Parents' Participation in Extracurricular Programmes at Primary Schools in Surakarta

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Abstract: Participation plays an important role in the success of school programs. However, in reality, there are still obstacles to increasing parental participation, so a strategy is needed in an effort to optimize parental participation in school programs. The objectives of the study are (1) to describe parents' participation in school programs; (2) to describe school strategies to optimize parents' participation in school programs; and (3) to describe the outcomes achieved when a school strategy was implemented to maximize parent participation in State Elementary School Sayangan. The methodology utilized is a subjective way to deal with the plan of contextual investigations. The research results show that (1) parent and teacher communication through WAG and written invitations; (2) an intense approach strategy or open communication by maximizing the role of IOM for each class through regular meetings to develop programs; and (3) IOM's involvement can increase the success of the adiwiyata competition program, alert bazaar, steady front group, and work title festival during learning. The conclusion of the research is that communication is very important in student activities at school and that success will be achieved with good cooperation between teachers, students, and parents.

Keywords: Participation, Principle Scoles, School Programmes

A. Introduction

Because the family is the child's first and primary socialization location, it is the child's primary place of socialization. The father, mother, and child make up the smallest social unit or group known as the family. As a result, parents play an important role in a child's development as the child's first socialization and educational setting (Aisyatinnaba & Sutoyo, 2016; Huda et al., 2023; Lutfiyah et al., 2023; Novalina et al., 2024) and (Boiliu, 2021). The guardians are the primary teachers of their youngsters in light of the fact that from their folks the kid starts to get training (Alif, A., Tetra, O. N., Aziz, H., & Defri, 2017) and (A. Sari et al., 2015). When children enter school age, parents are no longer able to assume the roles of parents and teachers at the same time. This is because parents have limited knowledge and time, where parents need

socialization and other educational media as an extension of primary socialization, and education in the family, that is, school.

A school is a building or institution used for learning and teaching activities, as well as a place to receive and teach lessons based on education level. Despite the fact that guardians have carried their kids to school, the focal job of guardians in training stays indispensable. Guardians play a significant part in the schooling of their youngsters. Parents have an obligation and responsibility to properly educate their children at home for their children's future education (Hakim & Azis, 2021); (Nurhasanah, 2020). Educators don't assume complete ownership, so guardians ought to be engaged with the projects that instructors make (Nafilatur Rohmah, 2018). Parents play a variety of roles, including drivers, educators, supervisors, and (L. P. Sari & Ain, 2023). Therefore, parents should have active involvement in their children's school life. This has been shown to have a positive impact on their academic results and their socio-emotional development.

Participation has an important role in the success of the school's programmes. The marks of outcome of expanded cooperation in training can be estimated through, the commitment of administrations, monetary, moral and material; expanded certainty of guardians/partners to the school; expanding awareness of others' expectations of the guardians/stakholder to the projects executed by the school party; the increment of information and quality exhortation so that can work on the nature of instruction (Saromah, 2018). In view of the above depiction, it tends to be presumed that the sign of progress of support is an expansion in common comprehension and shared help between partners particularly in any quality improvement completed by schools and networks.

Although the importance of parents' participation has been widely acknowledged, many challenges prevent their involvement in school programs. Factors such as busy work, a lack of understanding of the importance of their roles, or economic constraints can hinder the active participation of parents. The implications of a lack of parental participation are that when parents are not involved in their children's school life, it can have a negative impact on their academic performance, school behavior, and learning motivation. Lack of support and guidance from parents can also increase the risk of dropping out of school and behavioral problems.

A close collaboration between school and parents is needed to create a learning environment that supports and motivates children. By understanding the importance of the role of parents in education, schools can create strategies and programs that facilitate the participation of parents effectively. In this digital age, technology can be a very useful tool in increasing the involvement of parents in children's school activities. Mobile applications, online platforms, and electronic communications can be used to facilitate interaction between parents and schools.

It turns out that the realities on the field are not in line with expectations. For a lot of parents, when they're getting their kids to school, it's as if part of their duties are taken over by the school. Especially when a child goes to a public school whose cost of education is disbursed by the government through the BOSS or BOP budget, parents no longer think about the cost of school. Parents just focus on how to give pocket money to their children. In fact, the role of parents remains important in education, both in instilling the values of character and intellect and also in fostering the participation of children in school. There are free schools, making parents dependent on the government. It is true that free school assistance through the BOSS fund cannot accommodate all the needs of students or schools because of the limitations or rules in the use of the BOS fund. For example, racing activities, field studies, outings, and other activities that support performance or learning activities. This case also occurred in one of the basic schools in Surakarta, which is in SD State Sayangan, where the rate of participation of parents is still not at its maximum in the school activities program.

