, First, an interview is an important technique for the researchers to explore deeper information following the research focus with structured questions in the guidelines that have been prepared earlier. Interviews were carried out thoroughly to be able to find the data needed. In other words, the interviews were conducted in-depth. In addition, in this case study method, interviews were used as strong evidence because case studies are related to human affairs or actions. Second observations, in the field were carried out to investigate the activities and problems found. The observation was used in the form of observation towards the participants which was characterized by the existence of an effective social relationship to observe symptoms related to the study. Thus, those observation activities were carried out to make observations on activities related to parent involvement both at school and at home. Third, the documentation studies, conducted by the researchers focused on documentary activities involving parents and the activities that parents and children did. Besides, the researchers documented other relevant information related to educational units, such as documentary activities involving parents or specifically organized activities for parents in which parents were the organizers. This documentation can be in the form of writing or recording that was internally shared or distributed in various media, both print and online.

2.5. Data Analysis

The data analysis in this case study data began when the researchers started to collect the preliminary data, i.e the core data that focused on the aspects of the research, and when all the data has been collected. The activities carried out by the researchers in conducting the data analysis included data reduction, data display, conclusion drawing - verification (Miles, Huberman, & Saldana, 2014; Herwin et al., 2021). The data reduction was done by summarizing, selecting the main things and focusing on the important things to look for themes and patterns that were arranged systematically so that they could provide a clear picture. Then in the data display, the sorted data were presented in a simple way to make them easier for the researchers to understand. At last, in the conclusion drawing/ verification stage, the researchers interpreted the data that had been collected by referring to the problem under study. The data were compared and linked to others, making it easier to draw conclusions in response to any existing problems.

3. Results

The development of the times, including those in the economy, politic, technology, work and other sectors brings changes to individual needs. It will also change the mindset of individuals who will focus on material needs due to the increasingly heavy pressure and competition. However, children's needs that must be fulfilled by parents are not only those related to material needs. They also need assistance that supports their education, and this need cannot be missed.

Children are the next generation in every family and education is one way to achieve their goals. Education cannot be separated from the role of parents as the first school for children. Therefore when

children start studying in formal or non-formal education units, parent involvement is one thing that cannot be separated from their education.

3.1. Parents' Point of View

Parents' experiences as adults shape different perspectives on a conceptual understanding of parent involvement in children's education. In addition, different stages of child development will also provide different understandings. Most of the parents in general tend to give freedom to their children when they enter their teens.

Some parents said that children's education is the number one priority in the family. For parents, being involved in children's education is definitely a form of parental obligation to children. In addition, the involvement of parents in children's education is an activity that is closely related to the school, and thus harmonious cooperation between parents and school will have an impact on children both in the spirit of learning and the formation of children's character. Another understanding of parent involvement in children's education in adolescence is a form of common goal needed for children to be academically and non academically successful in education, including common goals between parents, schools and the community (surrounding environment).

Based on the results of the interview above, it can be concluded that the perspective of parents regarding their involvement in children education in adolescence can be grouped into two, namely classical and modern involvement. Classically, parent involvement is any activity that can support children's learning at school, for example, assisting children in their studies and coming to homeroom meetings every month. Meanwhile, modern understanding believes that the perspective of parents about their involvement in assisting children does not only include assistance in the learning process regarding the knowledge that has been obtained from school but also includes an emphasis on the ability to provide support regarding what and what the learning process is for. By doing so, parents can identify their involvement both at home and at school.

3.2. Forms of Parent Involvement

The diversity of parental backgrounds provides different forms of parental involvement. Even so, the goal is the same, namely children's success in education. Adolescent children have wider social interactions and of course, there are more and more things that can affect them at that age stage. Hence, the parents' role is still first and foremost in developing their children's characters and culture of achievement for their future. Children need assistance from their parents in facing various challenges in this digital era. Parents have to remember that not all of their children's needs can be met by the school. The involvement of parents in children's education at home and at school will greatly assist the

progress of children's education and thus – what has been learned during adolescence will be a lesson for the future.

The form of parent involvement in children education in adolescence can be understood from the form of support provided by parents both at school and at home. The form of support is related to the partnership model in schools as well as those that support the partnership model.

3.2.1. School activities

Good cooperation between parents and the school will lead to children success in achieving their goals. Although children are said to be "mature enough", high-school age children are inseparable from the following general characteristics: 1) their curiosity to try new things is still very high, 2) they prefer to hang out with peers, 3) they tend to love themselves and choose friends who have similarities, 4) their emotions are still unstable as they are still confused when making choices, 5) they are able to think critically, 6) they are able to provide alternatives in problem-solving, 7) they feel big and can be trusted, and 8) they are starting to be interested in wanting to establish a relationship with an opponent type.

