Parents in the Quality Culture:

Why do They Become Involved?

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Abstract—**The current study aims to gain an in-depth understanding of the parents' involvement in a quality culture system in SMK 7 Bandung. It was a case study method. The result showed: interpersonal communication in SMK 7 Bandung is the result of a good engagement between teachers and parents. Parents understand the procedures how to make a contact with teachers. Parents are also free to choose the communication channel that they desired. Schools encourage the use of technology in the communication between home-school. Several forms of written communication have been considered including handbooks, newsletters, and progress reports and home-school diaries. Guidelines have been also provided for the use of telephone contacts with parents and for the use of new technological option such as school website, e-mail, and text messaging. Therefore, it is considered that making a range of strategies used by the school will mostly be dependent on teachers' knowledge and skills for effectively implementing the various strategies. The wide range of activities is also used by the school to bring about high levels of parental involvement also uses the wide range of activities.**

Keywords—leadership style, management skills, school that learns, SMK 7 Bandung

I. INTRODUCTION

The emerging of new schools and the sharp competition between schools encourage SMK 7 Bandung (hereafter SMK 7) to make improvements. They are trying to perform different actions. Improvements are directed at improving quality. While, quality is a prerequisite that must be met [1-3].

SMK 7 realized that parents are one important element in improving and developing the organization's quality. The involvement of parents can't be ignored. Parents have great potential that can be utilized in supporting the quality culture. Parents can take a role in nurturing, growing, and developing schools.

In 2016, the management of SMK 7 restructured its organization. Various improvement efforts were implemented. Improvement was also included in terms of parent participation. Developing a partnership between school and parents was not an easy thing. The challenge was also an obstacle for SMK 7. According to the Headmaster of SMK 7, there are two reasons why parental involvement is very important: "There are two ways, first related to student academic. Study shows that when parents involve at school in the right way then students will achieve more academically. The second one is if parents engage more in school, it will improve customer loyalty. The customer will stay longer. So both reasons will be very important for the survival of the school". The first reason, related to the achievement of students' academic abilities. The study concluded that when parents actively play a role in the school in the right ways it would improve the achievements of their sons and daughters.

The second reason, parental involvement will increase customer loyalty. Through customer loyalty, the customer will last longer. Both of these reasons are very important for the sustainability of SMK 7. SMK 7 reviewed the role of parents in school activities and programs. What SMK 7 is implementing is in line with the opinion of Walker et al. which states that "the most effective schools are now widely considered to be ones that encourage and support the involvement of parents and other family members in the education of their children" [4]. The most effective school today is support the participation of parents and other family members in the educational process of their children.

The strategic plan of SMK 7 on parents and society is outlined in three aspects, namely values and culture, teaching

and learning, and leadership and environment. On the aspect of values and culture, SMK 7 stressed the importance of effective communication between parents or community and school. This effective communication becomes the values that inspire the entire school community. The teaching and learning aspect emphasized the importance of parents' participation in the learning process of their children, including building networks with other organizations to support the learning program at school. While the leadership and environment aspects, parents are expected to support the school by creating a good environment for the process of organizing education for their children.

Parents' participation in the quality culture system should be an important strategy. In today's increasingly competitive global society, the active role of parents can drive student success and prepare for a future career. Although research has repeatedly correlated parental involvement with increased student success, this strategy has not been activated as an integral part of school quality improvement effort. After considering the phenomenon that occurs, researchers were interested to see, describe, and analyze the involvement of parents in the system of a quality culture that exists in SMK 7.

II. LITERATURE REVIEW

A. Quality Culture

A quality culture is an organizational value system that results in an environment that is conducive to the establishment and continual improvement of quality [5]. It consists of values, traditions, procedures, and expectations that promote quality" [6]. A quality culture is an organizational value system that produces an environment conducive to continuous formation and quality improvement.

