



Parental Involvement in Fostering The Character of Childrens' Discipline at Elementary School

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Received: 24 September 2018 Accepted: 08 October 2018 Published: 12 November 2018

Abstract: Parental involvement in fostering the character of child discipline in school.

Objectives: The purpose of this study is to explore the role that parents play in improving the character of children's discipline in school. **Methods:** The study population consisted of 7 elementary schools with a target sample consisting of 8 school personnel and 27 parents. Data were collected using questionnaires and interviews to be analyzed qualitatively and quantitatively. **Findings:** The most common problem at school is the dynamics of child discipline. The discipline of parents in their children's education can improve discipline, self-esteem, cognitive development, social interaction skills, and academics as a whole. The role of parents in encouraging student discipline, it is clear that parents must be involved as shown by most respondents (66.67% of parents and 62.50% of teachers). **Conclusions:** Designing interventions aimed at harmonizing parental and teacher assessments in certain activities related to primary school education will be beneficial in fostering child discipline character education. The results of this study also have implications for child care and protection.

Keywords: Parental involvement, school personnel, children' discipline.

Abstrak: Keterlibatan orang tua dalam menumbuhkan karakter disiplin anak di sekolah. **Tujuan:** Penelitian ini ditujukan untuk mengeksplorasi peran orang tua dalam meningkatkan karakter disiplin anak di sekolah. **Metode:** Populasi penelitian terdiri dari 7 sekolah dasar dengan 8 personil sekolah dan 27 orang tua sebagai sampel. Data dikumpulkan menggunakan kuesioner dan wawancara untuk dianalisis secara kualitatif dan kuantitatif. **Temuan:** Masalah yang paling umum di sekolah adalah dinamika disiplin anak. Keterlibatan orang tua meningkatkan disiplin, harga diri, perkembangan kognitif, keterampilan interaksi sosial, dan akademisi bagi anak secara keseluruhan. Sebagian besar responden (66,67% orang tua dan 62,50% guru) sepakat bahwa orang tua harus dilibatkan. **Kesimpulan:** Perancangan intervensi untuk menyelaraskan penilaian orang tua dan guru pada kegiatan tertentu yang terkait dengan pendidikan siswa sekolah dasar akan bermanfaat dalam menumbuhkan pendidikan karakter disiplin anak.

Kata kunci: Peranan orang tua, personil sekolah, disiplin anak-anak.

To cite this article:

Ismail, I., Busa, Y., & Tini, T. (2018). Parental Involvement in Fostering The Character of Childrens' Discipline at Elementary School. *Jurnal Pendidikan Progresif*, 8(2), 53-67. doi:10.23960/jpp.v8.i2.201807

■ INTRODUCTION

Schools have an obligation to provide a foundation for education to build a successful and independent life for their students. Therefore, as the realization of school reform will always begin by increasing the participation of parents in the scholastic atmosphere. Parents who always invest their time in their child's education will have more successful children in school. Of course, parental involvement naturally takes time but has a positive impact on children's education. Parental involvement should begin in primary school to a higher level of education (Gershoff, Miller, & Holden, 1999).

The biggest challenge in this educational partnership is the fact that parental involvement does not have enough time for their children at school due to job demands. They left home early in the morning and returned in the afternoon. Effective cooperation between parents, teachers, schools and all members of the community and even local government is needed so that children can be well educated (Halawah, 2004). The reason is that schools cannot educate a child completely without parent and vice versa, for example, a child cannot do schoolwork in the classroom if the parents do not provide the required stationery, or the students who are given homework cannot be done without being given time by parents. On the other hand, school teachers serve as parents during the day and act on behalf of parents in emergency cases (Smit, Wolf, & Sleegers, 2001).

The position of parents has significance in the education of children (Smit et al., 2001). Significance is based on the duties and responsibilities of parents (Emerson, Fear, Fox, & Sanders, 2012) as a form of informal education to encourage the growth and development of children (Hanni & Phippen, 2010). Parents should pay attention to their children (T. Dobbs, 2005), help each other, and respect each other, with the

attention of parents; children will grow up with a good personality.

Parents are the first personal trainers in a child's life while giving her education (Wulandary & Herlisa, 2017). Their parent's personality, attitudes, and lifestyle are elements of indirect education, which will develop into children. Parental responsibilities for their children are needed. The child will lose control (Korir & Karr-Kidwell, 2000) if the parent's attention does not exist. Parents are not only concerned with the form of matter, attitude, warning, counseling, which the child needs because it will be the dew conditioner for the child when the child's soul is affected (Wanja, 2014).