Parental support in children's school activities is very much needed to make parents better understand and support school programs. By doing so, that parents can synchronize children's activities at home. Parents will not make excessive demands on children when understanding children's activities at school. In addition, parents can share and increase knowledge in supporting the success of their children education. Because a child success is not determined by the school, but the child's ability and support from the surrounding environment.

Thus, parents can follow the progress of learning and provide support for children's progress. Parents can also provide input for school progress. On the other hand, parents can know and play an active role in anticipating various threats around children such as violence, drugs, pornography, radicalism and other immoral acts. The support of parents in schools provides many benefits for parents in the process of educating their children. Some forms of parent involvement in schools can be observed from the school partnership model activities that involve the role of parents. Parent involvement can be observed in the form of parental activities in children's education. These activities are concretely divided into several as the followings:

a) Moral / Thought

Moral/thought is the provision of input, ideas, suggestions, or opinions to support the implementation of partnership activities and school programs. The school has accepted ideas from parents, starting from planning activities to incidental activities related to school programs. However, due to the large variety of backgrounds and professions, parents provide different styles in giving ideas. Based on the results of the interview and observations in the planning activities of the partnership, it can be concluded that parent involvement in the form of moral / thoughts can be seen from the delivery of ideas, and input when planning partnership activities and incidental meetings related to school programs. Almost all parents have tried to convey ideas, and input in every opportunity, but the only

difference is in the way they are conveyed. Parents of middle and lower-middle social status will prefer to convey their ideas from behind the scenes or to convey them after the meeting is over.

b) Energy

Energy is a form of voluntary contribution to share knowledge and skills for parents and children. Parents' activities that provide energy support during parent involvement activities at school can be seen when parents become inspirations in the inspiration class and fill in the material in the parent class. Apart from that, it can also be seen when parents are involved in the procurement of students uniforms when they are involved in entrepreneurial day activities, and when they are appointed as committee members at the end of the year. All parents from the upper, middle, and lower social status will participate in contributing their energy to the success of the activity.

c) Funds

The form of support provided is through the provision of funds in the implementation of parent involvement activities. As has been stated in the results of the research regarding the inhibiting factors, one of the things that hinders the implementation of parent involvement activities in schools is the source of funds. Therefore, to be able to help solve these problems, parents took the initiative to contribute to each activity. Thus, based on the results of the interview, the form of finance - funds provided in the terms of joint contributions from parents to assist in the implementation of activities was also accepted by the school. However, it comes from the parents' own initiative, without any intervention from the school. The diversity of parents professions makes the funds contributed to the school vary.

d) Time

Not only ideas, energy and funds, but parents who are willing to put in their time become a form of parent involvement in every parental engagement activity . The diversity of parents 'professions provides an understanding that parents' activities will also vary. Parents who work in the private sector will have more flexibility. On the other hand, parents working in the government sectors tend to be bound by time to work. Based on the results of the interview, it can be concluded that sparing their time to participate in school activities is also form of parent involvement. Almost every parent always tries to make time. However, if they cannot attend the agenda, parents will try to seek the information they missed from the other parents who attended the meeting. Parents of middle and upper – middle socioeconomic status tend to have less time to be spared to attend parent involvement activities at schools.

Despite the varied backgrounds and professions of parents, the form of parent involvement in schools is divided into four, namely moral/ thought, finance/ funds, energy and time. Table 1 summarizes the information:

Table 1. Forms of parent involvement at schools

Forms	Upper – Middle Class	Lower- Middle Class
Moral / Thought	(+)	(+)
Finance / Funds	(+)	(-)
Energy	(+)	(+)
Time	(-)	(+)

3.2.2. At home

Adolescent children have wider social interactions, and thus there are more and more things that can affect them at that age stage. Therefore, the role of parents is still first and foremost in developing their character's and culture of achievement for the sake of their future. Children are very much in need of assistance from their parents in facing various challenges in this digital era. Parents need to remember that not all of their children's needs can be met by the school. The involvement of parents in children's education at home and school will greatly assist the progress of their children's education.

The forms of parental support at home are as follows:

a) Creating a Comfortable Family Environment

Home has to be the most comfortable place for the whole family, even though it does not as luxurious as other families' homes. My house is my palace' slogan is still attached. Particularly for teenagers, a peaceful atmosphere will make it more comfortable for them to stay at home. Otherwise, they will look for an escape to a friend house or some other more comfortable places.

