

Slamet Santoso

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Parenting Class as a Development of a Collaborative Model in Physical Education

Slamet Santoso^{1*}, Tandiyo Rahayu², Tjetjep Rohendi Rohidi³, Mugiyo Hartono⁴, Bangkit Seandi Taroreh⁵, Joko Sulistyono⁶

¹ Department of Sport Educations, Universitas Negeri Semarang

^{2,4} Department of Physical Education, Health, and Recreation, Universitas Negeri Semarang

³ Department of Art Educations, Universitas Negeri Semarang

⁵ Department of Sport Educations, Universitas Bina Darma

⁶ Department of Sport Educations, Universitas Tunas Pembangunan Surakarta

*Corresponding author: Slamet Santoso,

Sekaran, Gunung Pati, Semarang City, Central Java 50229

e-mail: ssantoso111285@gmail.com

Abstract

Parents' ability to educate and care for children varies due to differences in social, cultural, and educational backgrounds. Thus, there should be a program to educate them. This study aims to produce a parenting class product that can be used as a model of collaboration among parents, teachers, and the physical education community; it can help parents create a conducive learning environment at home (communicative, safe, comfortable, and fun). This research and development (R&D) were carried out for 2 years from 2017 to 2019 with 196 research subjects consisting of 166 parents, 18 teachers, and 12 educational communities from 6 elementary schools in rural and urban areas in Magelang, Indonesia. It employs questionnaires, documentation, and interviews to collect the data. Based on the recapitulation of questionnaire data conducted by each expert and user, the development of the parenting class product shows the classical average of 94.33%, which is included as the "Excellent" assessment category. The implementation of this parent class program can contribute a positive impact on all parents and children. The majority of parents can attend these activities so that parents' ability in terms of educating and caring for their children is cultivating. The parenting class program as a collaborative model can improve the role of parents, character building, health, fitness, and convalescence their children's physical education learning outcomes from cognitive, affective, and psychomotor aspects.

Keywords: Parenting Class, Collaborative Model, Physical Education, Learning at Home

Introduction

Parents' insights and knowledge in terms of educating and caring for their children, of course, will vary because of the differences in their backgrounds, such as education, occupation, socio-culture, and environment. Cultivating parents' understanding in terms of educating and caring for children is necessary so that they have uniformity and similarity of perception in educating and caring for children above all differences. (Hakim et al., 2019) explained that the involvement of parents at the primary school level is still deficient; this is evident from the role and contribution of parents in education is still minimal. The lack of interaction between the school and parents is because there has not been a good collaboration between the school and parents and other stakeholders. Most parents still think that education is the duty and responsibility of the host school, while the school is still confused about optimizing parental involvement in education, so no school program involves parents. School programs that run on their own without being followed up at home will not be maximal; thus, it is necessary to have regulations or programs that can foster parents' understanding, role, involvement, and contribution in improving the quality of education. One of the solutions offered is to enhance involving parents directly in educating children. Developing a learning model that can collaborate between teachers, parents, and the community or other stakeholders is necessary. The proposed parenting class program develops a collaborative model that involves teachers, parents, and the community by sharing roles, duties, and responsibilities in educating children. The parenting class is a container that can be used to unite parents, teachers, and the community into one unit in the classroom to improve knowledge, insight, mindset, and parenting patterns through effective communication, expecting that they can share their duties, roles, and involvement in the education process to create good collaboration between stakeholders to realize the goals of national education.

In understanding the relative stability of inequality, researchers agree on the importance of parenting in transferring effective patterns, values and practices to children. Much of this research is inspired by Bourdieu's theory about capital (Bourdieu, 1987). Different forms of capital – economic, cultural, social and symbolic – are deeply tied to habitus, or 'dispositions', some of which are identified as more worthy and valuable than others. The habitus is shaped by our family practices, informing youths about education and how they envision their future selves. In my understanding of how parents may contribute to the regulation of 'school stress', habitus plays a vital part. These often subconscious patterns of feeling and acting are likely to affect how youth invest meaning into school, and academic

achievement and what importance schoolwork has for them now and for their future. Anthony Giddens' (1991) theory of reflexive self-narratives has been beneficial for understanding identities over time and how people author themselves through narratives, but it is criticized for not considering that social context is still part and parcel of people's possibilities and self-narratives (Giddens, 1991).