The quality culture consists of philosophy, beliefs, attitudes, norms, values, traditions, procedures, and expectations to improve quality. Quality culture is the pattern of habits, beliefs, and behavior concerning quality [7]. While, the quality culture is a pattern of values, beliefs, and expectation that are embedded and developed among members of the organization about his work to produce quality products and services [8,9].

Quality culture is a shared value, belief, and expectation in an organization to produce a quality product or service. When it is associated with a school organization, it promotes feelings within the school community about how to behave. A quality culture system is the spirit in the improvement and development of a school organization and is able to provide an experience for school growth.

B. Parents' Involvement

The position of parents as one of the school stakeholders is a very big and important role in making changes and renewal in school. In this case, partnerships between schools and other community organizations form a strong base for experiential learning and offer students a kind of opportunity to make connections that will be relevant to their future careers [10]. Cooperation between schools and parents as well as community organizations will form a strong foundation in applicative learning and provide opportunities for students to connect with the community and important for the development of his career in the future.

Parental involvement is parent participation in the educational process and the experiences of their children [11]. Parents' participation is the participation of parents both in the education process and their child's experience. While, "parental involvement include home-based parental involvement such as listening to children, reading and supervising their homework as well as school-based parental involvement such as attending parent education workshops and parent-teacher meeting" [12].

Parents' participation is the involvement of parents in helping children to learn at home such as listening stories, reading books, and supervising school work (homework), while parents' participation in school includes attending an educational seminar organized by the school or holding a meeting with the teacher. In general, parents' self-perceived skills and knowledge appear to figure heavily in parents' decisions about some kinds of involvement as their children progress from elementary through middle and high school [13].

Some research states that the participation of parents affects the academic success and social skills of students. Donkor discloses "research shows positive results in student achievement, attendance, health and discipline when parents are partners in their children's education; and to build this partnership need the three-pronged approach: families connecting to school; schools connecting to families; and the communities connecting to both school and families" [10]. The research shows very positive results in academic achievement, attendance, health, and discipline of students when parents work with schools in their children's education process. It takes three approaches in developing this partnership: parents' approaches to school; school to parents; and society to schools and parents. There are several important factors in developing the parent's role, namely the effective interpersonal communication between teachers and parents' participation.

C. Interpersonal Communication

Creating effective parent participation requires harmonious cooperation between school and parents. Communication is important in making it happen. Communication is the key to successful parent involvement [14]. In other words, communication has a great influence on the success of parent participation.

Further, both teachers and parents agree that communication is pivotal to foster and maintain a positive school-home partnership, but the reality is that each feels that the other party is responsible for initiating communication [15]. Parents and teachers believe that maintaining a positive partnership between the school and parents is necessary for good communication. But, teachers and parents need to be

proactive in establishing communication and not waiting for each other.

Today, the use of technology as a media of communication between schools and parents is also widely used in some schools. It is considered that such as strategies have great potential for increasing effective parental involvement and along with other recent innovations, will become an integral part of school strategies for parental involvement in the future [16]. The latest technological discoveries have great potential in enhancing parent participation and is an important strategy in the development of future parenthood participation.

D. Participation

Participation is the individual's mental and emotional involvement of people in group situations that encourages them to contribute to group goals and a share responsibility for them [17,18]. Participation is the mental and emotional involvement of people in a situation that encourages contributing to achieving the goals of the group or organization and have their own responsibilities.

Participation focuses on mental involvement [17], but the opposite of it, participation is defined as a more limited term than involvement, since all participation programs are part of an engagement [19]. Then, involvement is defined as the process of encouraging increased commitment to the success of the organization [20]. Pierce and Gardner connect the participation to the goal of participation in contributing to understanding and feeling of belonging to achieve organizational goals to the people involved in the process of achieving goals [21].

From the theory, participation is important in improving the quality of an organization. In order to realize the vision and mission of the school in accordance with the new paradigm, the school needs to empower parents and society optimally. Schools need input from parents and support in implementing school programs.