Schools should establish policies that require teachers to contact parents on a regular basis each semester (Barnyak & Mcnelly, 2009). Calling certainly takes time, but parental involvement can often provide solutions to difficult class problems (Kapueja & Duma, 2014). Collecting middle or late reports is often not enough. Although not all parental involvement will be positive or have a measurable effect on student behavior, using such an approach makes parents feel and have their worries about their children's educational success at school (Marschall, 2006).

Parents' attention to their children can affect the learning achievement in school. Such attention will soothe the child's mental to learn independently correctly and the learning outcomes will be satisfactory (Bodovski & Youn, 2010). Distractions at school will hinder child achievement. Therefore, to undergo the process of learning in school there are rules and norms that apply and must be followed by the child for optimal learning achievement. Teachers must maintain the discipline of children (Joseph, 2013) to create an effective learning environment (Marschall, 2006).

Smit et al., (2001) and Wulandary & Herlisa, (2017) argue that primary school age is

an important stage for character implementation, even fundamental to the successful character development of children. At the age of primary school, children experience physical and motor development including the development of personality, character, emotion, intellectual, language, characters, and spirit that are growing rapidly (Smit et al., 2001). Therefore, to form a good child character required cooperation between school and parents (Kapueja & Duma, 2014). There are at least two concepts to look at: involvement of parents initiated by the school and involvement in parent initiation alone (Driessen, Smit, & Sleegers, 2005). This collaboration should start at an early age.

Discipline and honesty are part of the value developed in character education (Wulandary & Herlisa, 2017). Discipline and honesty are attitudes created through a training process developed into a series of attitudes attached to a person who contains elements of obedience, obedience, and loyalty and truth (Korir & Karr-Kidwell, 2000). School is the second environment (Baharuddin & Elihami, 2017) for children play an important role in the education process because schools are social institutions that have vision and mission and are systematically patterned (Terrazas, Fowler, Lightsey, & Monger, 2009), have clear goals, scheduled activities, and special managers and are supported by educational facilities (Smit et al., 2001). In addition, the school is a formal institution established to organize educational activities in a planned, intentional, directed, and systematic manner by educators with programs that are poured into the curriculum for a certain period of time and followed by students at all levels of education (Marschall, 2006; Monahan, Vanderhei, Bechtold, & Cauffman, 2014).

In reality, the attention of parents to the education of their children is still lacking. It is evident that parental assistance to educational institutions, especially educational institutions in

the outskirts is still not good in terms of funding, energy, thought and development. In terms of funding, parents are demanding the government to set aside school fees but they expect good results, so the school is difficult to develop and advance (Kyriakides, 2005). In terms of energy and thought, most parents do not want to know how the school where their children are studying, whether the facilities and infrastructure is adequate or not, whether the salary is laid out in accordance with the appropriate salary or not, whether the required facilities have been met or not such as: textbooks, teaching materials, learning media). This fact is one of the causes of education failure, especially in shaping the character of good children discipline (Kapueja & Duma, 2014; Wanja, 2014; Wulandary & Herlisa, 2017).

Schools play an important role in building children's discipline and good communication and value sharing are important elements in this relationship. Creating a collaborative environment and open communication has been described as the single most important factor for successful school improvement initiatives (Emerson et al., 2012; Marschall, 2006). A good communicator is a good listener. Communication experts rated low hearing as the number one problem in human relationships (Wanja, 2014). The school climate affects the effectiveness of outcomes for teachers and students. Improvements in school climate improve the effectiveness of performance and student achievement and behavior. This increase, however, only occurs when school equipment is empowered, principals, teachers, and students (Wulandary & Herlisa, 2017). The principal should model behavior consistent with the school vision and develop clear goals in school, so that student achievement may increase. They must identify and implement instructional strategies that will result in the achievement of school vision and mission (Korir & Karr-Kidwell, 2000).

To get the right development results, research has been conducted on various studies

related to parental involvement. The results of research conducted by (Rahman, 2014) show that parental involvement in school education can help students to improve the competence of elementary school students. Furthermore, (Guntara, Fatchan, & Ruja, 2016) states that the development of character education through 'Rambu Solo' has social and religious values can be used as teaching material for character education.

Given the large influence of the educational environment on students, especially the family environment, there needs to be effective collaboration between schools and parents. The school environment determines the relationship between teachers and students. This also influences teacher practices and values which in turn affect student behavior. This method is only able to provide a realm of awareness in parents about the importance of involvement in the character education process of child discipline. This is in sharp contrast to the results of research findings that have been described previously. Thus, in this study, it is important to encourage reciprocal relationships to shape children's character in accordance with general expectations, namely to create generations whose main character is the character of discipline, so that destructive behavior does not increase in SD Kambiolangi-Enrekang Negeri 2.

