

PARENTAL INVOLVEMENT IN BUILDING THE CHARACTER STUDENTS OF FREEDOM LEARNING CURRICULUM AT ISLAMIC ELEMENTARY SCHOOL

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Abstract

This study aims to find out and analyze the relationship and role of parental involvement in education towards the character building of Freedom learning students at Islamic Elementary School (MI) MIN 22 Jakarta. The method used is a combination method with a sequential explanatory design approach. The subjects of this study were parents and grade 5 learners with questionnaire data sources, photo documents, videos, and teacher administration workbooks. The validity of the questionnaire was carried out with logical validity tested for validity by two experts, and the empirical validity test using SPSS version 24 with the total correlation item correlation method. Reliability test using cronbach alpha calculations. Sampling determination is carried out using a simple random sampling technique with a sampling error of 5%. Quantitative data analysis techniques use the Pearson Product Moment correlation test to determine the presence or absence and direction of relationships between variables, and the two-party product moment correlation significance test (t-test) to determine the significance of the relationship. Qualitative data collection techniques through interviews, observations, and documents. The qualitative data analysis technique in this study uses miles and Huberman model analysis which is carried out interactively, through data collection, data reduction, data presentation, and drawing conclusions and verification. The results of the study found that there was a positive and significant relationship between parental involvement in education and the formation of the character of Learning Freedom students at MIN 22 Jakarta. The better parental involvement in education, the better the character building of students who are free to study at MIN 22 Jakarta.

Keywords: Parental Involvement, Character Building, Freedom of Learning

A. INTRODUCTION

The Minister of Education and Culture, Nadiem Anwar Makarim sparked "Free Learning Education" as a response to the needs of the industrial revolution 4.0. Indonesian education is now demanded to be able to produce HR (Human Resources) who are able to provide development and progress to realize the nation's ideals (Yamin & Syahrir, 2020). "Freedom Learning" has actually been used by the Cikal Teacher Campus since 2014 and was patented in 2018 as an ecosystem driving educational change which has been practiced in a series of training, curriculum and publications through the Learning Teacher Foundation. With the spirit

of mutual cooperation and kinship, "Freedom to Learn" can be used together for the benefit of educational development (Kemdikbud.go.id, 2022).

Independent Learning is a concept of independence for teachers to freely implement learning innovations so as to create independent learning learners who are ready to live in the face of the challenges of the times (Kemdikbud.go.id, 2019). One of the main policies for independent learning is the enactment of a National Assessment consisting of a Minimum Competency Assessment (AKM), a character survey, and a survey of the learning environment in grade 5 SD/MI. (Dirjen Dikdas dan Dikmen Kemdikbud, 2022). These policies are summarized from the international organization Organization for Economic Co-operation and Development (OECD) and the World Bank with the aim of improving the quality of Indonesian education so that it is international equivalent but still maintains local wisdom. (Komunitas Pemuda Pelajar Merdeka, n.d.). The implementation of the mid-level assessment is intended so that the assessment is not used as a determinant of graduation which can trigger pressure (stress) for parents and students. In addition, both schools and parents have time to make improvements before these students graduate (Komunitas Pemuda Pelajar Merdeka, n.d.)

The Ministry of Education and Culture formulated six dimensions that must be possessed by Pancasila students in independent learning, including: (1) faith, fear of God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independent, (5) reasoned critical, and (6) creative (Sufyadi et al., 2021). While the Cikal Teacher Campus as the originator of independent learning itself formulates that independent learning thirsty students have characteristics including: (1) having a commitment; (2) independent; and (3) reflective (Cikal, n.d.).

The Ministry of Religion provides space and flexibility to educational institutions under its auspices in managing independent learning education with the characteristics of madrasas. The Ministry of Religion is projecting to strengthen the profile of Pancasila students into two aspects, namely the profile of Pancasila students and the profile of Rahmatan Lil'alamin students. At the MI level, these competencies are formulated in an integrated manner which consists of: (1) knowing Allah SWT; (2) recognize and express their own identity and culture; (3) caring and collaborating with others without discrimination; (4) be responsible; (5) able to convey ideas, make simple creative works, and take alternative actions in facing challenges; (6) able to ask questions, explain and convey information; (7) showing a penchant for and ability to be literate; (8) shows numeracy skills in reasoning; (9) having good morals; (10) read the Koran properly and correctly (Direktorat Jendral Pendidikan Islam Kemenag Republik Indonesia, 2022).

In the various positive ideas that have surfaced, MIN 22 Jakarta is determined and committed to synergizing with various parties to be able to make a positive contribution in efforts to enrich the spectrum of administering independent education (pendis.kemenag.go.id, 2022). One of the important points in the independent learning policy is cross-stakeholder collaboration, including parental involvement. Parental involvement in education has a significant role in independent learning to complement and support strengths, ideas, and resources (Shaleh,

2020). As the opinion of Garcia and Thorton (Ntekane, 2020) stated that parental involvement in education is one of the keys to successful learning.