III. RESEARCH METHODS

In this study, researchers used a qualitative method with a case study approach from Yin [22], with several stages of "plan, design, prepare, collect, analysis, and share" [23]. The site of the research was conducted at SMK 7 Bandung, where the grand-tour observation was conducted for 7 (seven) months, since June 2019. While mini-tour observation was conducted from January to May 2020. The validity of qualitative data was obtained through the extension of time doing research and triangulation of data collection techniques and data sources in the field.

IV. RESULTS AND DISCUSSION

A. Interpersonal Communication

Based on data from interviews, observation, and documentation study, researchers found data related to

interpersonal communication and participation. One aspect of interpersonal communication obtained through the interview is the process of interpersonal communication. All informants assume that interpersonal communication between teachers and parents in SMK 7 is very important. As people who are with students throughout the day, teachers play an important role. The process of interpersonal communication between teachers and parents in the quality culture system in SMK 7 has a standard predefined operation. The process itself is running openly and the school support for the process is big enough. The procedure is done depending on needs.

In general, the topics when interpersonal communication between parents and teachers takes place are matters relating to the academic ability and social skills of students. Academic ability is the ability of students in the lesson to include daily tests, tests, and teaching materials while social skills include how the attitude and students' daily activities in the classroom, relationship with their friends, and their character development. The process itself is spontaneous or through agreement. Parents understand the rules of when to meet with teachers.

Schools facilitate effective interpersonal communication with parents by providing a special room for parents. According to the informants, the indicators of the success of interpersonal communication between teachers and parents include the happiness of children to come to school, better academic development and student character, parents' and teachers' trust, and loyal to the school. Overall, interpersonal communication between teachers and parents has become part of the quality culture in the implementation of education in SMK 7.

SMK 7 encourages the use of technology in communicating with parents who are part of the school's quality culture system. Schools improve the look of the website better and ask parents input to match the desires of the customers. Not only information and images that occur in the classroom, but the website also contains input, criticism, and parent survey for school quality improvement. Other uses such as e-mail, SMS blast, WA, BBM, even Facebook as part of way to closer home-school relationships effectively.

At the beginning of the year, the school tells parents about their rights and responsibilities within the school organization. The school side, represented by the principal and teachers convey information to parents through a meeting called info session. In addition, parents get a handbook or school instruction manual for students who need to be noticed by parents. It contains rules, guidelines, operational standards applied by the school. Parents and teachers simply understand operational standards. Nevertheless, based on the findings in the field, SMK 7 needs to have a manual handbook specifically for parents who have children with special needs.

Parents with children with special needs require manuals that may be different from the average person. This is confirmed by the opinion that "parents of children with special education needs (SEN) appreciate having a handbook written especially for them" [24,25]. Parents who have children with

special needs other than having a school rulebook, in general, should have a special rulebook as well. Inside the book can contain procedures, communication contacts for children with special needs, reports to parents, and so forth. SMK 7 needs to consider the use of these special needs children's books.

One of the obstacles in SMK 7 Bandung in conducting interpersonal communication relationships between teachers and parents is the point of view of parents who feel more understanding of their children. In addition, parents feel that how to communicate when teachers convey problems sometimes less effective, causing parents to become defensive. On the one hand, teachers sometimes feel more aware of what is going on with their children. This is certainly a challenge for an effective communication process. Another obstacle is the busyness of parents. Most of the parents in SMK 7 Bandung are professionals, so time becomes an obstacle. The discourse of having a meeting has been delayed due to busyness. There are also parents who do not understand their role in the children's education and more handed some responsibilities to the assistant household or driver. These things can certainly be an obstacle to building an effective home-school relationship.