One way to make the atmosphere at home comfortable is by not putting pressure on the children by giving questions that are directly related to their school activities. Storytelling is an effort to generate discussion and provoke children to tell their own stories about their activities inside and outside their school. Parents should not suspect their children when they never tell their stories. Because the characteristics of each child are different. Introvert children are less likely to tell stories when not given a stimulus. Meanwhile, extrovert children tend to be easier to tell stories. Hence the comfort at home is formed from effective communication that is established by each parent in different ways and is adapted to the characteristics of the child.

Besides that, avoiding conflict is a way to be able to keep the atmosphere at home comfortable. Discussions are a way for families to reduce conflict and maintain a comfortable atmosphere at home. Conflict at home will affect children's psychology, which in turn will affect their learning conditions at school and attitudes in the surrounding environment. In addition, supporting activities related to children's interests and talents are also beneficial to keep the family atmosphere comfortable and mutually supportive.

Based on the results of interviews and observations on home activities of one of the students, parents ability to make their home atmosphere comfortable and safe begins by establishing effective communication with their children. Effective communication in the family will generate positive energy that will affect the atmosphere of the house. Effective communication carried out by parents starts from being friends to children so that they can try to be good listeners and give empathy when children talk or tell stories. Next, parents can give a response using positive words and provide explanations to the child with acceptable reasons. They do not use words that can reduce children's enthusiasm and self-confidence such as ordering, blaming, belittling, insinuating, criticizing, and even giving negative nicknames.

Parents always try to avoid conflict. The atmosphere is more directed at having a discussion and doing activities with children, so that the child will still feel safe at home and will not look for an escape. Likewise, parents' support for children's interests and talents are also important. When the child begins

to show his interests and talents, parents try to believe and support the positive activities that they do. Mutually agreed rules at home also contribute towards comfortable family conditions.

The rules made are not oriented towards other families but are based on the conditions and needs of each family. Both parents and adolescent children must obey the rules with full awareness. Besides, having siblings who are still children can serve as examples and reminders, because children will always imitate what older people do.

b) Instilling the Values of Life through Cultivation of Character

There are many forms of parental support at home in order to instill the values of life. One of them starts with the development of the character of children. Every family has a different way of educating and supporting children's education at school. The main role of parents, in this case, is to practice religious teachings and cultivate character through teaching, modeling and habituating.

The habit of carrying out religious orders is one of the things that becomes the basis for the growth of children's characters, because parents' attitudes and behavior that will be emulated by children are their positive attitudes and behaviors. Parents who become role models at home, are the same as teachers who are always imitated by their students at school. Some of the habits that parents do at home are so diverse. Giving advice is also a way to set an example for children. It is hoped that even though their parents are not with them, these positive values will remain attached to them. Through modelling, children will get used to behaving well with family members at home and with other people in their surrounding environment.

Based on the results of the interview and observations at home, it shown that the form of parents' support at home is related to children's education through character building. There are many ways that parents can do to develop their children's characters, starting from giving teaching and modeling first. In several ways, parents hope that it will become a habit for their children. The basic character development in each family is to get used to carrying out religious orders, because most parents think that it is foundation for children. After instilling religious values, habituation through modeling positive attitudes and behaviors can be carried out, both inside and outside the family environment. Besides, habituation of independent attitudes and responsibilities through simple activities is also provided by parents, such as by managing their own finances to meet children's personal needs and by involving children in parental work.

c) Providing Protection from Various Threats

Adolescence is a period of transition from childhood to adulthood. The challenges of adolescence in this digital era create unrest for parents, because children can easily access information and make friends without being limited by time and space. Some cases that befall adolescents, either as victims or suspects. The parents of young men and women always provide protection, either directly or indirectly, to their children. The goal is that children always feel safe from threats in any environment.

Some examples of threats to children that the family need to be aware of are violence, drugs, pornography, and extreme understanding. A brawl is a form of group violence that is still often perpetrated by teenagers in high school environments. Then sexual harassment becomes a form of violence against individuals. The nature of adolescents who have a great curiosity about something that has never been encountered before is even seen as a trigger for drug abuse and access to pornographic sites.

The above threats often trigger parents to appear proactive towards their children, even though what parents do for children is solely for the child's safety from these threats. Advising children to stay at

home is a form of protection for children from the dangers of the outside world. Because teenagers are full of curiosity, parents need to discuss with their children how to choose a good relationship and environment.

