

# School-Family Interagency to Enhance Students' Active Participation

Aloysius Rusmadji<sup>1</sup>, Tri Joko Raharjo<sup>2</sup>, Rustono<sup>3</sup>, I Made Sudana<sup>4</sup>

<sup>1</sup>PhD Candidate, UNNES Postgraduate, Semarang State University, Indonesia.

<sup>2,3,4</sup>Professor, UNNES Postgraduate, Semarang State University, Indonesia.

Corresponding Author: Aloysius Rusmadji

## ABSTRACT

Partnership is considered the key to the education and school improvement. In Indonesia, Law no 3 of 2003 articulates that the school-family partnership is a priority program to improve the quality of education. This study examined a model of the teacher-parent collaboration to increase the students' active participation in the learning process for schools situated in poor villages and parental low education (82%) in remote villages of Regency Keerom, Papua, Indonesia. The results of the multivariate analysis indicated that interactive monitoring has significant effect (.265) on students' participation in the learning process in the classroom, while parenting or direct accompaniment of the parents to their children during the learning at home has greater effect (.415). We conclude, therefore, school-family partnership, a combination of monitoring-accompaniment, is a boost for children to actively participate in the learning process in school.

**Keywords:** partnership, interactive monitoring, parenting, active participation

## INTRODUCTION

Partnership is considered the key to the education and school improvement. It has almost been no other rhetoric than School-Family-Community partnership to advance students achievement, to improve schools, to assist teachers, and to enhance the involvement of the families. In study after study – though there are some disagreement about which practices of the partnership are important and how they are

carried out – there are obvious evidences that partnership is a determining factor for enhancement of the school atmosphere and performance; and for heightening parents' knowledge and skills in assisting their children (1–5).

In Indonesia, partnership between school, family, and community is the fruit of the decentralization policy as stated in Law No. 22 of 1999 on Regional Government and Law no. 25 of 1999 on The Financial Balance Between Central and Local Government. Both laws give greater power to local governments to regulate public services. Based on this spirit of decentralization, the educational administration moved from the central to schools together with the local government. This school-based management is believed to speed up the reformation of educational system in Indonesia. One of the central issues in school-based management is partnership. The Minister of Education and Culture issued 3 decrees to implement the school-based management. In 2002 there is Decree on School-Based Quality Improvement Management: Concept and Implementation; in 2003 the decree on Performance Indicators of the Education Council and School Committee; and in 2016 decree on Technical Instruction to Implement Partnership of School, Family and Community. The minister of education proposed also a model of partnership with its 8 aspects: school, professional organization, citizen, government, teacher,

parent, industry, and finally the main agent: children.

In the Province of Papua, a province situated along the border of Papua New Guinea, school-family-community partnership has become more than a decade a subject of discourse and the main program to improve the quality of education for the indigenous peoples. Schools in the provincial capital and regency cities relatively are easier to implement the model of partnership proposed by the Department of Education and Culture, compared to schools of remote, underdeveloped, and weak governance structured villages. Limited access to information and low competency in human resources aggravate the difficulty to carry out the partnership. Those gaps set off this study to examine an applicable and working model of the teacher-parents partnership fit to the local social-economy condition. The study is conducted in three districts situated along the border with Papua New Guinea, i.e., District Arso, District Mannem, and District Yaffi in the Regency of Keerom.

## **LITERATURE REVIEW**

Family-school partnership means collaboration and activities involving teachers, administrative staff, parents, parents, and other family members of students at school. This partnership is built on mutual trust, respect, and responsibility to attain the goals of education of the children/students at the school. According to Joyce L. Epstein (6), a leading researcher in the school-family-community partnership, the research and development of school-family collaboration is focused on three models of overlapping spheres of influence. The first is cooperative model that separately defines the responsibilities of school and family. Family and school are institutions that both educate children, yet each has different scopes and roles. School is responsible for educating children professionally with universally applicable academic benchmarks, while family fosters children, in moral and cultural terms, with a

personal and familial approach. The second model is coordination that views both school and family as equally responsible for children's education through complementary coordination. The third is collaborative model that defines forms of the parents and school involvement. This model recognizes different types of engagement, but generally admitted, up to grade 4, parents are expected to be more engaged in accompanying their children in the learning process, since parents need to instil essential skills to study. After that, children are expected to be more independent.