Irwin (2018) argues that there is a tradition in British and US qualitative sociology of suggesting a causal relationship between class positioning and parenting styles, notably since in the US recommended that the middle-class parent their children in a mode of concerted cultivation and the working class as natural growth (Lareau, 2011). Parents' involvement with their children in this body of research has been chiefly investigated from the parent's point of view (Maxwell & Aggleton, 2013). With Lareau's and related theories as a starting point, much class and ethnicity research has investigated how parents influence their children in terms of 'resourcing' them in deciding on future educational trajectory and installing an entitlement to success or different forms of motivation. The parental strategies of the middle classes are often analyzed in terms of their emotional work to struggle upwards – as a 'fear of falling' or a way of anxiously installing autonomy and self-drive to maintain their class positions (Eriksen, 2021).

The family is the first and foremost place of education and greatly contributes to optimizing the growth and development of their children towards a more complex life (Nugraha & Sari, 2017). The quality of parental caregiving has been shown to affect children's development from birth onward (Hechler et al., 2019). Through this pro-active family, it is expected that children can grow and develop following their abilities to become independent and productive individuals. The family has a strategic role and contribution in providing the basics of cognitive, affective, and psychomotor education, such as communication, reading, writing, arithmetic, religious education, character, courtesy, aesthetics, compassion, security, the basics for obeying regulations, and instilling habits and cultivating sports together (Hatimah, 2017). Apart from this, the family should teach values and behavior following the norms prevailing in society.

Sharing duties, roles, and responsibilities in providing quality education require systematic collaboration among families, schools, and communities. The importance of collaboration and partnerships between schools with families and communities are implemented through this parenting class. Understanding the roles and responsibilities of parents in educating children needs to be programmed and realized considering how important parenting knowledge is for parents in educating their children, which is still very

limited. Parental involvement in school has been demonstrated to be a key factor for children's academic outcomes (Lara & Saracosti, 2019). Parents and schools should complement each other and go hand in hand in harmony in realizing the quality of education. The school can take policies in developing educational programs for parents (Pendidikan dan Kebudayaan, 2016). The policy of this program can be a vehicle for good communication between parents and the school to determine the level of development of their children.

There have been many programs and education in schools that are not sustainable with family (parents) education at home. It shows that there is still a lack of communication and collaboration between schools and parents and the lack of knowledge and understanding of parents in educating children. The basic knowledge of parents about how to educate children is a significant problem that can cause children's education is less than optimal. There are still parents who think that education is the responsibility of the school only. This is a form of lack of understanding of the role and responsibility of educating children. The learning process carried out in each educational unit is, of course, varied and different due to the diversity of the school community, such as the educational background of school principals, teachers, parents, parenting patterns, effective communication, environmental conditions, learning media, and other learning support facilities as well as the uniqueness of the students themselves which can make the learning process not always run as expected. As in the learning process of Physical Education, Sports and Health (Physical Education), if the learning objectives are not achieved, there are problems and must as soon as possible need some form of problem-solving to overcome. It is necessary to have a needs analysis. These analytical activities are carried out by, among others, observing the learning process and conducting literature studies as well as by reviewing related literature.

Since 2017, the government has revised the 2013 Curriculum, which focuses on improving relationships and must bring up 4 things: 1) Strengthening Character Education, 2) Literacy, 3) 4C (Creative, Critical Thinking, Communicative, and Collaborative), and 4) HOTS (Higher Order Thinking Skill). Therefore, a teacher must be creative and innovative in packaging and developing the learning models. The 2017 revised edition of the 2013 curriculum must integrate the Fostering of Character Education in the learning process, especially 5 characters: 1) religious, 2) nationalist, 3) independent, 4) cooperation, and 5) integrity (Cahyono, 2017). In addition to this, the teacher also integrates 21st-century literacy skills or 4C and HOTS. The efforts to instill and cultivate the strengthening of character education must be integrated and in line with the program. This integration can be done through outdoor activities, parenting classes, and so on.