SMK 7 realized that in order to cooperate effectively with parents, teachers need to have good interpersonal communication skills. The findings are in line with the Dikkers [26] "In order to work effectively with parents, professionals such as teachers, psychologists, social workers, and counselors working in schools need to have good interpersonal communication skills". However, this communication skill has not been systematically designed as part of the teacher-training program in SMK 7. So far, the leaders have tried to appeal to teachers to approach it. The emphasis on the training given to teachers is more on the teaching-learning process [27]. Although schools recognize that relationships with parents are important but teacher training on communication techniques with parents has not been taken too seriously. Indeed, senior teachers or leaders can work together to provide these skills training. Through basic understanding and skills in listening activities, counseling, and activities that are directive/assertive, teachers in SMK 7 are expected to be more skilled and effective in communication with parents.

Other efforts undertaken by SMK 7 in developing effective communication with parents include: maintaining an open communication system, improving teacher communication skills to parents, developing an understanding of the role of parents in education, encouraging the continued existence of a parent coordinator as school representatives in bridging more harmonious home-school relationships, better student development data systems, and chairmanship support for interpersonal communication between parents and teachers optimally. While, the condition of interpersonal communication between teachers and parents in SMK 7 felt positive.

B. Participation

In addition to interpersonal communication, participation is important in the parents' involvement in school. In the

findings, researchers get data that schools and foundations view the role of parents is very important in the system of quality culture in SMK 7 Bandung. The role of parents is not only in school but also at home. The background of parent education is good enough and support the understanding. However, theoretical understanding alone is not enough, real action is needed such as actively participating in supporting the school. Percentage of parents' attendance at school needs to be improved.

Strategies undertaken by SMK 7 Bandung to encourage talent and ability of parent interest to actively participate, among others, by applying Parents Engagement System, appointing three parent representatives present at important meeting of foundation, facilitating special room for meeting of parents, organizing various seminars for parents and chairmanship support for the development of the role of parents. SMK 7 Bandung also has a written policy that covers aspects of parent participation and appoints a parent role coordinator.

The coordinator of parents' involvement of this management team is in charge of supporting various parent's participation activities in accordance with school vision, mission and values. The first task of parents' coordinator is to audit parents' participation in school and prepare reports for principal and foundations to facilitate the development of a comprehensive system of parent participation in school. What is implemented by SMK 7 Bandung is supported by Epstein and Salinas [28] as follows, "what is needed in school is a comprehensive system of parental involvement that includes all key aspects. In order to achieve this, it is suggested that elementary schools need to have a parental involvement coordinator who is an experienced teacher or member of the school's senior management team". What school requires is a system of comprehensive parent involvement that includes the whole aspect. In order to achieve this goal, it is strongly recommended that primary schools have a parent involvement from experienced teachers or school members of the management team [29].

From the findings of participation on the above, the researchers concludes that there are various forms of parental involvement in which parents can choose based on their interests and talents. Types of parent participation in SMK 7 Bandung include Leadership Day, Need for Dash (Running and Fund Collection), Parents Visit at Class, Teacher Appreciation Day, Language Month, Sport Competition, Year End Performance, Community Service, Cooking in Class, School Bazaar, Trash for Cash, Reading Program, Coffee Morning (Discussion and Questioning to the School), parent seminars and others.

Parents also do not necessarily provide funds in the form of money but there is creativity and value in every proposed program. There is an educational value that is developed in accordance with the school vision, such as the Trash for Cash program that trains environmental awareness. However, schools still need to focus on developing aspects when working

with parents, such as the education aspect for parents. Schools need to develop cooperation for children with special needs. Children with special needs have their 'Key Performance Indicator' adjust at every level with ability. Well because of the specificity of parents and teachers need to cooperate which of course is different from the parents in general. Usually, teachers convey their development to parents. Parents also need to accompany their children or have special actions done at home.

Parents in the organization of Parents Teacher Support Group (PSTG) also feel not as a money-generating machine to support teaching and learning in schools. So, the role of their parents also grows from the understanding and trust that their role is needed in improving the quality of school.