Discipline greatly influences success and progress in achieving goals. To realize child discipline must be given personal guidance both at school and at home. Under the guidance of discipline at home, the role of parents is very large. Parents, who do not remind teachers of their assignments at school, never ask why they get bad grades and thus reflect that parents do not foster discipline in learning at home. With the application of learning discipline at home, children are expected to achieve their rights and obligations as little as possible.

The research reported here was the effectiveness of parent-school involvement as a tangible contribution to the growth of children's educational attainment, especially the character of discipline. The research problem of this study examines the influence of parents' involvement and school personnel in fostering the character of discipline in elementary school against the behavior of learners. This problem is investigated in terms of the following specific questions; (1) how are parents involved in solving disciplinary problems in rural schools? (2) What is the perception of rural school personnel in managing parental involvement in school discipline? (3) How are parents' recommendations to grow and solve the problem of child discipline character in school?

■ METHOD

Sample and procedure

The study involved 35 interviewed respondents who referred to qualitative studies. Parents of children and school personnel who have been contacted are recruited using the criteria sampling technique (Patton, 2002). These contact forms include telephone conversations, and face-to-face meetings, both scheduled and unplanned in discussing school rules and policies. In this section of respondents has fully completed a questionnaire on demographics and general information.

Participants from the school's personnel held various positions in MIN Kambiolangi Elementary School, including Principals, assistant principals, teachers, counselors, honorary teachers, and security guards. While the parent participants include biological parents, adoptive parents, and grandparents raise teenage grandchildren and single parents and married. In this study, parents consisted of 27 participants and 8 people from school. The age of the participants ranges from 25 to 65 years, mostly from women. The highest educational level of

Table 1: Participant, Demographics and general Information ($N=35$)

No.	Demographic characteristic	Parents' n (%)	School Personnel n (%)
1	Age of group Respondents:		
	Below 35	2 (7.41%)	2 (25.00%)
	36 – 50	16 (59.26%)	4 (50.00%)
	51 and above	9 (33.33%)	2 (25.00%)
2	Gender:		
	Female	21 (77.78%)	5 (62.50%)
	Male	6 (22.22%)	3 (37.50%)
3	Educational qualification:		
	Uncompleted primary school	1 (3.7%)	0
	Graduated junior high school	7 (25.93%)	0
	High school	5 (18.52%)	0
	Complete high school	11 (40.74%)	0
	Some college	0	1 (12.50%)
	Completed college	2 (7.41%)	6 (75.00%)
	Some graduate school	0	1 (12.50%)
	Completed graduate school	0	0
	Other (training)	1 (3.70%)	0
4	Family income:		
	IDR 0-499.999	6 (22.22%)	0
	IDR 500.000-999.999	17 (62.96%)	3 (37.50%)
	Above IDR 1.000.000	4 (14.81%)	5 (62.50%)

parents of most high school graduates is about 11 people (40.74%) and 7 (25.93%) of junior high school graduates. On the other hand, the average education level is 6 (75.00%), and 1 (12.50%) continue their education at the graduate level. Most parents (62.96%) reported household income between IDR 500,000-999,999, while most school personnel (62.50%) reported household income above IDR 1,000,000.

Data collection procedures used in this qualitative research is questionnaire, and interviews. The respondent completed questionnaires to assess participants' demographic information, such as age, gender, socioeconomic status, family structure, and education level. The questionnaire also presents about the perception of discipline towards the school and parents. The Likert-type rating scale with four response categories is used: strongly

agree (4), agree (3), disagree (2) and strongly disagree (1).

Interviews were conducted to obtain information from parents and school personnel. Face-to-face interviews are the most commonly used way of doing research. However, qualitative researchers increasingly rely on technologies such as telephone, instant messaging, email, and computer conferencing as new methods of interviewing (Savin-baden & Major, 2013).

Data Analysis

After all the questionnaires had been received, the respondents' responses were coded. Frequency distribution was used. Descriptive statistics like percentages and frequency counts were used to analyze the data. The data were presented in form of tables to give a general

overview of the problem under study and make it easy to draw conclusions and make recommendations of the study.

■ RESULTS AND DISCUSSION

Recommendation on how parents are involved in interpreting disciplinary problems in rural schools

The following were recommendation from the school personnel on how parents can be involved in resolving student discipline problems in school. They are indicated in tables 2.