Epstein stated that there are six dimensions of parental involvement in education, including: (1) parenting, (2) learning at home, (3) communication, (4) volunteering, (5) decision making, and (6) collaboration work (Epstein et al., 2002). If the six dimensions of parental involvement run optimally, it will have an impact on optimal academic achievement, minimize problems in learning, improve students' skills and confidence (Dor, 2012).

Knowing and analyzing the relationship between parental involvement and the formation of the character of independent students learning at MIN 22 Jakarta is an interesting thing to study. This is because the New Student Admissions Process (PPDB) at state madrasas uses an online system with age requirements and domicile zone. This means that MIN 22 Jakarta opens the widest possible opportunity for any prospective students regardless of economic and social status (SES) so as to enable accepted students to have varied SES. Meanwhile, Desimone (in Berthelsen & Walker, 2008) states that SES can affect parental involvement in children's education. This is where this research was conducted to dig deeper into the relationship between parental involvement and its role in building the character of independent students studying at MI Negeri.

It is hoped that this research can perfect Aziza and Yunus' research which examines parental involvement and its influence on the success of children's learning during the Covid-19 pandemic, namely when learning takes place at home. The results of his research concluded that the more actively parents are involved in education during PJJ, the child's performance in learning will increase (Aziza & Yunus, 2020). This research will examine the relationship and role of parental involvement with the character building of independent learners in the new normal era. This research is also expected to provide a real picture of Wahdani and Burhanudin's research which examines family education in the independent era of learning using the study library method. In his research it was concluded that the role of parents is needed in the implementation of education with the aim of forming a good synergy between parents and schools so that they can create better education and produce quality resources (Rizka et al., n.d.). Based on this research, it is important to know the relationship between parental involvement in education and the character building of independent learning students and to analyze the role of parental involvement in the formation of independent learning students' character. This research will be carried out at MIN 22 Jakarta.

B. METHOD

The method used in this study is a mixed method with a sequential explanatory design approach where quantitative research and qualitative research are carried out sequentially. The first stage of the research was collecting and analyzing data with a quantitative approach. In the second stage, qualitative collection and analysis was carried out to strengthen, expand, and prove the results of the first stage of research (Sugiyono, 2015). In this study, we find out and analyze the relationship between parental involvement in education and the character building of

independent students studying at MIN 22 Jakarta. The research flow is presented in the following figure:

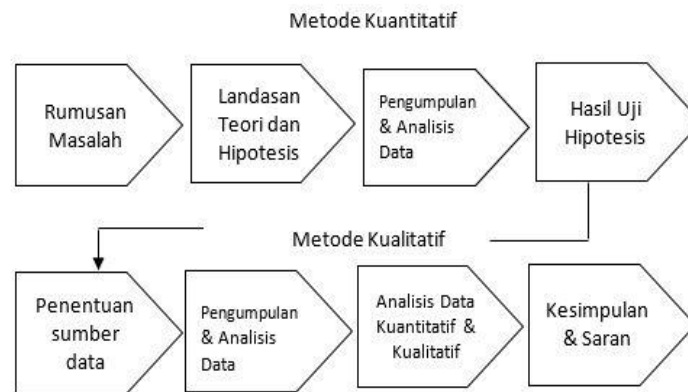


Figure 1: Research

Based on the assumptions put forward, the research hypothesis is proposed as follows:

Null hypothesis: There is no relationship between variable X and variable Y

Alternative hypothesis: There is a relationship between variable X and variable Y

Ho: $\rho = 0$, There is no relationship between variable X and variable Y

Ha: $\rho \neq 0$, there is a relationship between variable X and variable Y

Variable X is parental involvement (involvement of parents)

Variable Y is the character of independent learning students.

The subjects in this study were parents and students of class 5 MIN 22 Jakarta. Sources of data in this study are primary data and secondary data. Primary data was obtained from distributing questionnaires to parents and students through the Google form application, while secondary data consisted of photos, videos, and teacher administration workbooks.

The population in this study were parents and students of class 5 MIN 22 Jakarta, amounting to 100 people each. Determination of the sample was carried out using a simple random sampling technique with a 5% sampling error and obtained 78 people (Sugiyono, 2015). Data collection techniques used were questionnaires, interviews, observations, and documents. Informants in this study were grade 5 teachers, parents, class parent representatives (POK), and students.

