



# Improving Parental Involvement in Children's Education in Kebumen



**RISE Programme in Indonesia** and the Kebumen District Education Agency carried out a programme, Improving Parental Involvement in a Children's Education, from February 2020 to April 2021. This programme examined ways to overcome the low participation of parents in children's education in Kebumen.

RISE diagnostic study found that parents in Kebumen did not receive adequate information about their children's learning progress from school. In addition, due to low educational background and lack of knowledge, parents were less confident to be more involved in educating their children.

## Research Instruments



- **Student Learning Progress Letter**  
Provides information written by a teacher on their student's learning progress, including materials the student had learnt but is still struggling with and a study plan for the following month. At the bottom of this letter is a cut-out response sheet for parents to fill out.



- **Leaflet\***  
Provides ways for parents to be more involved in their children's education (what to do, what to avoid, and encouragement to feel confident).

\*The leaflets are available for download on the RISE website ([rise.smeru.or.id](http://rise.smeru.or.id))

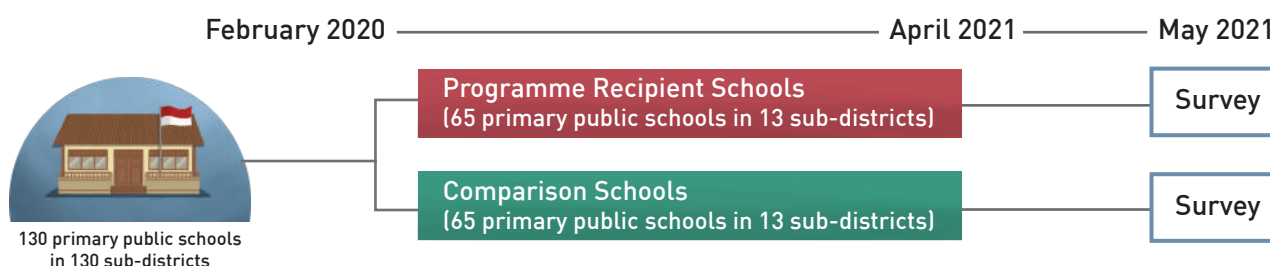


- **Parents Response Sheet**  
It is the cut-out sheet from the student learning progress letter filled out by parents about what they will do after reading the letter and poster.

The leaflets and letters were delivered to parents through students every month (excluding June, July, and December 2020 due to school holidays) with the following distribution channel: education agency → regional coordinator → school principal → teacher → student → parents.

## Sample and Research Methodology

We seek to see the effect of parental involvement on student learning outcomes by comparing two groups: a group that underwent the programme (received student learning progress letters and leaflets) and a group that did not participate in the programme.



Once the programme was completed, we conducted a phone survey and an assessment of student numeracy skills to see the results of both groups. We also carried out in-depth interviews by phone with selected respondents to further explore the findings of the previous phone survey. The number of samples collected: 130 principals, 764 teachers, 8,960 parents, and 7,100 primary school students.

## Research Findings

### 1. The programme improved parental involvement in supporting their children study at home



- Direct support from parents improved, for example, helping children with schoolwork and reading with their children.
- Parents were more active in creating a conducive environment for children to study at home, for example, turning off the television and enforcing a period of quiet when the children are studying.

### 2. The programme fostered more communication between parents and school



- Parents contacted teachers more regularly to talk about their children's learning progress.
- Parents were more confident in expressing input or complaints to teachers.
- Parents communicated with other parent more in the parents association.

### 3. The programme increased teacher motivation and support in educating students



- Teachers better understand their students' learning progress.
  - Teachers were more motivated in teaching because they communicated with parents more.
- A form of support given by teachers:** providing feedback on student assignments, holding additional study hours for low-ability students, recognising input from parents, and developing teaching based on input from parents.

### 4. The programme's positive impact on parents and teachers did not translate into improved student numeracy test scores



- Parents' low literacy and numeracy skills hindered the impact of parental involvement on student learning outcomes.
- Although support from teachers increased, the form of support provided was inconsistent with what students needed to study more effectively at home.

## Recommendations



It is appropriate to continue and extend the programme to improve parental involvement to all schools in Kebumen because it worked.



Teachers and parents communication needs to be more oriented to the quality of learning. The parents association can be directed to be a means of reflection and discussion on learning methods at home.



It is necessary to support parents in helping their children study at home, for example, providing assistance with learning resources or books and internet quota, improving telecommunication infrastructure, and so on.