In addition, other things that support parents are discussions with children to identify good relationships and environments. It is very important, because adolescents who are still unstable are sometimes more easily influenced by the environment around them. However, instilling a sense of shame violates religious norms as well as the support provided by parents to children.

Based on the results of the interview, it can be concluded that parents support their children by protecting them from threats. Children who feel safe and have a strong mentality from these threats will be more enthusiastic about learning and achieving. It is different when children always feel restless because of the impact of the threat. If the child is in a state of threat, of course the motivation of the child to go to school is different, and they are not enthusiastic about studying.

4. Discussion

Children's needs, which are the responsibility of parents to fulfill, are not only material needs. Children need assistance that supports their education, and this need cannot be missed. Children are the next generation in every family and education is one way to achieve their goals. Education cannot be separated from the role of parents as the first school for children. Consequently, when children start studying in formal and non-formal education units, parent involvement is one thing that cannot be separated from children's education.

The diversity of parents' professions will affect the understanding or perspective regarding their involvement in children's education, especially children in adolescence. Based on the results of this study, the perspective of parents can be grouped into two, namely classical and modern. Classically, parent involvement is reflected in any activity that can support children's learning at school, for example, by accompanying children when studying and by coming to homeroom meetings every month. Individuals of marginalized ethnic groups may have negative experiences with the dominant culture, which may result in less parent involvement in their children's school (Oswald, Zaidi, Cheatham, & Brody, 2018).

Estrangement has been defined and conceptualized in different ways, although most definitions have focused on the negative quality of the relationship and the voluntarily or intentional decision of at least one family member to initiate and maintain distance (Blake, 2017). Meanwhile, parents of modern understanding believe that their involvement in assisting children does not only include assistance in the learning process regarding the knowledge that has been obtained from school but also includes an emphasis on the ability to provide support regarding what and what the learning process is for. By doing so, parents can identify their involvement both at home and at school.

Based on the results of this study, the concept of parent involvement can be interpreted as a form of parental collaboration in children's education to make academic and social success. Wilder (2014) reviewed 9 (nine) meta-analyses and found that, generally, the relationship between parent involvement and academic achievement was positive. Indeed, parent involvement in schools is multidimensional. There are three dimensions of parent involvement at school, consisting of behavioral, intellectual / cognitive, and personal aspects (Grolnick, 2015). Epstein (2002) defines parent involvement as any activities carried out by parents, which include taking part in childcare activities,

communicating with children, accompanying children to learn at home, engaging in school activities and helping children to make decisions regarding their academic problems.

The pattern of parent involvement can be understood from the form of their parental support both at school and at home. At the beginning of the school year, parent support can be in the forms of taking their children to school on their first day, meeting the homeroom teacher and introducing themselves, forming parent associations, exchanging phone numbers between parents and teacher, and planning an inspirational classroom program and parenting classes. Later, parents may extend their support by coming to the report card distribution, having consultations with teachers, and attending invitations from the teacher. Implementing more policies significantly promotes parent involvement in both school and home based activities (Marschall & Shah, 2020). It is the way to devote more time and support to teacher professional development. On the other hand, Buck & Dix (2014) asserted that parenting predicts the naturally occurring declines in antisocial behavior.

In addition, parent involvement can also be realized through several activities at school such as by coming to the school and meeting the stakeholders there, carrying out parent class activities, making summaries of the material, and following up the results of routine activities. The existence of inspirational class activities is also one of the activities planned by parents and the school. A form of parent support in this inspirational class is to become an inspiration for the learners. Parents who are not the keynote speakers are also expected to attend the event that is intended to share experiences and give motivation. The support given in the inspiration class is similar to that of the parent class, i.e. to perceive and follow up the activities. Parent involvement can be strengthened when school leaders do a more proactive approach to interacting with the community in the area. Educators often assert that they want individual neighbourhoods to be more school conscious, but there may be even a greater need for schools to become more community conscious (Goldkind & Farmer, 2013). School leaders and managers are in a special position to encourage and inspire increased parent involvement (Jeynes, 2018).