The research instrument was a questionnaire using a rating scale where respondents answered the quantitative answers provided. The rating scale was chosen because it is more flexible in measuring attitudes, perceptions, and other phenomena (Sugiyono, 2015). To interpret the respondents' answers, the alternative answers given for each item are presented with 4 (four) numbers with the following meanings:

Table 1: Scoring of Alternative Answers

Score	Positive Statements	Negative Statements
4	Very Suitable	Very Innapropriate
3	Appropriate	Not Suitable
2	Not Suitable	Appropriate
1	Very Innapropriate	Very Suitable

The questionnaire is a closed questionnaire where respondents simply choose numbers according to their respective conditions. The research instrument was developed based on indicators on variables. The variable parental involvement in education is based on the theory of parental involvement according to Epstein, namely (1) Parenting; (2) Communication (communication); (3) Study at home (learning at home); (4) Volunteering; (5) Making decisions (decision making); and (6) Collaboration work. While the character variables of independent learning students are based on observations and interviews, the formation of independent learning characters is guided by the Ministry of Education and Culture, the Ministry of Religion, and the Cikal Teacher Campus will be studied in four dimensions, namely: (1) commitment; (2) independent; (3) passion and ability to be literate; and (4) read the Koran properly and correctly.

Prior to use, validity and reliability tests were carried out on the questionnaire. Validity test is done through (1) logical validity. The logical validity of a research instrument is obtained from judgment by competent experts (Widiasworo, 2018). In this study, the validity of the instrument was tested by two experts; (2) empirical validity. The empirical validity of the research instrument was obtained through instrument trials on subjects who were assumed to have the same characteristics as research subjects (Widiasworo, 2018) with a total of 30 respondents said to be sufficient to carry out instrument testing (Sugiyono, 2015). In this study, the validity test of the instrument used SPSS version 24 with the corrected item total correlation method. Reliability test, namely testing the level of precision and accuracy in measuring instruments (Widiasworo, 2018). The reliability test in this study used Cronbach's alpha calculations with the SPSS 24 application.

Quantitative data analysis techniques were carried out using SPSS 24. To determine whether there is a relationship and the direction of the relationship between the two variables, a Pearson Product Momment correlation hypothesis test was carried out.

$$r_{xy} = \frac{\sum x.y}{\sqrt{(\sum x^2)(\sum y^2)}}$$

r_{xy} = Koefisien korelasi antara variabel X dan Y.

x = deviasi dari mean untuk nilai variabel X

y = deviasi dari mean untuk nilai variabel Y

$\sum x.y$ = jumlah perkalian antara nilai X dan Y

x^2 = Kuadrat dari nilai x

y^2 = Kuadrat dari nilai y

Table 2: Pearson's r Coefficient Value Classification

Coefficient Interval r (r _{count})	Degree of Closeness
0,00 – 0,19	Very low
0,20 – 0,39	Low
0,40 – 0,59	Strong enough
0,60 – 0,79	Strong
0,80 – 1,00	Very strong

To find out whether the relationship is significant, which applies only to 78 samples or applies generally to the entire population, a two-tailed product moment correlation significance test (t-test) is carried out with a 5% degree of error with the following formula (Sugiyono, 2015)

$$t_{hitung} = \frac{r_{xy} \sqrt{n - 2}}{\sqrt{1 - r_{xy}^2}}$$

t = significance value

r = correlation coefficient

n = number of samples

Qualitative data analysis techniques in this study used the Miles and Huberman model analysis which was carried out interactively, namely through (1) data collection (data collection), data reduction (data reduction), classification and presentation of data (data display), and drawing conclusions and verification (conclusion drawing and verification). Checking the validity of the data used technical triangulation, namely collecting the same information with different data collection techniques.

C. RESULTS AND DISCUSSION

Correlation of Parental Involvement in Education on the Character of Independent Students Learning at MIN 22 Jakarta. Based on the data collected, the correlation test results were obtained as follows:

Table 3: Product Moment Correlation Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.802	6.828		4.365	.000
	Parental Involvement	.400	.096	.430	4.155	.000

a. Dependent Variable: Pembentukan karakter peserta didik merdeka belajar

The value of the Pearson Correlation (r_{count}) is 0.430 so that it is known that the correlation that occurs is positive. This means that the better the involvement of parents, the better the character formation of independent learning students. With a total of 78 respondents, it is known that the

r_{table} is 0.227. Based on the output of the Pearson correlation calculation, it was found that $r_{count} > r_{table}$, namely $0.430 > 0.227$, meaning that H_0 was rejected and H_a was accepted. The significance test shows $t_{count} > t_{table}$, namely $4.365 > 1.665$, which means that there is a significant relationship. Based on the quantitative analysis, it is known that there is a positive and significant relationship between parental involvement in education and the character building of independent students studying at MIN 22 Jakarta. With a fairly strong level of closeness.