Referring to the description above, it is necessary to develop a suitable learning model and following the 2017 revised edition of the 2013 curriculum that involves parents, teachers, and the community. One of the solutions offered in the effort to improve physical education learning outcomes in this elementary school education unit is by creating a collaborative model between teachers, parents, and the community that is systemized and programmed according to the field needs through parent classes.

Materials and Methods

This research and development (R&D) were conducted for 2 years from 2017 to 2019 with 196 research subjects consisting of 166 parents, 18 teachers, and 12 educational communities from 6 elementary schools located in rural and urban areas in Magelang, Indonesia. This research was carried out through two stages of activity; the first stage was a preliminary study and the formulation of a conceptual (theoretical) learning model. The conceptual model that has been compiled is then validated by experts (expert judgment) under their field of expertise. The validation stage is carried out so that the conceptual model has a strong theoretical basis following scientific principles. The second stage is to test the conceptual model that has been compiled and validated in the field. Testing aims to see to what extent the conceptual model that has been compiled has actual effectiveness and efficiency in the field. In addition, during the testing of the model, an evaluation, revision, and improvement will be carried out so that, in the end, an effective and efficient model can be found as expected. Thus, this model will be documented and then will be used as the final model as a product of this research.

The two stages of research mentioned above refer to the stages of the research and development procedure proposed by Bork and Gall (cited in Gustiani, 2019), which states that the research and development process includes ten steps. As suggested by Borg and Gall, the initial steps in the research and development process are as follows.

- a. Information gathering research, including review of relevant literature, field observations, and report preparation;
- b. Planning, including; determining suitable learning models, compiling curriculum and learning, and conducting small-scale trials.
- c. Creating an initial model design, including designing a collaborative learning model design in an integrated education system or collaboration between teachers, parents, and the community in physical education learning activities.

- d. Preliminary trials were carried out directly at the location of activities in elementary schools. In this step, data analysis is carried out based on the results of questionnaires, interviews, observation, and documentation.
- e. The revision of the initial design (revision I) was carried out based on the results found in the exploratory study.
- f. The main product trial focused on the parent class learning model.
- g. Revision of the main product (revision II) is carried out based on the findings in the trial to be ready to be implemented.
- h. Operational trials are carried out at elementary schools in collaboration with the education office and related agencies.
- i. Operational product revisions were carried out based on implementation results.
- j. Disseminate and implement products, report and disseminate products through meetings/seminars and scientific journals, cooperate with publishers for commercial purposes, and monitor distribution and quality control.

The data sources in this study are parents, teachers, and the education community who are members of the parent class through several stages of the research development process. The data is in the form of qualitative and quantitative. The qualitative data is obtained from the results of documentation and interviews on the quality of the model and product acceptability of the parents class used in the learning process, while the quantitative data is obtained from observations and a rating scale questionnaire with 25 statement items about parents' responses, teachers and the community towards parenting classes as a collaborative model in physical education which includes 1) responsibilities, 2) Tasks, 3) involvement, 4) roles, and 5) collaboration among parents and teachers and the education community. The data resulted from the questionnaire were then searched for the mean value, after which it was analyzed in the descriptive form of the percentage. The research design used is 'explanatory sequential design,' in which quantitative data is first collected and analyzed, then collects and analyzes qualitative data (Creswell & Hirose, 2019). According to qualitative data, findings can be used to contextualize quantitative data.

Results

Parenting Class Early Product

The initial product of the parenting class as a collaborative model for teachers, parents, and the community in learning physical education in elementary schools before being tested, must be validated by experts. The following are the results of filling out questionnaires from

education experts, education practitioners, book publishers, and primary school Physical Education teachers.

Table 1. Results of filling out questionnaires for education experts, education practitioners, book publishers, and primary school physical education teachers.