In the course of time, the three models increasingly blend, for the reason that more educated parents, more available funds for parental involvement activities in schools, more diverse in the family structure which is increasingly accepted by the society, such as, single parent. Moreover, it is increasingly realized that the forms of parental involvement in children's education vary depending on age, class, and cultural environment. In view of these things, Joyce L. Epstein put forward a model of overlapping family and school spheres.

Based on the model of overlapping family and school spheres, Epstein develops 6 basic types of partnership. Type 1 is parenting; and it has a focus on helping parents/families to have skills required to understand children's development, and to create conducive atmosphere that supports children's learning at home. Type 2 is communicating; school communicates to parents about the school programs, students' progress reports. It aims to communicate to the parents in order that understand the school programs more closely, and, therefore, closely follow the child's development. Type 3 is volunteering whose aim is to improve recruitment persons for training and other school programs, to invite parents and other people to support school programs and students. Type 4 is learning at home which concerns about parents' involvement in the independent study at home. Type 5 is decision making in which school invites parents in developing the

vision, mission, and policies of the schools, and through which school understands the parents' perspective of education. And finally, type 6 is collaborating with community, in which school invites families and communities (business people, religious leaders, traditional leaders) to support the school programs to improve student learning and in turn, teachers, school staff, students and families are increasingly involved in community service

From other perspective, the Ministry of Education and Culture of Indonesia mapped out school-family-community partnership, underlying diverse agents and their roles. There are 8 important agents: 1) School should provide conducive

atmosphere to study, good and affordable education, and qualified school governance, 2) professional organizations or teaching body of the school should provide curriculum and competent resource persons, 3) community does monitoring and actively contribute to the learning process, 4) government is responsible for providing access and social security for educators, and efficient bureaucracy, 5) teachers must be competent so that they can guide students, 6) parents are tasked with providing stimulus to children and with accompanying them to study, 7) industries provides input for the curriculum so that school teaching is in line with industrial needs.

**Table 1: Comparison types of involvement**

	Joyce L. Epstein (2019)	The Ministry of Education and Culture of Indonesia (2016)
<b>School</b>	To design and implement a mutual communication to parents about school program and students' reports	To provide conducive atmosphere for study, affordable education, and qualified school governance
<b>Professional organization</b>	to share their knowledge and skill in the learning process	to give inputs for the curriculum and provide competent resource person
<b>Community</b>	to get involved in the learning process based on available resources and services	To contribute to the educational process in the school and make monitoring of it
<b>Government</b>	To provide fund for school and public services	To provide social security for educators and efficient bureaucracy
<b>Teacher</b>	To assist parents to develop parenting skills	To do ongoing formation in order to be proficient to guide students
<b>Parent</b>	To form the School Committee through which parents send their aspiration to the school	To accompany and encourage their children in the study To give input to the school through the School Committee
<b>Industry</b>	To strengthen school programs and classroom curricula	to give inputs for the curriculum so that it links to the need of industrial world

On international level, there have been studies on the impact of school-family partnership. The partnership is not only definitely necessary for the success of education, but also has been proven making a significant contribution to improve students' academic achievement (1,7). This partnership also brings about the improvement of the school atmosphere and performance. Thanks to the teacher-parent collaboration, moreover, the character building of the pupils gives more happy result (8).

In Indonesia, there are also studies that report the positive impact of the partnership. This collaboration has been proven to make a significant contribution to students' academic achievement (9,10). Further, the partnership has been proven as

a determining factor for improving school atmosphere and performance, for increasing collaboration between teachers and parents, for improving discipline and children's character, for forming a parenting sharing group (11,12). Unfortunately, publication on this subject from Papua is almost absent.

**Interactive monitoring**

Monitoring is a system of activities with three critical components: it requires the regular collection of information; it requires an evaluation of that information; and, most importantly, it requires that the evaluation result in an institutional action (13,14). The interactive monitoring focuses on children's development, both in terms of academic and personal character. As for academic development, the formal parent-

teacher interactive monitoring happens at least three times a semester, that is, at the initial, middle, and end of semester for evaluative meetings. During the meeting, parents and teachers, share information and issues regarding children's development.

There are basically three subject matters to communicate. Firstly, parents and teacher exchange information on the actual problem the children are struggling for in their process of study and character building, like, childhood mischief, absenteeism, tardiness, academic achievement. They might share their perspectives in perceiving the problems and alternatives to cope with them. Secondly, both parents and teachers seek to common perspective and solutions on the urgent and important issue. Finally, both parties have to come terms with concrete action plans, each with their own tasks.