Correlation of Parenting Dimensions with the Characters of Free Learning Learners

Based on the data collected, the results of the Pearson Correlation test obtained the following results:

Table 4: Product Moment Correlation Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-48.645	5.404		9.001	.000
	Dimensi Pengasuhan (Parenting)	1.142	.653	.197	1.750	.084

a. Dependent Variable: Pembentukan Karakter Peserta Didik Merdeka Belajar

The Pearson Correlation (r_{count}) value was obtained by $r_{count} < r_{table}$, namely $0.197 < 0.227$, which means that there is no relationship between parental involvement in the parenting dimension and the character building of independent students studying at MIN 22 Jakarta. The value of $t_{count} > t_{table}$, namely $1.750 > 1.665$. This value shows significant significance for the entire 5th grade population. Thus, based on quantitative data it is known that there is no significant relationship between parental involvements in the education dimension of parenting on the character building of independent learners learning at MIN 22 Jakarta.

Correlation of Communication Dimensions (Communicating) with the Characters of Free Learning Learners

Based on the data collected, the results of the Pearson Correlation test obtained the following results:

Table 5: Product Moment Correlation Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.371	7.111		5.115	.000
	Dimensi Komunikasi	2.071	.677	.331	3.060	.003

a. Dependent Variable: Pembentukan Karakter Peserta Didik Merdeka Belajar

The Pearson Correlation (r_{count}) value obtained was 0.331 indicating that $r_{count} > r_{table}$, namely $0.331 > 0.227$. Thus it is known that the correlation is positive. This means that the better the

communication (communicating) of parents in education, the better the character formation of independent learning students will be. The results of $t_{count} > t_{table}$ are $3.060 > 1.665$ which means that there is a significant relationship between parental communication and the formation of the character of independent learning learners and applies to all populations.

Quantitative analysis shows that there is a positive and significant relationship between parental involvement in the communication dimension (communicating) and the character building of independent learners learning at MIN 22 Jakarta.

Correlation of the Dimensions of Learning at Home with the Characters of Independent Learning Learners

Based on the data collected, the results of the Pearson correlation test obtained the following results:

Table 6: Product Moment Correlation Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.699	5.182		9.012	.000
	Dimensi Belajar Di Rumah	.832	.377	.245	2.208	.030

a. Dependent Variable: Pembentukan Karakter Peserta Didik Merdeka Belajar

The Pearson correlation obtained a value of 0.245 which indicates that $r_{count} > r_{table}$, namely $0.245 > 0.227$ with a positive correlation between variables. The significance test shows $t_{count} > t_{table}$, namely $4.365 > 1.665$, which means that there is a significant relationship between the two variables, ie this relationship can be generalized to the entire population, not just the sample. The results of the quantitative analysis show that the parental involvement in the learning dimension at home has a positive and significant relationship. The better the involvement of parents in the dimensions of learning at home, the better the character of independent learning students.

Correlation of Volunteering Dimensions with the Characters of Free Learning Learners

Based on the data collected, the results of the Pearson Correlation test obtained the following results:

Table 7: Product Moment Correlation Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	45.571	3.830		11.899	.000
	Dimensi Kesukarelaan	1.855	.559	.356	3.317	.001

a. Dependent Variable: Karakter Peserta Didik Merdeka Belajar

The Pearson correlation (r_{count}) obtained is greater than the r_{table} , namely $0.356 > 0.227$ which indicates a positive relationship. The results of the significance test show $t_{count} > t_{table}$, namely

3.317 > 1.665 which means that there is a significant relationship between the two variables. Based on the quantitative analysis, it is known that there is a positive and significant relationship between the dimensions of voluntary parental involvement and the formation of the character of independent learners learning at MIN 22 Jakarta.

Correlation of the Dimensions of Decision Making with the Characters of Free Learning Learners

Based on the data collected, the results of the Pearson Correlation test obtained the following results:

Table 8: Product Moment Correlation Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.423	5.000		8.684	.000
	Dimensi Membuat Keputusan	.921	.312	.321	2.953	.004

a. Dependent Variable: Karakter Peserta Didik Merdeka Belajar

Pearson correlation (r_{count}) obtained a value of 0.321 which is greater than the r_{table} which is 0.227. This means that there is a positive relationship between the two variables. The level of closeness of the relationship is included in the weak category. The results of $t_{count} > t_{table}$ are $2.953 > 1.665$ which means that the relationship between the variables of parental involvement in the dimensions of making decisions has a significant relationship with the formation of the character of independent learning students. This relationship can be generalized to the entire population. Quantitative analysis shows that there is a positive and significant relationship between the dimensions of parental involvement in making decisions and the character building of students at MIN 22 Jakarta.