Table 2: Suggestion of school personnel about parent involvement in solving student discipline problem

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Parents should hold regular meetings with school personnel to discuss the development of children.	3 (37.5%)	5 (62%)	0	0
2	Parents should schedule regular meetings with school personnel to discuss student discipline.	2 (25%)	3 (37.5%)	1 (12.5%)	0
3	Presenting professional counselors and psychologists to educate parents about child development and their role as parents.	2 (25%)	3 (37.5%)	2 (25%)	1 (12.5%)
4	Involving parents as counselors for children	1 (12.5%)	3 (37.5%)	3 (37.5%)	1 (12.5%)

The findings indicate that school personnel recommend regular parental meetings with classroom teachers to discuss student progress (100%), parent-school attendance meetings (62.5%), present professional counselors and psychologists to cultivate and educate parents about development (62.5%), and involving parents as counselors for students (50%). These findings are in line with (Joseph, 2013) observation that parents need to be included in the school agenda if the program reflects the value system of their students and intense interaction

can only occur in a group of meaningful parent-teachers.

School personnel's view of parental involvement management in schooling discipline

Figure 1 presents information related to the perceptions of discipline in schools. The respondents were asked to rate their responses according to the following scale: strongly agree, agree, disagree and strongly disagree.

Figure 1 item 1, shows that over half of respondents (62.5%) stated that they disagreed

with the statement that corporal punishment remains a disciplinary option for many educators and keeps students in good faith and puts teachers in control. Researchers have proven that corporal punishment is a rough and anti-human practice spreading the notion that any violence of its name does not provide a solution to every problem in class. While item 2 shows that more than half of respondents (75%) stated that they agree with the statement that alternative punishment methods are not working and are just a waste of time. These findings prove that educators are confident

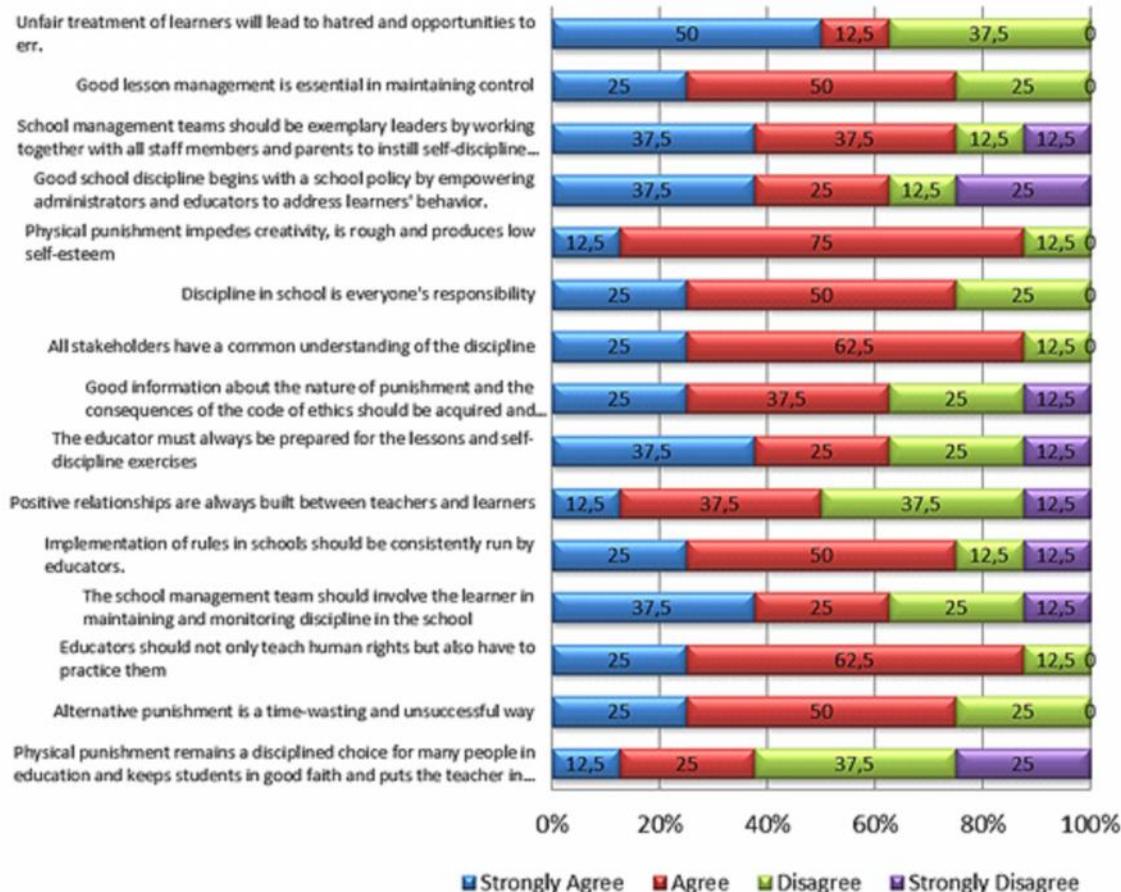


Figure 1. School personnel's perception of discipline in schooling

about how to relate to learners, while maintaining discipline in the classroom.