No	Assessment Aspect	Assessment Scoring from the Education Expert, Education Practitioner, Publisher, and Teacher of Physical Education					Amount	Average
		A 1	A2	A3	A4	A5		
1	The suitability of the collaboration model for teachers, parents, and the community with the 2017 revised edition of the Curriculum 2013	3	4	3	4	4	18	3,6
2	The clarity of instructions for the collaboration model of teachers, parents, and the community in Physical Education learning	3	4	3	4	4	18	3,6
3	The ease of implementing parent classes in Physical Education learning	3	4	4	4	3	18	3,6
4	The suitability of the parenting class program in improving Physical Education learning	4	4	3	4	4	19	3,8

5	The collaborative model of teachers, parents, and communities can improve the climate of the education unit	4	4	3	4	4	19	3,8
6	Improving the communication between teachers and parents	3	3	4	3	4	17	3,4
7	Improving the participation and involvement of teachers and parents	4	4	4	4	4	20	4
8	Improving the knowledge of parents about Physical Education	4	4	4	4	4	20	4
9	Improving the knowledge and perception of parents in caring for their children	3	4	4	4	4	19	3,8
10	Improving the health and fitness of parents, community and students	3	4	3	4	4	18	3,6
11	Improving the presence of students to their schools	3	4	4	4	4	19	3,8
12	Driving students' development of cognitive aspect	3	4	4	4	4	19	3,8

13	Supporting students' development of psychomotor aspect	3	4	4	4	4	19	3,8
14	Stimulating the students' development of affective aspect	4	4	4	4	4	20	4
15	Improving the interest and motivation of students in terms of learning activity	4	4	4	4	4	20	4
Percentage		85%	98,33%	91,67%	98,33%	98,33%		94,33
Criteria		SB	SB	SB	SB	SB		SB

Based on table 1, the recap of the questionnaire conducted by primary school Physical Education experts and teachers shows a classical average of 94.33%, which is categorized as "excellent." Therefore, it can be concluded that the parent class development model as a collaborative model for teachers, parents, and the community in learning physical education in elementary schools is appropriate for further trials.

Parenting Class Implementation Stages

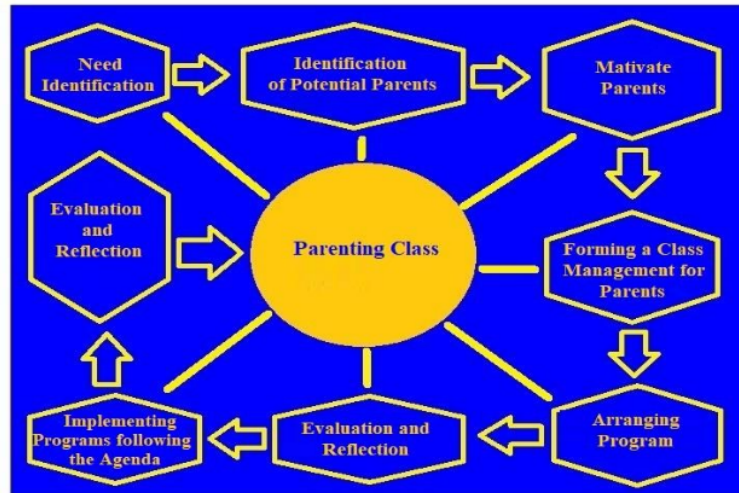


Figure 1. Implementation Stages of Parents Class Figure

The implementation of the parenting class program must be planned and programmed systematically so that this partnership and collaboration initiative can be accommodated and carried out properly and the expected achievement targets are following the plan. The program planning stages being carried out in this parent class consist of the following activities:

1. Need Identification

The patterns of thought and perception between teachers and parents sometimes vary to create a quality learning atmosphere. Several things can be accomplished to equate the mindset between teachers and parents, one of which is to identify each other's needs. Every parent has different needs, hopes, and desires for their children who are just in elementary school. To equalize these needs, hopes, and desires, the educational unit (school principal / physical education teacher) must act as an agent of change, initiator, facilitator, motivator, in control of partnerships, and collaborating with parents and the community. The primary school level education unit is the organizer of partnership and collaboration programs through this parent class by identifying and analyzing the following needs:

- a. Identification of problems with physical education learning outcomes in terms of cognitive (intelligence), affective (attitude), and psychomotor (movement skills) aspects of students
- b. Identification of students' physical health and fitness

- c. Analysis of the needs of the parent class program in terms of students, parents, and educational units.

2. Identification of Potential Parents

Identify the potential of parents through their educational background, work, hobbies, and other abilities. This potential identification effort aims to assist in forming class management for parents and as a follow-up to other programs.