Dimensional Correlation of Working Together with the Characters of Independent Learning Learners

Based on the data collected, the results of the Pearson Correlation test obtained the following results:

Table 9: Product Moment Correlation Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.536	4.710		9.243	.000
	Dimensi Bekerja Sama	.915	.294	.336	3.115	.003

a. Dependent Variable: Karakter Peserta Didik Merdeka Belajar

The Pearson correlation value obtained $r_{count} > r_{table}$, namely $0.036 > 0.227$ indicating that there is a positive correlation, namely the better the dimensions of parental cooperation, the better the character formation of independent learning students. Significance test obtained $t_{count} > t_{table}$,

3.115 > 1.665. These results indicate that there is a significant relationship between the two variables. Based on the quantitative analysis, there is a positive and significant relationship between the dimensions of parental involvement in working together with the character building of independent students studying at MIN 22 Jakarta.

The Role of Parental Involvement in Education on the Character Formation of Free Learning Learners

Parental involvement in education according to Epstein is a partnership between parents and teachers by realizing shared responsibility and interest in creating programs and opportunities for the better interests of students (Epstein et al., 2002). Epstein divides parental involvement into six dimensions, namely parenting, communication, decision making, volunteering and collaboration work.

Based on the data collected, parental involvement in MIN 22 Jakarta is coordinated by POK (Class Parent Representative). The role of POK can be identified including: (1) helping teachers ensure that all parents receive information about school programs or activities; (2) representing parents in making decisions for each activity or program to be held; (3) volunteer both materially and immaterially in carrying out school activities; and (4) being a mouthpiece between teachers and parents in providing criticism and input. The role of POK can minimize parental involvement barriers. The biggest inhibiting factor for parental involvement at MIN 22 Jakarta is the student/child factor and social factor.

Student/child factor. Hornby (2011) states that children's positive responses to parental involvement tend to decrease with age. This means that the higher the class (grade) of students, the less involvement of parents. Facts on the ground found the same thing with that opinion. The teacher revealed that parents in grade 5 were less cooperative and cared less about their children's education than when their children were in the lower grades, namely grades 1, 2 and 3. Social factors. Hornby (2011) explains that obstacles to parental involvement in education arise from social factors which include issues of economic and social status (SES) that affect their role in school-based and home-based education. The obstacle at MIN 22 Jakarta is the difficulty for parents to build a conducive atmosphere for studying at home due to economic limitations.

Quantitative analysis shows that the Pearson correlation value is $r_{\text{count}} > r_{\text{table}}$, namely $0.430 > 0.227$ and the results of the significance test for $t_{\text{count}} > t_{\text{table}}$ are $4.365 > 1.665$. This value indicates that there is a positive and significant relationship between parental involvement in educators and the formation of independent learning students at MIN 22 Jakarta. That is, the better the parental involvement, the better the character of independent learning students.

The characters of independent learning students include: (1) the character of commitment. The Cikal Teacher Campus, the Ministry of Religion of the Republic of Indonesia, and the Ministry of Education and Culture state that students with a committed character are students who are goal-oriented and enthusiastic about self-development; (2) Independent character. Independent character according to the Cikal Teacher Campus is characterized by students who are able to manage priorities by determining appropriate strategies to complete their work in an adaptive

manner. The Ministry of Education and Culture states that independent learners learn independently means they are responsible for the learning process they go through and their learning outcomes. Meanwhile, the Ministry of Religion of the Republic of Indonesia stated that students of rahmatan lil'alamin have the character of being able to manage their feelings and thoughts, not depend on others and use alternative actions in facing challenges; (3) ability and penchant for literacy. Literacy according to the Ministry of Education and Culture means being able to express simple to complex ideas, find new ideas to produce works; (4) reading the Koran properly and correctly, namely the ability of students who are typical of madrasas.

The Role of Parental Involvement in Education Dimensions of Parenting

Parenting is parental assistance for the growth and development of children. Epstein stated that parenting activities require parents to provide information to the school so that teachers know the backgrounds of students, condition homes that support the learning process, and give permission for children to vaccinate or immunize at school (Epstein, 2011).

Based on the data collected, it is known that parents of students at MIN 22 Jakarta are open to sharing information about their children's condition with the homeroom teacher. The teacher is a trusted source and role model for students so being open to teachers is beneficial for parents, teachers and students.

The problems of students personally encountered by grade 5 teachers can be identified, including learning difficulties, quiet children, seeking attention, not being fluent in reciting the Koran, incomplete assignments, and meeting educational needs. Information is conveyed by parents to teachers in person, by telephone, and WhatsApp messages. By knowing the background, characteristics, behavior, intellectual abilities of students, teachers can find ways to overcome problems due to individual variations of each student (Lift et al., 2022), more easily directed and able to achieve the expected competencies . The strategies adopted by the teacher include giving advice to parents to hone students' talents by taking swimming, martial arts or tutoring courses, giving extra time to recite the Koran because students are not yet fluent in reading the Koran, and choosing learning strategies according to learning styles. This fact is supported by Rahman's opinion which states that the existence of cooperation between teachers and parents has an impact on the competency outcomes of students in the form of knowledge, attitudes, and skills (Rahman, 2014).