Item 3 revealed that 87.5% of respondents agree that educators need not only to teach human rights but also to practice them. It does not make sense that educators engage in the teaching of human rights but do not want to 'practice what they preach'. It is a critical aspect of respecting the dignity of fellow human beings (Hanni & Phippen, 2010). Korir, Julie; Karr-Kidwell, (2000) states that in order to develop a truly positive sense of discipline, educators must develop relationships with learners built on respect, and which enable learners to see themselves as worthy and respectful individuals. In point 4, it was revealed that the majority of

respondents, over 62.5%, supported the assertion that school management teams should involve learners in maintaining and monitoring discipline in schools. This indicates that learners are responsible for everyday events that occur in the classroom, they will develop their sense of self-worth and their ability to take responsibility for themselves and their communities (Emerson et al., 2012; Kapueja & Duma, 2014).

As publicized in Figure 1 point 5, most personnel school (75%) agrees with the assertion that the application of school rules should be run consistently by educators. While point 6 shows that 50% of respondents agree with the statement that a positive relationship is always built between teachers and learners. They emphasize the

importance of consistency in enforcing rules, and they believe that if there is no positive relationship between educators and learners, there will be no positive teaching and learning going on (Ismail, Jabri, Rahmat, & Musdalifah, 2016). It is important that trust and mutual respect are fundamental to good relationships. Educators are authority figures both at school and in the classroom, so they are expected to set an example of a respected authority.

The learner, on the other hand, must also feel that he or she is important.

Figure 1 point 7, revealed that 62.5% of the participants agreed that educators should always be prepared for self-discipline lessons and exercises. Enforcement of learners in practicing self-discipline should always be developed and applied in the classroom so that sense of security affects the whole school. While in Figure 1 point 8 it is also revealed that the majority of respondents (62.5%) agree that good information about the nature of punishment and the consequences of the code of ethics should be acquired and understood by educators, parents, and learners. In building a truly effective, positive, disciplined and directed learning environment, every stakeholder must participate in formulating the code of conduct or guidelines. There is no reason not to involve the stakeholders. This is one of the characteristics of a well-functioning democracy is transparency, therefore participation and involvement are important (Driessen et al., 2005).

As shown in Figure 1 point 9, (87.5%) indicates that (87.5% of respondents agree with the statement that all stakeholders have a general understanding of what discipline. Wilder, (2014) agrees with (Clarke, 2012) on discipline to be responsible of all people He said that commitment should be built from staff and management, parents, the wider community. This is in line with point 10 in Figure 1, revealing that 75% of respondents agree with the assertion that

discipline in school is the responsibility of everyone. Good discipline can also be achieved with one action or policy, it is important for everyone to participate in maintaining discipline, and which needs to be handled daily, while corporal punishment impedes creativity, impolite and produces low self-esteem (Kapueja & Duma, 2014). As indicated in Figure 1 point 11, the majority of respondents (85.5%) agree that corporal punishment impedes creativity, offenses and produces low self-esteem. Research has proven that learners who experience physical punishment are demoralized into fear, and that leads to the destruction of trust.

Figure 1 point 12 shows that most respondents (62.5%) agree with the statement that good school discipline begins with school policy by empowering administrators and educators to address learners' behaviors. While in point 13, it was revealed that most respondents (75%) agree with the statement that the school management team should be an exemplary leader by working alongside all staff members and parents to instill self-discipline and self-control in learners. It is important that the development of self-control is the main goal of education because the discipline is defined as an act that facilitates the development of self-control, responsibility and character (Silinskas & Kikas, 2017). To run the discipline must be supported by organizational policy. Conferring to (Savage, 1998) that policies in an organization with principles or rules to provide guidance is a statement of intent to be implemented as a procedure or protocol. The development of self-control and acceptance of responsibilities is a result facilitated by caring teachers interacting with learners in ways that help them understand the consequences of their choices (Manamela, 2015).