3. Motivate Parents

Parents sometimes do not understand the meaning of education, so that they submit their children's education to the school, even though the duties and responsibilities of education are not only by the school but also by parents and the government. The teacher as a motivator motivates students and must be able to motivate parents to be involved, partner, and collaborate in overcoming problems faced by students or their children.

4. Forming a Class Management for Parents

- a. The first step before forming a parent class teacher is that, first, a teacher who acts as a facilitator must have identified the needs and potentials of the parents.
- b. Formation of parent class management/committee that involves teachers and parents with the hope of partnering and collaborating well to achieve the target achievement of the parent class itself. The basic principle informing the management of this parent class should be based on the willingness, ability, and potential background of each parent.
- c. The management structure that must exist at a minimum includes the chairman, secretary, treasurer, physical education coordinator, facilities coordinator, facilities and equipment, and public relations. However, it does not rule out the possibility for a teacher to be able to add/develop a management structure according to needs.

5. Arranging Program

- a. The first stage is after the management structure and structure of the parent class program organization is well-formed and mature, then from each field to compile a work plan which the chairman will lead with the direction of the physical education teacher.

- b. This program plan must be following the applicable educational curriculum guidelines, especially in physical education lessons.
- c. Arranging programs to be implemented such as subject matter following the semester program in the physical education curriculum (big ball games, small ball games, rhythmic gymnastics, etc.) equipment, participants (zoning system), public relations, and consumption.

6. Evaluation and Reflection

Every activity starting from planning, implementation, and the end of the activity must always be evaluated and reflected to analyze its weaknesses and weaknesses to be improved so that it becomes better.

7. Implementing Programs following the Agenda

The implementation of the parent class program and the schedule of activities can be used as a reference in field implementation. However, if there are obstacles or changes in the agenda, other programs can be implemented according to the situation and conditions. The implementation of this parent class program consists of several activities that will be carried out, among others:

- a. Parenting classes in their respective homes/areas, namely parents or communities who are competent as teachers for their children in the learning process, and the material taught must be following the subject matter that has been mutually agreed upon in the parent class program (big ball game, small ball games, rhythmic gymnastics, etc.) according to the level of education and class.
- b. Strengthening of collaboration programs by filling in contact cards (teacher, parent, and child) and liaison cards (teacher and parent). The connecting card here is a card that contains a specific column format that must be filled in by teachers and parents related to important events at school, learning outcomes, student attitudes, and problems faced by students at school and at home that need solutions from the parties, teachers, and parents. This contact card can be filled out weekly by physical education teachers at school and given to parents to fill in and provide responses to problems that occur once a week. Meanwhile, the connecting card between teachers, students, and parents is similar to the connecting card between teachers and parents, but its use is more to find out the extent of student's interest and learning experiences. The difference is the column format and the time to fill this card. Students fill out this card

after learning. The contents are in the form of students' learning experiences and impressions on that day, which are then given to parents that day to be filled in by responding.

8. Evaluation and Reflection

Starting from planning, implementing, and the end of the activity, every activity must always be evaluated and reflected to analyze its weaknesses. It has then to be improved so that it achieves better results and impact.

Acceptance of Parent Class Products

The acceptability of parental class products as a collaborative model for teachers, parents, and the community can be seen from several indicators as in table 3.

Table 3. Acceptance of class parents as a collaboration model

No	Question	Mean Percentage	Criteria	Mean	Criteria
1	Aspects of Collaboration in the Parenting Class Program (responsibilities, duties, involvement, and role)	86,40%	VG	83,22%	Excellent
2	Form of Parenting Class Collaboration	83,90%	VG		
3	Elements of Parenting Class Collaboration Program	79,35%	G		

The data shows the acceptability of the parenting class development product as a collaborative model for teachers, parents, and the community involving 196 participants. The data category consists of 166 parents, 18 teachers, and 12 educational communities in terms of sharing tasks, responsibilities, involvement, and roles of each which can be concluded into "excellent" criteria with an overall average of 83.22%. This can be broken down into 1) Aspects of Collaboration in the Parenting Class Program (responsibilities, duties, involvement, and role) are 86.40% or "excellent"; 2) Form of Parenting Class Collaboration

is 83.90% or classified as "excellent" criteria; 3) Elements of Parenting Class Collaboration Program are 78.98% categorized as "good" criteria.