### **Parenting**

Parenting is practices of parents in supporting and directing children's development in physical, social, and intellectual development (15,16). The most basic form of this parenting, Epstein maintains, is firstly, parents are available to initiate communication with the children to tell the experience of the today's class or a question about whether there is homework, or questions what were learned today. (17,18) Another form of parenting is related to the attention to the child's behaviour, especially in relation to the schooling habitus. The parents lead their children to set daily schedules that conform to activities around school, such as directing them to get used to go to school in the morning, to do their homework and collect them in due time. Thirdly is the ability of parents to encourage children's enthusiasm for school. Attention to the child's psyche is necessary. Parents should be proficient at making children happy and motivated to do the schoolwork and related activities

### **Active participation**

Active participation as “a deliberate and conscious attempt on the part of a teacher to cause students to participate overtly in a lesson” (19). Active participation is one of the most determining factors to the student academic performance. Pratton and Hales summarized that the following factors have direct effect on active participation: feedback, teaching style, strategy of questioning, task-oriented teaching. In the practice, teacher who, for example, asks students directly and records the correct answers in notebooks, gives assignments and determines a deadline for their collection, boosts students' enthusiasm to be involved in the learning process in class. On the contrary, student participation will decrease, when teacher does not deliver clearly the goals of the learning process, nor teacher monitor student activities in the classroom, and not give feedback or delay returning the assignments submitted by students.

## **RESEARCH METHOD**

### **Data Collection and Variables**

The data of this study is collected from March to December 6<sup>th</sup>, 2019 by means of questionnaires. Using purposive random sampling of 5 elementary schools situated along the border of PNG, the Questionnaires were distributed to 204 respondents. Not all the respondents returned the questionnaires. There are 154 questionnaire sheets which are correctly and completely filled out. This meets the proportion that we expected from the valid answered questionnaires, i.e., 75.50.%.

The first variable is about parent-teacher interactive monitoring. It consists of three indicators. Together with parents, teacher individually (1) identifies problems the student is experiencing in the learning process in the classroom; (2) finds solutions to cope with the problem, and (3) defines action plan which the both parties are bounded to. The second variable of the study is parenting. This variable examined the role of parents to enforce learning at

home. The variable consisted of three indicators: (1) how parents build personal awareness through communication to their children regarding their daily experience at the school, (2) how parents accompany their children to study at home, and (3) how parents encourage the children to participate the school activities. The third variable is active participation. This variable examined how far the interactive monitoring and the parenting have effect. It consisted of two indicator how student accomplished his/her assignment and how he/she participate in the learning process in the classroom.

### Validity and Reliability Test

At the initial step before data collection, validity & reliability tests were carried out to determine whether the research instrument is valid and reliable by using Cronbach's Alpha test and Bartlett's KMO test. Validity testing is to determine the extent of the accuracy and accuracy of an instrument in carrying out its measuring function so that the data is declared relevant, while the reliability test tests the consistency of the measured targets. The test results used the Kaiser Meyer Olkin (KMO) and Bartlett's test of sphericity (Table 2).

Table 2.: Results of Reliability and Validity Analysis of Research

Variable	Indicator	C.Matrix	Alpha Cron-bach	Loading factor		Rel	AVE
				coef	Sig		
Interactive Monitoring	Problem identification	.870	.849	.785	***	.826	.549
	Resolution	.888		.835	***		
	Action plan	.876		.812	***		
Parenting	Communication	.849	.816	.748	***	.776	.527
	Independent study control	.856		.785	***		
	encouragement	.861		.786	***		
Active participation	Assignment accomplishment	.783	.881	.767	***	0.832	0.567
	Participation to the class activities	.904	.871	.743	***		

\*\*\* Source: Processed primary data, 2019

The results of the validity and reliability test showed a significant factor loading ( $p < 0.01$ ). Reliability test for all latent constructs  $> 0.7$ , variance extract test (AVE)  $> 0.5$ . Fornell and Larcker (20) suggested that the extracted variance 0.5 or greater than the multiple-squared correlation is good. The AVE value exceeds the correlations in all multiple square correlations. Therefore, the variables of this study have good convergent validity. These values are considered adequate in testing the data.