As indicated in Figure 1, point 14, the majority of respondents (75%) agree with the statement that good classroom management is essential in controlling and sustaining learning. It

is imperative that good classroom management, combined with good knowledge of learners can avoid problems. Organizing the rhythm in learning will make the learner not bored and understand the lesson. Kyriacou (2007) maintains that learners tend to behave badly because of boredom, prolonged mental effort, low academic self-esteem, and bad attitudes, so good classroom management is required to maintain control.

Figure 1 point 15 indicates that the majority of respondents (62.5%) agree with the statement that unfair treatment of learners will cause hatred and opportunities to err. Savage, (1998) believe that equal treatment of learners through teacher appreciation and leadership will avoid unfair treatment and discriminatory conflict.

Parents' roles and responsibilities in solving disciplinary problems of their children in primary school

Research shows that the home environment has an impact on child discipline. Children who are victims of undisciplined behavior do so because of some personality differences that are a reflection of ineffective socialization, especially in childhood and puberty. Cruel attacks on others and challenges to authority are likely due to a lack of discipline that does not grow in children because parents do not cultivate a culture of discipline in childhood (Wanja, 2014). Basically, parents inculcate character, fairness, and security, knowledge of affection, polite communication, and peace.

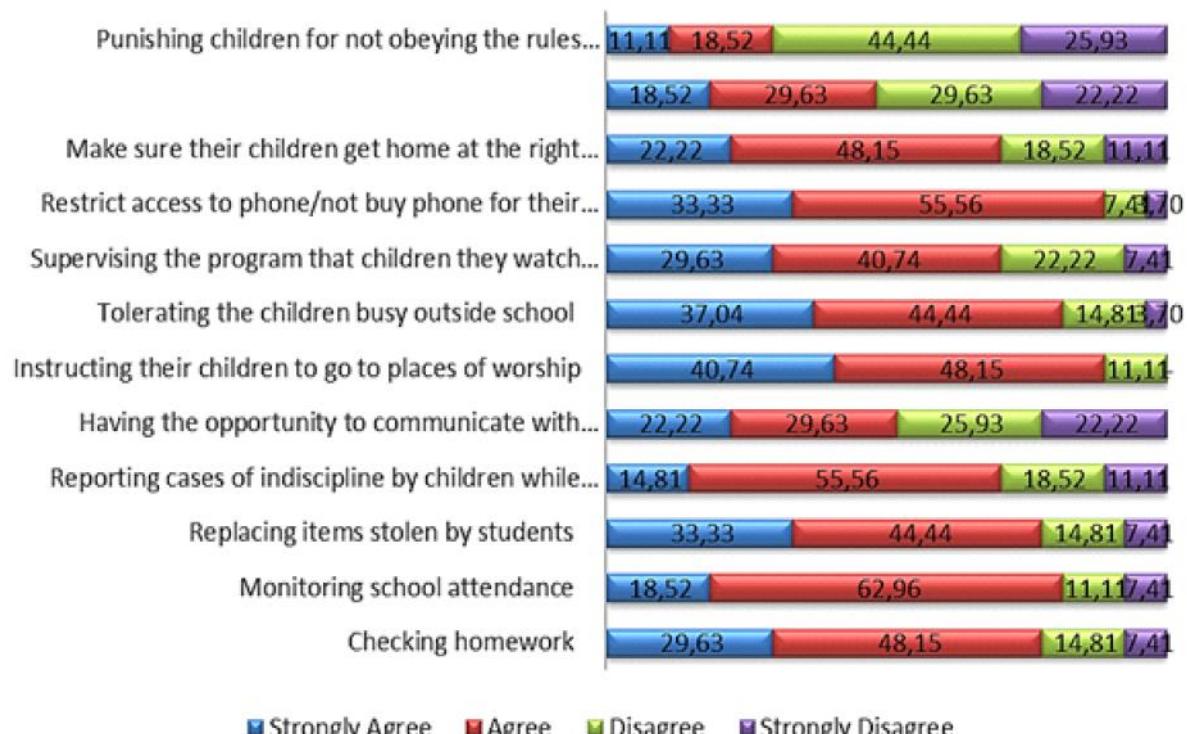


Figure 2. Recommendation of parent involvement in fostering and solving the problem of children discipline character in school

The results from figure 2 indicate that parents have many suggestions on how they can engage in fostering and solving the discipline character problems of their children in primary school. They recommend the following: checking their children's homework (77.78%); monitoring school attendance (81.48%); replacing items stolen by students (77.78%); reporting cases of indiscipline by children while away from school to the principal or to governmental administration (70.37%); having the opportunity to communicate with their children (51.85%); Instructing their children to go to places of worship (88.89%); tolerating the children busy outside school so they are not involved in social crime (81.48%); supervising the material that children read and the programs they watch on television (70.37%); restricting access to phone/not buy a phone for their children (88.89%); ensuring their children get home at the right time (70.37%); establishing active communication with the teacher about the behavior and performance of the child in school (48.15%); and punishing children for not obeying the rules when away from school (29.63%).