The results of interviews, documents, and observations on parenting patterns that are open to teachers have an influence on the character of independent learning students in the form of commitment. Students with a commitment character according to the Cikal Teacher Campus are students who are achievement and goal oriented and have high enthusiasm in self-development efforts in various fields. Commitment is also part of strengthening the student profile of rahmatan lil 'alamin designed by the Indonesian Ministry of Religion. The expected character is that students show responsible behavior in learning and self-development. Whereas in strengthening the Pancasila student profile according to the Ministry of Education and Culture, independent learning students are students who have self-regulation, namely being able to manage behavior, thoughts and feelings in an effort to develop themselves and achieve

learning goals in various fields. According to the data collected, students enthusiastically participated in scouts, muhadhoroh and became ceremonial officers. The teacher must form groups to ensure that all students can take part in the activity.

Parents' openness to children's conditions also has an impact on the ability to manage emotions. Parents' trust in teachers creates students' beliefs that teachers are parents at school who continue to control all their actions. Based on the data collected, the good management of students' emotions can be seen from the small number of records of class incidents caused by conflicts between friends or with other school members and the ability to interact with others. The observation results show that overall MIN 22 Jakarta students are able to interact and work together with others. The Ministry of Religion of the Republic of Indonesia stated that Rahmatan Lil'alamin students have the character of being able to manage their feelings and thoughts, not relying on others and using alternative actions in facing challenges known as independent character.

Lekli and Kaloti (2015) state that a strong partnership between parents and teachers will be a strategy in supporting the learning process of students. This opinion is in line with the facts found at MIN 22 Jakarta. Based on the data collected, children with open parents have good performance inside and outside the classroom such as high learning enthusiasm and willingness to complete assignments as well as possible. They are active and dare to express opinions, answer questions and ask questions. They look enthusiastic about new experiences and lessons, are able to work together with friends and have the ability to manage emotions well.

The results of interviews with teachers revealed that there were four parents who were not open about their child's condition. The parents stated that there were no problems with their child. According to him, when he was taught at home his children were able to take lessons well and always do assignments. Other parents stated that they did not know why their children were different from their accomplished siblings. The teacher revealed that the four children had difficulty following lessons, rarely submitted assignments, and did not fulfill their educational needs. The information obtained by teachers is that parents are busy trading, so they cannot pay attention to their children's education.

The closed attitude of parents makes it difficult for teachers to strategize so that it is difficult to achieve educational goals such as learning outcomes, character building and spirituality. As Irhamna's opinion (Nasution & Suharian, 2020) states that the lack of parental involvement results in reduced effectiveness in fostering learning discipline, morals and children's character. The results of observations and interviews showed that these students lacked enthusiasm for learning, lacked self-confidence, were passive in learning both inside and outside the classroom, and found it difficult to work together. The absence of openness, according to Hill & Taylor (in Amini, 2015) can reduce students' motivation and enthusiasm for achievement.

The parenting dimension is also characterized by the ability of parents to condition the learning atmosphere at home (Epstein, 2011). The data obtained shows that this indicator is not fulfilled. Parents admit that it is difficult to build a conducive learning atmosphere because of their habit of watching television when their children are studying, namely during prime time. Prime time

is prime broadcast time, namely 18.00 – 23.00 WIB where television shows are most watched (Ginting, 2015). The reasons given by the parents included (1) having a toddler who asked for the television to be turned on; (2) as entertainment because you are tired from working all day; (3) the program is good and watched by many people. Some of the families of the students admitted that they did not turn on the television during their children's study hours, but their parents opened their cell phones while accompanying their children to study.

The results of interviews with parents found that leaving the cellphone was more difficult than leaving the television. The reasons given by parents included completing work, communicating, seeking information, and looking for cooking recipe ideas. Students said that this affected the learning process at home. They have difficulty concentrating, parents respond slowly, and they want to open their cell phones like their parents, which reduces their enthusiasm for learning.