In view of the starter information above caused analysts to notice dig through research, what was the reason for the condition, since it very well may be this condition likewise experienced by numerous state funded schools in Indonesia Both primary and secondary. Research on the role of parents in the progress of school or actual learning has been carried out by some researchers, including "Urgency Participation of Parents of Students in the Maintenance of Quality Education." (Kinanti Diajeng Ayu & Trihantoyo Syunu, 2021). "Public and Parental Cooperation in Working on the Nature of Training" (Farikha, Wahyudi, Muhammad Chiart), "Parent support in the administration of local area based schools in Regular Elementary Schools in Independent Klaten (Huda, 2017), "Parents' Binding in School Program at Chalifah Wirobrajan Yogyakarta" (Prabhawani, 2016) but this study takes the formula of the problem from different sides.

In connection with the above, the researchers were inspired to conduct research on the participation of parents in school programmes at SD Negeri Sayangan, Surakarta with the objective of describing: (1) Parents' participation in school programs; (2) School strategies to optimize parents' involvement in schools programmes; (3) Results obtained with the presence of school strategies in the optimization of parental participation. It is hoped that the results of this study can be used to maximize the participation of parents in school programmes that have an impact on improved student and school performance, both academic and non-academic.

Research carried out (Bagur et al., 2022) that expert discipline is one of the factors that ought to be viewed as according to guardians' impression of the superior improvement of their youngsters. There is likewise a connection between's the sub-sizes of improvement, where the more kids are impacted, the more noteworthy the effect on the psychological wellness of the guardians. The level of nurses' anxiety and depression follows the same pattern. So, we propose a reflection on the utilization of

family-driven works on during mediations, grasping the absence of expert preparation as an indicator of the nature of early intercessions.

Research carried out (Movahedazarhouligh, 2021) on the viability of mediations applied by guardians and a family-driven way to deal with the arrangement of administrations in early intercession, youth custom curriculum, and kindergartens up to the 3rd grade Research did. Research carried out (Callanan et al., 2023) observed that they had the option to utilize these abilities to create solid, family-focused organizations with guardians as well as to improve the socio-close to home connection among guardians and youngsters. These discoveries are examined with regards to the effective execution of early intercession programs that are best practices. Research carried out (Scholes, Spina, dkk., 2021). We consider the ramifications of educational practices that expand the perusing experience towards the variety of manly perusing personalities arising in nations like Australia, where there is no approach of perusing for delight. Research carried out (Scholes et al., 2022) the majority of children are justified in including or excluding others based on a "one true answer" pattern that clearly emphasizes adhering to school rules. Less youngsters move 'past the right solution' to show a change towards grasping alternate points of view in their thinking about consideration and rejection. Value education's implications are discussed. Research carried out (Tokatly Latzer et al., 2021) Our discoveries widen our understanding into the basic components of the challenges and advantages experienced by medically introverted kids and their folks on occasion of critical life difficulty. Programs on occasions such as this ought to be aimed at supporting and directing guardians on the most proficient method to all the more likely oblige circumstances, consequently upgrading their opposition and flexibility techniques. In contrast to explore (Khusna et al., 2021) educators have a few projects to fabricate correspondence, like Cooking Class, Advancing by Maestro, and Women Projects.

B. Method

Qualitative research with a case study approach is located in the SD Sayangan Surakarta region. Data collection techniques include interviews with parents, the head of school, teachers, and pupils. The documentation used is the curriculum and data of school activities, as well as observations carried out directly at school when student activities take place. The technique analyzes the data using encoding when the researchers have found the results. The validity of the data was determined by using the resource triangulation performed by the teacher with the parent, triangulating the techniques found when digging for information about the techniques of interaction in the implementation of the activities carried out by all school citizens.

C. Results and Discussion

Parents' participation in school programs

The participation of the parents of the SDN students is very important; without the parents' participation, the school's goals will be difficult to achieve. Even parents are always involved in learning. The last move toward information examination is the making of determinations, for example the analyst reasons ends from the information acquired. Parents can play the roles of supervisors, facilitators, and motivators when it comes to helping their children learn. Parents inspire and excite their children based on their children's interests and abilities as motivators (Choerul Anwar Badruttamam, 2018), (Boiliu, 2021)(Yulianingsih et al., 2020)(L. P. Sari & Ain, 2023). The last move toward information examination is the making of determinations, for example the analyst reasons ends from the information acquired (Putri & Rustika, 2019)(Theresya et al., 2018). Parents can play the roles of supervisors, facilitators, and motivators when it comes to helping their children learn. Parents inspire and excite their children based on their children's interests and abilities as motivators but (L. P. Sari & Ain, 2023).