Thus, other forms of support are also done by parents, such as by giving donations in various activities, providing ideas for school progress, and taking part in the procurement of students uniform. All these activities show parent involvement at school, and these involvement forms can be divided into four, namely moral / thought, finance/ fund, energy and time. Each type might come in different forms depending on parents' background and professions. Different socioeconomic status of parents provides an understanding that parents with intermediate socioeconomic status tend to engage in parent involvement in the forms of morale/ thought, finance/ fund and energy. Meanwhile, parents of the lower - middle socioeconomic status tend to get involved in the form of moral/ thought, time and energy. On the other hand, Fingerman, Cheng, Tighe, Birditt, & Zarit (2012) claimed that parents of lower socioeconomic status are less likely to be able to support their children through prolonged higher education. Thus, the portrait we present here is not simply one of being a student, but of how parents from different social backgrounds assist their children through young adulthood. The similarity between the two is in terms of moral / thought and energy, but the similarities differ in the effort of delivery or the form of actions given. Parents of lower-middle socioeconomic status convey ideas personally to school. Then, their energy is given more when carrying out the agreements.

Parent involvement is not only given in school activities but also at home. James et al. (2019) asserted that parents can, and should, be involved in the academic success of their adolescent children, while maintaining a sensitivity to their development needs (e.g., autonomy), especially at home. The support given at home can be in the forms of creating a comfortable family atmosphere, instilling the values of life through the growth of characters and protecting children from various threats. The results of this

study provide an understanding that the ability of parents to create a comfortable home and safe atmosphere it begins with effective communication with their children. It is so because effective communication within a family will generate positive energy that will affect the atmosphere of the house. Effective communication is done by parents starting from being a friend to the child, and thus parents should try to be a good listener and give empathy when their children talk or tell stories. Parents then responds by using positive words, and give the child an explanation for an acceptable reason. Parents should not use words that might lower the spirit and confidence of children. such as commanding, blaming, belittling, insinuating, criticizing and even giving negative nicknames.

Parents should always try to avoid conflicts. The atmosphere is more directed at having discussions and doing activities with children, so the children will feel safe at home and will not look for a place of escape. Likewise, when children have begun to show interests and talents, parents should try to trust and support any positive activity that might develop those interest and talents. Having rules agreed upon at home is also one way to create comfortable family conditions. Rules are made based on the conditions and needs of each family, so that both the parents and their adolescent children can obey those rules with full awareness. In addition, siblings who are still in childhood, can be an example and a reminder, because children will always imitate what is done by a more mature person. There are many ways that parents can do in cultivating their minds to children, ranging from giving teaching and first role modeling. In some ways, parents do hope that these values will become habits for their children. To grow characters in each family can be done by getting used to religious commands, because most parents think that religion is the foundation for children's life. Then, habituation through exemplary attitudes and positive behavior both inside and outside the family environment can strengthen the result. In addition, habituation of independent attitudes and responsibilities can also be enforced through simple activities provided by parents, such as by allowing children to managing their own money to meet their personal needs and by engaging children in doing parent's jobs.

The results of this study on parents' involvement in children's education are not much different from the premises concept of the six types of parent involvement, (1) Types of Basic Responsibility of the Family. The most important basis in parent involvement is the sustainability of parents' responsibility to improve their child by supporting children with food, clothing, protection, health, and safety. (2) Communication. Effective communication is essential to building a successful partnership between school and home. The communication should be built in two directions for sharing information. The main purpose of the school in communicating is to give and receive to realize the general goals and follow-up. (3) Volunteers. This type of activity is parents' assistance to educators and education personnel in supporting school programs and assisting school activities and work including travel destinations, class sections, and classroom appearances. (4) Home Learning. Parents have a big effect on what kids do at home, including parental assistance to achieve children's learning goals. There will be more time available at home than at school to learn and build positive behavior in education. Mason et al., (2016) affirmed that from the adolescents' perspective, increases in positive qualities such as feeling important in the family, trust, concern, and improved quality of adolescent-parent relationship may serve as a proxy for positive parenting. (5) Decision Making and Assistance. Parent involvement in decision-making has diverse forms, such as in choosing schools, reviewing and evaluating school programs, measuring cost capability, listening to opinions, coaching roles in school committees, and giving legal protection for schools, families, and children. (6) Cooperation with the Community. Schools

and educators should pay attention to the community in the context of including community members interested in improving the quality of education.