Students hope that parents do not watch television or play cellphones while accompanying them to study so that they are more focused and concentrated. In the opinion of Pola et al., (2020) that parental support in creating a learning atmosphere at home is very necessary because while studying at school there is no direct control from parents. A positive learning atmosphere at home can increase student motivation and learning outcomes effectively. Therefore, parental awareness is needed to be able to create a conducive space when children study at home because parents' perspectives on their role in school-based and home-based education as a whole can improve students' performance at school (Hornby, 2011)

Factors causing the difficulty of creating conducive learning conditions are also caused by economic factors. Limited housing conditions and unfulfilled educational facilities are the causes of low parental involvement on this indicator. As Berthelsen & Walker (2008) stated, parents with a weak economy tend to have low involvement in education because of their inability to meet educational demands. It is known that the number of recipients of KJP (Jakarta Smart Card) in class 5 MIN 22 Jakarta totaled 48 people. KJP (Jakarta Smart Card) is a strategic program funded by the DKI Province APBD to provide access to education services for DKI Jakarta residents who are personally incapable of materially, namely with parents whose income is inadequate in fulfilling basic education (kjp.jakarta.go.id, n.d.). That is, 48 people out of 100 students or 48% of students in class 5 MIN 22 Jakarta, including residents of DKI Jakarta who are materially incapacitated.

The results of interviews with teachers, parents and students found that they could not do much with these conditions. The teacher revealed that some parents have a strong will to be able to meet their children's needs even though they are limited. They manage KJP funds in such a way as to meet the educational needs of students. However, the teacher also acknowledged that some parents just resigned themselves to the situation. Such conditions cause parental involvement in the dimensions of parenting at MIN 22 Jakarta to experience obstacles.

Parental involvement in the parenting dimension at MIN 22 Jakarta is running well on the indicator of vaccination/immunization permits. Parents and teachers welcome vaccines and immunizations in schools because they are easier and more effective. Based on the Jakarta MIN

22 vaccination document, all grade 5 aged over 12 years have received vaccines 1 and 2 for Covid-19. Six of them carried out vaccines outside of school. Meanwhile for the DT (Tetanus Diphtheria) vaccine, the measles rubella vaccine, and the Tetanus Diphtheria (TD) vaccine, all students carry it out at school. This program is well implemented because of BIAS (School Child Immunization Month) in collaboration with the local health center and POK (Class Parent Representative).

Students admit that the support from their parents to do the vaccine makes them more courageous and confident, they are not afraid or hesitant to be injected. As the opinion of Epstein, et al. (2002), according to him, parental involvement which supports cooperation between teachers, parents, and the health department increases the responsibility and courage of students to carry out immunizations/vaccines so as to facilitate the realization of government health efforts.

Based on this explanation, the parenting dimension is a dimension that determines efforts to achieve educational goals at MIN 22 Jakarta. Parental involvement in the parenting dimension influences the character of independent students studying at MIN 22 Jakarta. These characters include (1) the character of commitment shown by the spirit of self-development, willingness to complete assignments well, and enthusiasm to learn new things; (2) an independent character shown by the ability to manage emotions, be aware of one's strengths and weaknesses, be able to interact well; (3) the ability to read the Koran well is demonstrated by efforts to study the Koran more seriously.

The results of the correlation test obtained the Pearson Correlation (rcount) obtained rcount < rtable, namely $0.197 < 0.227$, which means there is no relationship between parental involvement in the parenting dimension and the character building of independent students studying at MIN 22 Jakarta. Facts on the ground show that these obstacles occur in the difficulty for parents to build a conducive atmosphere for learning at home. Another analysis found in the field is the role of POK (Class Parent Representative) in helping the implementation of education at MIN 22 Jakarta.

Based on the data collected, parental involvement in MIN 22 Jakarta is coordinated by POK (Class Parent Representative). The role of POK can be identified including: (1) helping teachers ensure that all parents receive information about school programs or activities; (2) representing parents in making decisions for each activity or program to be held; (3) volunteer both materially and immaterially in carrying out school activities; and (4) being a mouthpiece between teachers and parents in providing criticism and input. The teacher said that realizing the variation of SES at MIN 22 Jakarta, the school actively encourages the role of POK to the fullest. As Hikmah (2021) states that the role of the POK is part of the function of student guardian representatives, namely creating good relations with parents and students.

Another factor that supports the formation of independent learners studying at MIN 22 Jakarta is the role of the teacher. Based on the data collected, the teacher takes on roles that should be carried out together with parents, including (1) at the Scout jamboree practice, the teacher prepares consumption for the jamboree participants and trainers for three weeks with personal

funds; (2) the teacher motivates students to set aside pocket money and use savings to buy new uniforms. It is known that these students wear inappropriate uniforms, they also save money and use Eid money to buy uniforms; (3) The teacher provides motivation and additional study hours for students who have learning difficulties.

The teacher said, in accordance with the vision of MIN 22 Jakarta, they serve to create a generation that is superior and has good character. They also realize that their efforts to educate children are a form of worship to Allah SWT. This fact is supported by Jannah's opinion (2015) that teachers are not only required to have professional skills in class management and administration, but also tenacity, patience, accuracy in determining steps, being responsive to all conditions until the end of the work to produce the expected students.