Furthermore, the observational report those parents only seem to have an awareness of the “reactive” steps used (reports) to address undisciplined. Communication between parents, school teachers and students was found to be inconsistent. This is evidenced in table 4, on points 5 and 11 of which less than half of respondents (48.15%) say to establish active communication with teachers about the behavior and performance of children in school, while (51.85%) of respondents have a chance to communicate with their children. This shows that the low response and little communication between parents and schools as well as their children is a gap between the roles of parents and school.

Parents have neglected their role in raising their children and leaving all responsibility to the teacher. While these parents meet the basic needs

of children, they are generally detached from the lives of their children. In extreme cases, they even deny or ignore the needs of their children. Wanja, (2014) observes that the outcomes of this parenting style are children who have no self-control, low self-esteem and are less competent than their peers. Therefore, it is very important for parents to be involved in decision making in school because they are the main investors. Despite the economic, work, needs continue to demand to earn more income to bring the family, the idea of two working parents has a negative side (Dobbs, Smith, & Taylor, 2006). Millions of children return from school to empty homes. When parents arrive, they are often tired and busy with problems at work.

When asked whether parents played a role in resolving the discipline problems of their children in school, the principals responded as indicated in the figure 1 below using yes no question.

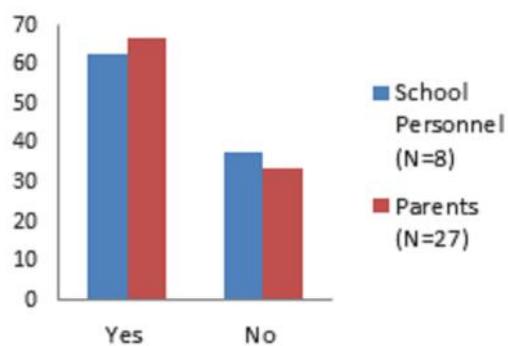


Figure 3. School personnel and parents' responses in solving the character of children's discipline

The findings in Figure 3 indicate that a majority of 5 (62.50%) of school personnel say that parents should be involved in solving the discipline problem of their children in school while 3 (35.5%) say parents need not be involved. Parents also showed a similar trend to 18 (66.67%) who said they were involved, and a small portion, 9 (33.33%) said they were not

involved. The discovery clearly shows that parents are significantly involved in solving their children's discipline problems. This finding is in line with (Dobbs et al., 2006) who responds in a cautious way that parents need to be involved in school activities if the stakeholders reflect their client's value system and intense interaction can only occur in a group of meaningful parent-teachers. (Jones & Jones, 2004) also notes that parental relationships are identified as the most effective way to provide support to schools in dealing with students who are more difficult to manage at an earlier age.

Parent relationships are identified as the most effective way to provide support to parents' suggestions (Jones & Jones, 2004). Principals, teachers, and parents tend to agree on the subject of study. These findings are consistent with those in (Epstein & Sanders, 2006) which emphasize the need for parents to instill discipline on their children at the family level. He observes that parents contribute to children indiscriminately in many ways; by being a bad example and by avoiding parental responsibilities such as teaching their children good behavior. (Wanja, 2014) says that many parents let go of their authority. When this happens, young people grow up with little, if there are rules or guidelines for regulating behavior (Monahan et al., 2014).

Based on these findings that the use of authoritarian methods in solving disciplinary problems of their children in schools tends to be less desirable. Suggestions by school principals, teachers, and parents can be of great help in increasing parental involvement in growing and solving the problem of the discipline character of their children in school. Manamela (2015) in Posse and Melgosa, (2002) provides the following variables as determinants of the current characteristics of the discipline: (1) the methods used in disciplining children are often inadequate due to improvisation and lack of purpose. This confuses children; (2) Interpersonal

communication - family communication has deteriorated and there is no sincere dialogue, bad information and little eagerness to listen; (3) Errors in discipline - excessive control, inadequate supervision and complete permissiveness, without proper norms or principles, tend to deviate from children.