The results of the calculation of the loading factor as shown in Table 2 indicate that the conditions for convergent validity have been met, since the loading factor for each indicator is higher than 0.7 and is significant. While the composite reliability value and Cronbach's alpha used as the basis for test has met the reliability test requirements, that is, the composite reliability value and alpha Cronbach's higher than 0.7. While the value of Full collinearity in this study is far from number null (0), it means that this research model is

free from the problem of collinearity method bias (21,22).

## RESULT

### The Profile of Respondents

Characteristics of respondents from the reported data are shown bellow.

Table 3. Profile of Respondents

No	Respondents		%		
1	Gender	teachers	Male female	40% 60%	
		Parents	Male female	77.19% 22.81%	
	2	Ethnic	teacher	Papua	12.5%
				Non-Papuan	85%
Mixed				2.5%	
Parents	Papua	92.11%			
	Non-Papuan	7.89%			
	Mixed	-			
3	Education	Teacher	Senior high school	10%	
			bachelor's college	90%	
	parents	Primary school	49.12%		
		Junior high school	33.33%		
		Senior high school	12.28%		
		bachelor's college	7.02%		

The data shows that the number of female teachers is higher than that of male teachers, namely 60%: 40%. More important is about the cultural background of the teacher. Remarkable contrast is that



the majority of the teachers comes from outside Papua (85%), while the Papuan teacher is only 15%.

Regarding the gender, the majority of respondents are 77% male, compared to 23% female. Additional information may explain this data. During the data collection, there were many female parents present, but they did not want to fill in the data because according to local customs, matters relating to the external should be at the hand of the male. They are the representation of the family. Significant also the educational degree of the parents. Vast majority of them (82.45%) only completed their national mandatory education comprised in 6-year primary school and 3-year junior high school. In sum, the educational status of the parents is low.

With regard to the educational status of teachers, it is evident that all schools apply the standard of academic qualification for educators: teachers must have bachelor degree. This can be seen in the table: 90% of teachers have bachelor degree. However, there are still few teachers who do not have bachelor degree.

### Hypothesis Test

Using full SEM model test with AMOS 24.0, the following are the results of the Goodness of Fit of the model... Chi-squared ( $\chi^2$ ) is 7.598 < 17 and significant (p) is 109 < .05). The chi-square ratio with degrees of freedom (df.) is 1,257, it means the measurement model less than 2 is good (23). The good-of-fit of the model is represented by the Root Mean Square Error of Approximation (RMSEA).000. RMSEA value <.08 therefore, indicates the fit of the model with the data. The goodness-of-fit index (GFI) =.988, the adjusted goodness-of-fit index (AGFI) = 0.974, the comparative fit index (CFI) =1.000, and the Tucker-Lewis index (TLI) =1.036. These values indicate a satisfactory fit for the measurement model.

The conclusion of the model test shows that the model is in accordance with the available data and, the constructs of the research model are acceptable. Thus, the fit index of the measurement model and the structural model shows that the theoretical model has an adequate level of empirical support.

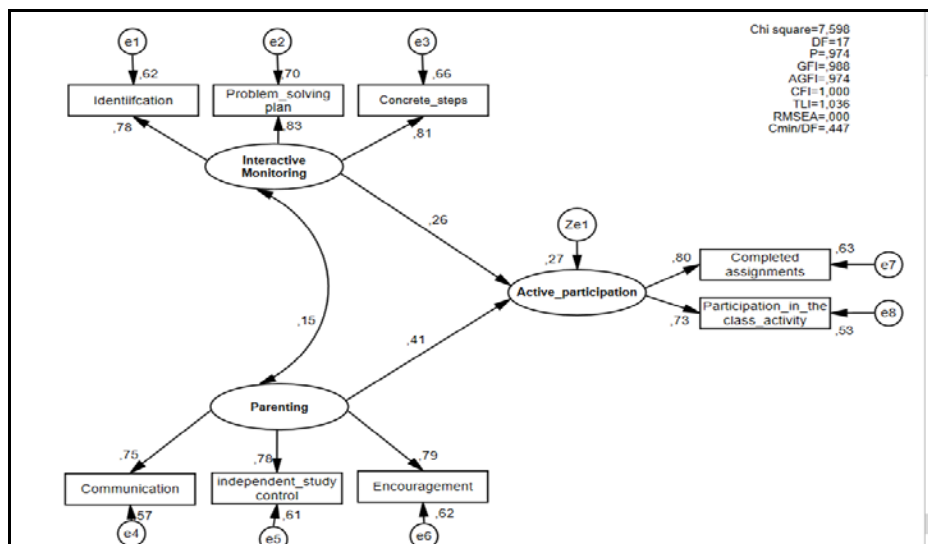


Figure 1: SEM Model

Source: primary data processed, 2019

Hypothesis testing with AMOS 24.0 brings about the critical value (CR) and p value (21). Based on Figure 3 and Table 4, it is found that the effect of interactive monitoring on active participation in the learning process is proven to be significant