Some of the involvement seen from parental support both at school and at home is similar to the concept of Eipsten, as well as to the understanding of Fan (2001) that identify parent involvement activities to include parenting activities making television viewing rules, having good contact with schools, following teacher associations-parenting, supervising, and supporting the aspirations of the children. The findings of the research on the components of parent involvement are divided into three namely (1) habituation, for example communicating with teachers, attending school activities, getting engaged in organizations and connecting with the community, (2) academic, for example, covering the provision of learning support materials, helping children make decisions, making mutually agreed rules and having discussions with children about education. Lui et al., (2020) show that structural equation modeling reveals that the conditions of parental marriage have a significant indirect effect on children's academic achievement in two ways: (1) with parental psychopathological symptoms, children's internal behavior, and school involvement as a mediator; (2) with parental involvement and school involvement as a mediator. Marital satisfaction had no direct effect on school engagement or on academic performance. (3) self-concept, for example encompassing emotional interactions, engaging in shared leisure activities, nurturing and building communication with children. Based on the findings of the parent involvement component above, in this study, the meaning of parent involvement is all forms of parental support conducted in collaboration with schools and those carried out at home in children's activities related to the issue of children's education. Based on the form of parent involvement in education described above, the researcher briefly describes the results of the research in the chart below:

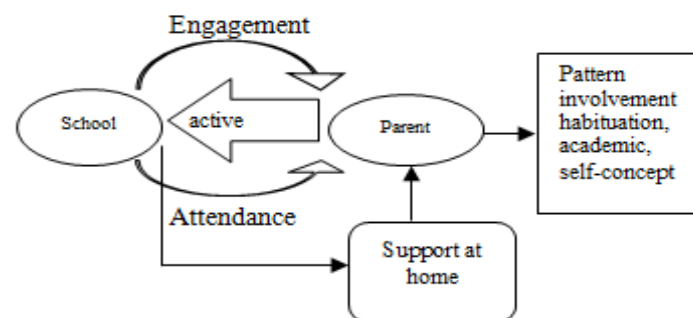


Chart 1. Parent involvement scheme

Based on the analysis of research findings and concepts related to parent involvement can be concluded that the parent's understanding of their involvement in children's education will have an impact on activities and actions undertaken in support of children's education. It may be beneficial for administrators and educators to attempt to involve all parents in the education of their children and make the educational experience more positive for everyone involved (Đurišić & Bunijevac, 2017). Besides, when it comes to how school-level factors shape the nature and extent of parent involvement programming, this study underscores the importance of effective teachers, leadership, and schooling arrangements (Marschall & Shah, 2020). Goodall & Montgomery (2014) specified that the continuum is aspirational, so that the work with parents can move from school directed (which is useful) to fully engaged (far more useful to students). Parents who really realize that their involvement are as a form

of responsibility to their children will be more sincere in support of their children's education. Thus, the pattern of parent involvement can be seen from the form of support in school and support provided at home in the education of children. Such Harwood & Murray (2019) showed that parent involvement activities can create possibilities for an otherwise to be articulated, for parents to experience practices of subjectivation that prompt possibilities for forms of avowal that articulate their inclusion in the learning of their children. From the concepts of the type of parental involvement, this study found three components in the involvement of parents both at school and at home, namely habituation, academic and self-concept. The commitment of parents to always be involved in child education is also based on several reasons from parents (Grolnick, 2015). This is just like the concept stating that adults always do an action based on their needs and experience. The existence of parent involvement in children's education is beneficial for many parties, such as parents, students and for school. More autonomous motivation (identified intrinsic motivation) to be involved in children's education will have a positive effect. Identified motivation, as well as the parental level of involvement, is related to children's academic perceived competence, self-worth, and reading grades. Therefore, the results of this study can be used as a reference for parents, educational units and education stakeholders to be able to continue to develop the program.

5. Conclusion and recommendations

Parents' perspective or paradigm about their involvement in children's education will result in different activities and actions in support of children's education. Parents who are fully aware of their involvement as a form of responsibility to their children will be more sincere in supporting children's education. Patterns of parent involvement can be seen in the form of support in school and support provided at home in a child's education. From the concepts about the type of parental involvement, this study found three components in the involvement of parents both at school and at home namely habituation, academic involvement, and self-concept. The commitment of parents to always be involved in the education of their children is also based on several reasons from parents. It is similar to the concept that adults always do an action based on their needs and experience. The existence of parent involvement in children education is beneficial for many parties, including parents, students and schools.