V. CONCLUSION

Based on the findings and discussion, it can be concluded that: (1) The process of interpersonal communication in SMK 7 Bandung is quite effective. Grievance procedure or when parents make contact with teacher done gradually and structured. Schools facilitate by providing a special room for parents. Although there is no doubt that there are occasional challenges in interpersonal communication but there are important efforts in overcoming it. Leaders encourage good interpersonal communication between home and school. Parents, schools, and foundations see that effective interpersonal communication between teachers-parents or school-home is very important in the quality culture system in SMK 7 Bandung; (2) Communication channels in SMK 7 Bandung are diverse. Parents are free to choose the desired communication channel. There are many ways to make contact such as appointments, info sessions, school letters, parent/teacher interviews, student diaries, SMS blast, e-mail, and so forth. SMK 7 Bandung applies technology, innovation, and creativity in developing its communication channels to parents. The use of school websites grows better and gets a positive response from parents. Information is delivered periodically so that parents understand what is happening in the classroom. SMK 7 Bandung conducts parent surveys on the role of parents on a regular basis and provides a place for criticism or input to the school on its website. However, the percentage increase in parents who see the website needs to be improved; (3) SMK 7 Bandung has a written policy on the role of parents in the school rule book (handbook). The policy also includes aspects where parents can be involved. In addition, SMK 7 Bandung also has a written policy on the role of parent committees called PTSG (Parents Teacher Support Group). This policy is called the constitution. This constitution is made by parents and school. The constitution is designed so that the parent committee has a clear framework; (4) The participation of parents in SMK 7 Bandung is very diverse. Schools encourage parents to choose role based on their interest and talents. Various activities of parents are conducted based on the analysis of educational needs that are known from the result of the audit, supervision of learning, and customer complaints. Parents are involved in the planning and type of activities to be performed. Parents' participation forms include parents' involvement at home and school; (5) School committee, Parents Teacher Support Group (PTSG) is very active role in supporting the school. This parent committee contributes to giving ideas or activities to the school. The role of parents in SMK 7 Bandung grew out of the understanding and belief that parents are not as a money search engine or money machine but its role is needed in supporting schools; (6) Continuous improvement process is done by weighing parent input either directly or through survey periodically. School conducts surveys to ask parents opinion for school quality improvement. In addition, SMK 7 Bandung also begun implementing the Parents Engagement System in its strategy. Through this system, parents are expected to be more actively involved in supporting the school and the percentage of the number of people's attendance can be improved; (7) SMK 7 Bandung appointed a parent coordinator. Although, the influence of parental involvement on student success is enormous, it is undeniable that this work also takes time and effort. In this case, the parent coordinator ensures the parent's participation system is on the right track.

Some of the things suggested in this study are as follow: (1) Provide training for teachers how to communicate effectively with parents. So far, the training for teachers is more emphasized on aspects of learning/teaching. This teacher training program can provide training on effective listening skills, techniques to demand and reject requests, provide constructive feedback, manage criticism from parents and so on. Teachers also need to gain insight into strategic ways to work with parents from different backgrounds, such as culture and language; (2) Providing awareness through seminars to parents about the importance of their role in the educational process of their children. Parents need knowledge and understanding in accompanying the education of their sons and daughters, so that their children will be able to reach their best potential; (3) Evaluating ongoing programs in an effort to continually promote sustained parent participation; (4) Maintaining a sufficiently effective parental coordinator role in ensuring the parent's role system is on the right track; (5) Despite having attention to children with special needs, SMK 7 Bandung needs to do more serious cooperation with parents who have children with special needs have a specificity as well. The things that are needed or that they can contribute to school may be different from other parents in general. Parents with children with special needs need to work with schools such as engaging in their IEP. Parents need to be involved in understanding the weaknesses and strengths of their children. In addition, they can also discuss the learning objectives and what are the priorities for their children.

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