Parents' participation in other than learning also includes various activities or school programs. Among these activities are the adwiyata school program, opening activities, and inter-school races. One aspect of the assessment as an adiwiyata school is the support of the community and the parents in various ways, so the support from these parents gives added value in the evaluation of adiwiyanata (Wulandari et al., 2022).

Communications in order to deliver school programs and the progress of programs or activities are carried out on the agenda of committee meetings with parents with the aim of ensuring that the activities can run smoothly. As well as through committee meetings, intensive communication can take place between class teachers and parents through WhatsApp (WA) and WhatsApp Group (WAG) media, whose members include classmates and parents. Communication can be collectively within the WAG if it applies to all students, and it can be personally if there are specific problems facing students. Relevant research (Nopiyanti & Husin, 2021) shows that parents are already seriously engaged in providing protection, support, and supervision for children both at home and at school. Communication by parents and class teachers covers the academic progress and behavior of children at school. Besides using WA with parents, there are some that are done through calls or direct invitations from parents to come to school. Senada with the results of research stating that one of the media in communication paguyuban with Whatsapp Group (WAG) (Tumuruna, 2022).

There is a particular challenge in working with parents, which is that parents are less active or passive in various activities at school. So schools should really be able to embrace parents or take a special approach with less active parents. There are a number of things that stand against the inactivity of parents in school activities, one

of which is time constraints. There are some parents who have to work so that when they're invited to school, they can't be present, so the school program is not delivered in person. What distinguishes the level of parents' role in their children's learning at home is the difference in parents' educational status between working parents and non-working parents (Lilawati, 2020).

The student's parents usually communicate that they will follow any outcome of the meeting that has been agreed upon by the parents of the students who are willing to attend, but in the end, some of them do not support or disagree with the decision taken, which means the student parents are not consistent with the statement at the beginning. The second is the economic problem. There are some parents who have low economies, so they prefer to work. There is less sense of coming to school, as well as an inability to support school programs in material terms due to income constraints. According to the results of the study, the inhibitory factor that can influence the role of one of the parents is the economic factor (Isnaini & Nisa, 2023).

School strategies to optimize parents' participation in school programs

Strategy to optimize parents' participation in school programs by conducting open approaches or communications through meetings and inviting parents to meetings. As a facilitator, guardians give offices to kids' requirements. In addition to assisting students with learning difficulties, parents' responsibilitiess as supervisors include providing learning resources and providing supervision both inside and outside the home. The child's enthusiasm for learning will increase with parental support and attention. Guardians as bosses, particularly in deluding companions, the guardians generally watch who the companions in school and judge the way of behaving of the kid's companion (Aniza et al., 2021). Having a strategy to increase the participation of parents is very helpful in the realization of school programs they can maximize in following the school programs. School involves staff and teachers in making an approach with parents to actively participate in school activities. To increment public cooperation, the instructive foundation held a gathering welcoming every one of the guardians of the understudies to assess the advancement of understudies and examine future systems to work on the nature of training of understudies (Aniza et al., 2021).

The school ensures that these strategies are relevant to the needs and wishes of parents. Through meetings and collaboration with parents, new plans or ideas are being considered by the school to improve school performance both academically and non-academically. For example, festival titles of parents' works are involved in such activities. In addition to meeting with all the students' parents, there are also meetings with the managers of the Student Parents' Union (IOM) of each class to draw up the necessary programmes of activities and budgets, so that the student's parents know the school's programmes and the required budgets. It shows the transparency of programmes and budgets. In addition to the constraints in programming and

budgeting, the parents of the students are also involved in every activity in the community, so that the elderly students also feel a sense of responsibility and ownership as well as participation. To increment public cooperation, the instructive foundation held a gathering welcoming every one of the guardians of the understudies to assess the advancement of understudies and examine future systems to work on the nature of training of understudies (Irawan et al., 2021).