The results of the research from quantitative data were then strengthened by qualitative data from the results of interviews, documentation, and observations during the parent class implementation process. From the results of interviews conducted with 24 participants consisting of 18 participants who became class administrators of parents (chairperson, secretary, and treasurer) and 6 participants who served as school principals, homeroom teachers, and physical education teachers towards the parent class program as a collaboration model in physical education learning with 10 questions, in general, the results are as follows: 1) The implementation of this parent class program all parents/guardians can attend this activity so that the ability of parents in terms of educating and caring for their children is better; 2) the positive role and responsibility of parents (father/mother) in overcoming learning and development problems of their children from the realm of cognitive (intelligence), affective (attitude) and psychomotor (movement skills); 3) this parental involvement makes a reciprocal partnership and collaboration, between teachers and parents in the context of building and enhancing moral character, health, fitness, and improving children's physical education learning outcomes.

Discussion

The results showed that the parenting class as a collaborative model for teachers, parents, and the community could increase insight, parenting patterns, involvement, role, and participation of parents to improve learning outcomes and the level of children's physical fitness. Considering the importance of parents' participation and involvement in school activities, in this paper, we will analyze the positive effects of parental involvement, summarize leading principles for the successful partnership of parents and school and present six factors (Parenting, Communicating, Volunteering, Learning at home, Decision-making and Collaborating with the community) and six models (Protective Model, Expert Model, Transmission Model, Curriculum-Enrichment Model, Consumer Model, and Partnership Model) of parental involvement (Bunujevac & Durisic, 2017). Parents' roles, duties, and responsibilities are not only to provide attention, affection, adequate facilities, and provide, but parents are also teachers for children because the education that children will receive is mostly education from parents. The role and contribution of parents to the education of our children is great; therefore, we must be able to place it, lest because of our busy lives, we forget our duties and responsibilities to children. As a child has started school and is in the

school environment, we still have to pay attention and make time for him because parents are partners for their children's teachers. As teacher partners, parents have various roles to choose from, namely: people as motivators, learners, as facilitators, as volunteers, parents as decision-makers, parents as collaborative teams or collaborators between teachers and parents. As parents, in an effort to realize quality children's education, parents must be more involved in children's education.

The education provided by parents to their children is education that will be a provision and always useful for future life. In addition, parents are also responsible for thinking about, seeking, and creating good, effective, and effective relationships between parents and children and maintaining harmony in family life. High parental insight, unyielding spirit, and high concern for their children's education will add to the quality of better education. Classroom Positive parent-professional collaboration is critical for students' educational success (Schultz et al., 2016).

The 'home education' as a term represents the educational impact of the family on children. It has been proved that in various family environments, children acquire various experiences through performing various activities and are constantly exposed to a range of influences and expectations from the people they cohabit with (Ardita Ceka, 2016).

However, questions remain about the successful implementation of parent classes in physical education. Based on these findings, several aspects need to be considered in organizing parenting classes in the future.

Conclusion

The existence of this parenting class has been able to increase the role, contribution, and involvement of parents, which positively impacts children's learning outcomes. More details about the parenting class program as a collaborative model have had a positive impact, including: (1) there has been an increase in learning outcomes for physical education, health, academic achievement and the level of physical fitness of children, (2) the communication between parents and teachers, and parents with children are increasing, (3) the attendance of students in school is increasing, (4) reducing deviations in children's behavior, (5) increased self-confidence of parents and children, (6) the level of satisfaction of parents with school is getting higher, (7) the collaboration between parents and teachers produces good results on children's achievement, (8) the culture of healthy living for parents and children is increasing, (9) the culture of exercising together between parents and children is increasing, (10) increased insight of parents in educating and caring for children, (11) the pattern of parenting

towards their children is getting better, (12) the positive behavior and attitudes of children are getting clearer, (13) the moral, ethics and aesthetics of parents and teachers are improving, (14) the learning atmosphere in schools is getting better, and (15) Supporting government programs in advancing educational units.

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