References

- Agllias, K., & Gray, M. (2017). Secrets and lies: The ethical implications of family estrangement. *Practical Social Work Ethics: Complex Dilemmas Within Applied Social Care*, (March), 43–61. <https://doi.org/10.4324/9781315246222-10>
- Allen, J., & Moore, J. (2017). Troubling the Functional/Dysfunctional Family Binary Through the Articulation of Functional Family Estrangement. *Western Journal of Communication*, 81(3), 281–299. <https://doi.org/10.1080/10570314.2016.1250156>
- Blake, L. (2017). Parents and Children Who Are Estranged in Adulthood: A Review and Discussion of the Literature. *Journal of Family Theory and Review*, 9(4), 521–536. <https://doi.org/10.1111/jftr.12216>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Retrieved from https://books.google.co.id/books?hl=id&lr=&id=OCmbzWka6xUC&oi=fnd&pg=PA3&dq=The+Ecology+of+Human+Development&ots=yzKYN0TPgd&sig=JIHbU9AzcQacd8SWLucEdME-6KM&redir_esc=y#v=onepage&q=The+Ecology+of+Human+Development&f=false
- Buck, K. A., & Dix, T. (2014). Parenting and Naturally Occurring Declines in the Antisocial Behavior of Children and

Sujarwo, S., Kusumawardani, E., Prasetyo, I., & Herwin, H. (2021). Parent involvement in adolescents' education: A case study of partnership models. *Cypriot Journal of Educational Science*, 16(4), 1563-1581. <https://doi.org/10.18844/cjes.v16i4.6013>

Adolescents: A Process Model. *Journal of Family Theory & Review*, 6(3), 257-277. <https://doi.org/10.1111/jftr.12042>

Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *CEPS Journal*, 7(3), 137-153. <https://www.cepsj.si/index.php/cepsj/article/view/291>

Faure, E. (1972). *Learning to be: The world of education today and tomorrow*. Retrieved from https://books.google.co.id/books?hl=id&lr=&id=wqohAgAAQBAJ&oi=fnd&pg=PR15&dq=Learning+to+be.+The+world+of+education+today+and+tomorrow&ots=DrScav8BgP&sig=nJmFBzdztr3AaOu9GmPOR_H8mpw&redir_esc=y#v=onepage&q=Learning+to+be.+The+world+of+education+today+and

Fingerman, K. L., Cheng, Y., Tighe, L., Birditt, K. S., & Zarit, S. (2012). Early Adulthood in a Family Context. *Early Adulthood in a Family Context*. <https://doi.org/10.1007/978-1-4614-1436-0>

Francis, G. L., Regester, A., & Reed, A. S. (2019). Barriers and Supports to Parent Involvement and Collaboration During Transition to Adulthood. *Career Development and Transition for Exceptional Individuals*, 42(4), 235-245. <https://doi.org/10.1177/2165143418813912>

Goldkind, L., & Farmer, L. G. (2013). The Enduring Influence of School Size and School Climate on Parents' Engagement in the School Community. *School Community Journal*, 23(1), 223-244. Retrieved from <http://search.proquest.com/docview/1373086990?accountid=14609>

Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: a continuum. *Educational Review*, 66(4), 399-410. <https://doi.org/10.1080/00131911.2013.781576>

Goode, W. J. (2007). *Sosiologi Keluarga*. Jakarta: Bumi Aksara. <https://onsearch.id/Record/IOS7404.slims-4218>

Grolnick, W. S. (2015). Mothers' motivation for involvement in their children's schooling: mechanisms and outcomes. *Motivation and Emotion*, 39(1), 63-73. <https://doi.org/10.1007/s11031-014-9423-4>

Harwood, V., & Murray, N. (2019). Strategic discourse production and parent involvement: including parent knowledge and practices in the Lead My Learning campaign. *International Journal of Inclusive Education*, 23(4), 353-368. <https://doi.org/10.1080/13603116.2019.1571119>

Herwin, H., Hastomo, A., Saptono, B., Ardiyansyah, A. R., & Wibowo, S. E. (2021). How elementary school teachers organized online learning during the Covid-19 Pandemic? *World Journal on Educational Technology: Current Issues*, 13(3), 437-449. <https://doi.org/10.18844/wjet.v13i3.5952>

Herwin, Jabar, C. S. A., Senen, A., Wuryandani, W. (2020). The Evaluation of Learning Services during the COVID-19 Pandemic. *Universal Journal of Educational Research*, 8(11B), 5926 - 5933. <https://doi.org/10.13189/ujer.2020.082227>

Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37-52. <https://doi.org/10.1080/00131911.2010.488049>

James, A. G., Rudy, D., & Dotterer, A. (2019). Longitudinal Examination of Relations between School- and Home-Based Parent Involvement and GPA across Ethnic Groups. *Journal of Child and Family Studies*, 28(11), 3000-3010. <https://doi.org/10.1007/s10826-019-01475-9>