Interview Analysis

In this interview, the researcher explains the purpose of the interview and the value of information obtained from the interview. The meaning of parental involvement to parents and school personnel in elementary school reflects activities inside and outside of school. Participants agree that parental involvement is equal to the responsibilities of parents as well as school personnel.

How would you describe parent involvement at your school?

Both parents and principals argue that it is important for parents to have a good relationship with school personnel because it allows them to better control their child and their child's school activities. Examples of parent participation in school include taking child report cards, sudden visits to monitor their child, being a companion on a tourist visit, attending an extracurricular event. As one parent and the principal says:

In fact, when my children go to school here, I always drive to school and pick them up, and sometimes check them in the classroom, inquire into the teacher, make sure my child is not doing anything wrong. If there is an acceptance of the report we participate in learning ... Usually for the birthday celebration of Indonesia, we accompany my children to participate in various races. I always try to stay involved with my children. (Parent No. 7)

Parents respond positively and are deeply involved in school activities. They engage in activities such as volunteering to clean up

related pages and accompanying learners on educational tours. When there are parent meetings, they come in large numbers. Some of the reasons that encourage parents to be actively involved are the changes seen in school. Schools usually look neglected until I start the school will be changed. (Principal of Min Kambiolangi School)

Support learners by parents at home

Most parents in *Min Kambiolangi* primary school mention that they support their children by helping them do homework in subjects they can understand. However, some subjects cannot help their children like English. Researchers conclude that parents often want to help children with homework. But because of the difficulty of the subject to understand so they cannot afford. To overcome these obstacles, parents can ask knowledgeable neighbors to help their children.

Parents' job

Most interviewed parents said that their work was farmers they also said they would enjoy their work at school if homework and gardens were not so difficult. Their parents sometimes find it difficult to help their children do English lessons, because their language is the mother tongue (*Massenrempulu* language) and difficult for them to understand. This makes it difficult for parents to fulfill their duties in this regard. Parents with such challenges may seek help from knowledgeable neighbors such as retired teachers. Parents say they like to be involved in school, but need teachers to guide them. On this basis, researchers think that schools or departments should equip teachers with the knowledge to manage parents' involvement activities in their schools.

Based on the description of the findings, this study has several strengths to note. This is one of several studies to discuss the

conceptualization of parental involvement in the context of an elementary school sample that is dominated exclusively in the village of Enrekang District, South Sulawesi-Indonesia. In addition to highlighting this unique context, this study also incorporates various perspectives on the phenomenon of parental involvement. Whereas previous studies typically include responses only from teachers, principals, or parents, this study includes the role of the school (Kyriakides, 2005). However, this study is not without limits. Since all of its contents are recruited from parents who interact with schools, the most uninvolved parent perspectives are not represented. Future experts should consider including a broader perspective, as suggested by (Bodovski & Youn, 2010; Gershoff, 2002).

The research findings imply that designing interventions aimed at aligning parent and school teacher grade assessments on specific activities related to primary school education may be beneficial. Parents and schools need not only to have the same parental involvement, but it is also important that they value each belief at the same level. Schools that are effective at working with their parents may also consider offering classes about poverty and privileges with facilities and staff. Having a clear understanding of the needs and strengths of the community can help school personnel in the context of other issues (e.g. security and provision of basic needs) that can be prioritized prior to education (Williams & Sánchez, 2012)

■ CONCLUSION

Through this research, researchers have learned some of the best ways to communicate with parents and how important parental involvement is for children to develop discipline. We can see that when parents engage in their child's education, it improves discipline, self-esteem, cognitive development, social interaction

skills, and academia as a whole. After collecting all the information from the research, we can see clear information that parents should be more involved in solving child discipline problems. Parental advice, it is clear that they have a lot to offer in solving disciplinary problems. Similarly, from suggestions made by principals and teachers, it can be concluded that parents have a role in solving the discipline problems of their children.

In the role of parents in encouraging student discipline, it is clear that parents should be involved as shown by most respondents (66.67% of parents and 62.50% of teachers). The results show that most parents feel that parental involvement is important to them and that they want school personnel to show them or give them things they can do with their children at home or as activities in the classroom. The study's findings imply that designing interventions aimed at aligning the assessment of parent and teacher grades on specific activities related to primary school students' education may be beneficial.

The results of this study also have implications for the care and protection of children. There are reports of children showing that a child is usually beaten with equipment by his parents. Children's reports from this study show that parents do not find the use of corporal punishment as a means to fulfill family discipline. Therefore, parents may be more willing to try other techniques if they are promoted in non-judgmental and positive ways, drawing on the abundance of existing literature that suggests corporal punishment is not an essential tool for positive parenting.

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