In the meeting of the parents of the students or committee, the school also always evaluates the school program to see if there are any obstacles or shortcomings experienced by involving the IOM, parents of students, and also teachers. In addition, the school also always holds meetings of coordination between the head of school and the teacher to know the progress of the student and the respective class to also know the obstacles or problems experienced by each teacher related to the development of students as well as learning activities (Scholes, Stahl, dkk., 2021) . So far, strategies with an open approach or communication have not been very successful. It's because a lot of parents don't care much about school programs, so they just tend to want to educate their kids to be smart, while parents just focus on working for money. As if the role in teaching children is all handed over to schools, and schools are only considered a place of transfer of science and knowledge (Pembelajaran et al., 2023; Penerapan et al., 2022; Fitriyah et al., 2023). A child needs so much, not only knowledge but also good character. Success in enlightening students and character formation is not only the responsibility of teachers or schools; there must be cooperation and collaboration between teachers and parents. This is because the teacher's time together is limited to the school alone, while at home parents have to perform the same functions as teachers to educate children. The limitation of parents' time to communicate with teachers or schools is also an obstacle to achieving increased participation because the majority of students' parents work as private employees or laborers, so getting permission to attend school activities is not easy. For future follow-up to the results of the evaluation of the participation of students' parents in the school programs, the school will implement a strategy with an intensive approach by maximizing the role of the IOM (Student Parents' Force) per class through regular meetings, i.e., once a month, to prepare a program of activities per class, and the outcome will be structured to become a school program. This is in line with the results of research that the role of the class is the ease of school communication with the student guardian in each class in the delivery of information and school programs (Fahrur & Haryanto, 2023). Other studies also indicate that the efforts that the head of the school can make to increase the participation of parents in education at school include establishing effective communication with parents, involving parents in school programs, and empowering school committees (Ayudia, 2014). The significant job of guardians in working on kids' scholastic accomplishment and the general growing experience. The family provides a foundation and opportunity for children to comprehend significant ideas from an early age. The inspiration and excitement given by guardians emphatically impact youngsters'

learning results and urge their commitment to the growing experience (Prasetyo et al., 2023).

Results achieved by the school's strategy in optimizing the participation of parents

By involving the IOM (Student Parents' Unit), we maximized the significant results that schools have achieved to increase the participation of parents. Some examples of programs that have been successfully implemented are the adiwiyata race, the bazar siaga, and the stable front group, as well as the festival program for the degree of work. Building parents' involvement in their child's education is a great step in supporting improved child learning achievements (Haryanti, 2017), (Nafilatur Rohmah, 2018).

Besides, the increase in participation is also seen in the motivation and involvement of students in the classroom, which is also increasing. Parents provide learning motivation and make changes in student learning patterns or behaviors. Parents are increasingly aware that parents should give maximum support to their children's education. To increase public cooperation, the instructive foundation held a gathering welcoming every one of the guardians of the understudies to assess the advancement of understudies and examine future systems to work on the nature of training understudies (Misriatul Aulia et al., 2022) (L. P. Sari & Ain, 2023).

Parental participation has a great impact on the school culture and learning climate. The most important thing about the involvement of parents is that the school's goal can be achieved, which is to create a learning environment that provides full support for the development of the pupils. According to the findings of the study, the school's strategy is to regularly involve the community in every school activity, like gotong royong in the cleaning of educational institutions, in order to improve synergy between the head of the school and the teacher, the teacher and the other teacher, and the parents of the students (Burnett & Lampert, 2019).

To increment public cooperation, the instructive foundation held a gathering welcoming every one of the guardians of the understudies to assess the advancement of understudies and examine future systems to work on the nature of training of understudies (Kinanti Diajeng Ayu & Trihantoyo Syunu, 2021). The school plans to maintain or improve the results that have been achieved. The school's plan is to continue the program that has been implemented as well as to receive input and advice from others about school progress.

The exercises are done eye to eye and web based utilizing recordings transferred via online entertainment stages. The support of guardians and essential schoolchildren in both on the web and disconnected exercises was superb. The effect of commitment exercises is that primary younger students get free learning direction, and guardians

can likewise get familiar with the significance of their part in moral turn of events and the utilization of contraptions in kids (Dianti, 2017).

D. Conclusion

The participation of parents of SDN students in the school program is carried out by involving parents of students in learning and school activities. Student parental engagement includes the preparation of a plan of activities or programs and the budget required for student and school progress, both academic and non-academic. Participation is still hampered despite having been carried out using the means of communication through WAG and written invitations to attend committee meetings at the school. There is a special challenge in working with parents: having passive parents in various activities at school. This is due to time constraints and economic problems. The strategy is to optimize the participation of parents in the school program by conducting an open approach to communication through meetings and by inviting parents to parents' meetings. Furthermore, it is an intensive approach by maximizing the role of the IOM per class through regular meetings to draw up a program of activities per class, and the results will be structured to become a school program. By involving IOM, we maximize the significant results that schools have achieved in increasing the participation of parents. Some examples of programs that have been successful in implementation are the adiwiyata race, the bazar siaga, the stable front group, and the festival of works titles. But the children's success in the work and the work of the house is seen in the study and in the report of the child's learning. This is in accordance with a review that expresses that the job of the school board is to give information, proposals, and ideas to the school in regards to the school's projects and strategies that incorporate rules for instructive offices, training execution arrangements, as well as managing the strategy of

E. Aknowledgement

Guardians can likewise furnish help to youngsters in managing their learning hardships by giving clarifications on the parts that are challenging to comprehend by understudies.

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