Jeynes, W. H. (2018). A practical model for school leaders to encourage parental involvement and parental engagement. *School Leadership and Management*, 38(2), 147-163. <https://doi.org/10.1080/13632434.2018.1434767>

Johnson, W. L., Giordano, P. C., Manning, W. D., & Longmore, M. A. (2011). Parent-child relations and offending during young adulthood. *Journal of Youth and Adolescence*, 40(7), 786-799. <https://doi.org/10.1007/s10964-010-9591-9>

Lengrand, P. (1970). *An introduction to lifelong education*. Paris: UNESCO. <https://eric.ed.gov/?id=ED118876>

Lui, M., Lau, G. K., Tam, V. C., Chiu, H. M., Li, S. S., & Sin, K. F. (2020). Parents' Impact on Children's School

Sujarwo, S., Kusumawardani, E., Prasetyo, I., & Herwin, H. (2021). Parent involvement in adolescents' education: A case study of partnership models. *Cypriot Journal of Educational Science*. 16(4), 1563-1581. <https://doi.org/10.18844/cjes.v16i4.6013>

Performance: Marital Satisfaction, Parental Involvement, and Mental Health. *Journal of Child and Family Studies*, 29(6), 1548–1560. <https://doi.org/10.1007/s10826-019-01655-7>

Marschall, M. J., & Shah, P. R. (2020). Linking the Process and Outcomes of Parent Involvement Policy to the Parent Involvement Gap. In *Urban Education* (Vol. 55). <https://doi.org/10.1177/0042085916661386>

Mason, M., Mennis, J., Light, J., Rusby, J., Westling, E., Crewe, S., ... Zaharakis, N. (2016). Parents, Peers, and Places: Young Urban Adolescents' Microsystems and Substance Use Involvement. *Journal of Child and Family Studies*, 25(5), 1441–1450. <https://doi.org/10.1007/s10826-015-0344-y>

Nokali, N. E. El, Bachman, H. J., & Votruba-drzal, E. (2010). Parent Involvement and Children ' s Academic and Social Development in Elementary School. *Child Development*. 81(3), 988–1005. <https://doi.org/10.1111/j.1467-8624.2010.01447.x>

Ntekane, A. (2018). Parental Involvement in Education. *Vanderbijlpark*, (April). <https://doi.org/10.4135/9781412950565.n302>

Oswald, D. P., Zaidi, H. B., Cheatham, D. S., & Brody, K. G. D. (2018). Correlates of Parent Involvement in Students' Learning: Examination of a National Data Set. *Journal of Child and Family Studies*, 27(1), 316–323. <https://doi.org/10.1007/s10826-017-0876-4>

Robert K. Yin. (2014). *Case Study Research: Design and Methods-Fifth Edition*. United States of America: SAGE Publications, Inc. <https://doi.org/10.3138/cjpe.30.1.108>

Scharp, K. M., & Hall, E. D. (2017). *Annals of the International Communication Association Family marginalization , alienation , and estrangement : questioning the nonvoluntary status of family relationships*. 8985(August). <https://doi.org/10.1080/23808985.2017.1285680>

Schroeder, R. D., Giordano, P. C., & Cernkovich, S. A. (2010). Journal of Criminal Justice Adult child-parent bonds and life course criminality ☆. *Journal of Criminal Justice*, 38(4), 562–571. <https://doi.org/10.1016/j.jcrimjus.2010.04.027>

Shan, H. (2017). Lifelong education and lifelong learning with Chinese characteristics: a critical policy discourse analysis. *Asia Pacific Education Review*, 18(2), 189–201. <https://doi.org/10.1007/s12564-017-9483-8>

Shutaleva, A. V., Kerimov, A. A., & Tsiplakova, Y. V. (2019). Humanization of education in digital era. *Perspektivy Nauki i Obrazovania*, 42(6), 31–43. <https://doi.org/10.32744/pse.2019.6.3>

Weymouth, B. B., Buehler, C., Zhou, N., & Henson, R. A. (2016). A meta-analysis of parent-adolescent conflict: Disagreement, hostility, and youth maladjustment. *Journal of Family Theory and Review*, 8(1), 95–112. <https://doi.org/10.1111/jftr.12126>

Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377–397. <https://doi.org/10.1080/00131911.2013.780009>

Willems, P. P., & Gonzalez-DeHass, A. R. (2012). School – community partnerships : Using authentic contexts to academically motivate students. *School Community Journal*, 22(2), 9–30. <https://eric.ed.gov/?id=EJ1001611>