( $\beta_1 = .26$ ), the critical value (CR) = 2.620 > 1.96 with a significance probability of 0.009 meaning that by default the significance is smaller than the standard. 0.05. This finding is in accordance with the study of van Roekel D (24) on parent, families, and

educators, stating “there is no better partnership to assure that all students – pre-K to high school – have the support and resources they need to succeed in school and in life.

The effect of parenting on active participation is proven to be significant ( $\beta_2 = .41$ ), critical value (CR) = 3.655 > 1.96

with a significance probability of \*\*\* (<0.01). It means that by default the significance is smaller than the standard .05. This finding confirms that intuitively parental involvement has positive influence on students' academic achievement, though, there are still “considerable consistencies” in the empirical studies on the subject (16).

Table 4: Estimation of Hypothesis Test Parameters

Path			Estimate	SE	CR	P
Interactive Monitoring	<---	Active participation	.355	.133	2,681	.007
Parenting	<---	Active participation	.468	.122	3,846	***

\*\*\*Source: Processed primary data, 2019

## DISCUSSION

Since the inauguration of the school-family-community partnership program in 2003, schools in the Regency of Keerom, Papua, have set up School Committees which provide services for parents in their relationship with the school. Both teachers and parents believe that the partnership will improve the quality of children's education and children's learning outcomes. Several previous studies proved an advancement in student learning outcomes thanks to this collaboration, besides other factors, such as, teachers' competency, school leadership, local community support (12,25,26).

Guidelines for School-Family-Community Partnership issued by the Minister of Education and Culture provide practical instructions for school principals to carry out this program. The implementation of this collaboration, however, needs to be adapted according to the socio-economic-cultural condition of school and family. Considering the majority of educational status of the parents is low (Primary school: 49.12%; Junior High School: 33.33%; Senior High School: 12.28%), the the full model of school-family partnership is abridged into 2 programmes: the parent-teacher interactive monitoring and the parenting. This study proved that the interactive monitoring and parenting had significant effects on the students' participation in the classroom.

Regarding the teacher-parent interactive monitoring, it has a significant effect (.264) on children's participation in

the learning process whose indicators are accomplishment of homework and participation in the learning process in the classroom. The results of this study are in line with the study of Epstein (5,18) dan Nurbaiti (27). The results of this study, however, do not support the research of Jemi Karter et.al (28) which examined the subject in one elementary school in Lolu, stating that there is no significant relationship between communication between parents and teachers.

Regarding the parenting, the role of parents to assist the children during their study at home has a positive effect (.409) on increasing children's participation in the learning process in the classroom. Parents' responsiveness toward situation experienced by children during their study has significant effect (.754), parents' accompaniment during the children's independent study at home has .779 and parents' encouragement gives .787 significancy. The results of this study confirms the researches of, among others, Epstein (17), Nitecki (29), Qomaruddin (30) which concluded parental assistance in learning children at home increases the motivation in learning.

Based on this study, it can also be stated that parenting has a greater impact than the parent-teacher active monitoring. Direct contact or direct communication between children and their parents has greater effect on the children to finish their assignment in due time. It has also good impact to their active participation to their

classroom. This result confirmed Epstein (17) who underlines that up to grade 5th, parents are the important factor for the successful academic performance; they significantly influence their children in the study.

## **CONCLUSION**

The abridged model of the teacher-parent partnership has a positive impact on children's participation in the learning process in 5 elementary schools in the remote villages of Keerom Regency. The model has been proved to be fit for schools where the educational status of the parents is low. Two basic activities that enhance children's participation in the learning process in the class room are the interactive monitoring and the parenting. However, the parenting gives greater significant effect on the children than the parent-teacher interactive monitoring. We conclude combination of monitoring-accompaniment offered a boost for children to actively participate in the learning process in school.

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