The Role of Parental Involvement in Education the Communication Dimension

The communication dimension in parental involvement according to Epstein is two-way communication between parents and teachers which can increase mutual understanding and cooperation (Epstein et al., 2002). The communication dimension is characterized by two-way collaborative communication and the specific objectives of each program implemented by the school. One form of communication carried out at MIN 22 Jakarta is inviting parents to a meeting. Stern (2003) states that involving parents by inviting meetings at school is a good effort by the teacher as a form of concern for building communication. The involvement of parents by attending invitations is seen as a form of loving and appreciating their children.

Since the 2022/2023 academic year, there have been four meetings in grade 5. These meetings include the beginning of the year meeting, the AKMI/ANBK preparatory meeting, the AKMI/ANBK stabilization meeting, and the scout jamboree preparation meeting. Based on the data collected, communication through meetings did not encounter significant obstacles. POK always reminds parents to attend meetings by informing them of the time, place and purpose of the meeting. Communication goes in two directions. Parents are given the freedom to express opinions. The results of the meeting decisions will be informed again via messages in the WhatsApp group. The interactions that occur between parents and teachers support the improvement of the quality of education in schools (Dor, 2012). Another form of communication is taking report cards. The moment of taking report cards is usually used by parents and teachers to share information about the condition of children at home and at school.

The meeting attendance list shows that the absence of parents has a logical reason, namely illness and work that cannot be left behind, while taking the report card is attended by all parents. The presence of parents fulfilling the teacher's invitation according to Nurpitasari et al., (2018) can help teachers build teacher self-esteem in front of students, reduce educational problems and increase student awareness to learn. This opinion is in line with the facts on the ground. The presence of parents in each invitation increases students' awareness of education. The activeness of parents influences the activeness of students in the school environment, seriously participating in school activities. Communication is also carried out through home visits. Home visits or home visits according to Hornby are one way for teachers to stimulate parental involvement. Not only as a way to build communication, home visits also allow

teachers to know the situation of students' homes, family conditions, habits, parenting styles that can affect students' character (Hornby, 2011).

The communication dimension is characterized by knowing the specific goals of each school activity by parents. Teachers and POK provide information to parents and students regarding school activities or programs including implementation objectives. From the results of observations and documents, it was found that the delivery of information was carried out through direct notifications at student parents' meetings, circular letters, and through the WhatsApp group. POK also helps convey information orally. The results of interviews with parents found that they did not know the specific goals of the programs held by the school. According to him, they only read information on important parts such as the time of implementation and what must be prepared. Goals are not so important to parents because they believe school programs must have positive goals. Parents' opinion can be a barrier to communication between teachers and parents. As Stern, (2003) stated that parents should know the goals of school programs or activities as a form of parental responsibility that is "borrowed" by the school.

Effective and positive communication with the school influences student performance. Students are enthusiastic in learning both in class and outside the classroom, easily directed, open, responsible, have high initiative, able to interact well. On the other hand, parents who are reluctant to cooperate with teachers have an effect on students' decreased self-confidence, decreased motivation and enthusiasm for learning, low self-esteem, difficulty interacting. This shows that parental involvement in the communication dimension plays a role in building the character of independent students studying at MIN 22 Jakarta. These characters include the character of commitment in the form of being enthusiastic about participating in school activities and completing assignments well. Another character is an independent character characterized by initiative and being able to work in groups.

Quantitative data shows the results of the Pearson Correlation value $r_{\text{count}} > r_{\text{table}}$, namely $0.331 > 0.227$ which indicates a positive relationship. While the results of the significance test obtained $t_{\text{count}} > t_{\text{table}}$, namely $3.060 > 1.665$, which means there is a significant relationship. These results indicate that there is a positive and significant relationship between parental involvement in the communication dimension and the character building of independent learning learners. The communication dimension obstacle encountered at MIN 22 Jakarta is parents' ignorance of the specific objectives of the programs implemented. As Weiss (Sreekanth, 2011) suggests, parents should know the mechanisms and processes of various school activities and programs so that they can achieve educational goals.

The Role of Parental Involvement in Education Dimensions of Home Study

Epstein stated that parental involvement in the learning at home dimension is how parents accompany learning related to the curriculum and activities that apply in schools. This dimension is characterized by parents meeting educational needs, correcting children's work, including additional activities to hone children's interests and talents, and giving appreciation (Epstein et al., 2002).

During the ANBK implementation, there were six parents who had difficulty meeting their laptop needs due to economic limitations. Economic factors become an obstacle to parental involvement in education because the funds owned by parents are not sufficient to implement school programs in achieving long-term and short-term educational goals (Hornby, 2011). MIN 22 Jakarta provides convenience by lending laptops to teachers and guardians of other classes. Other policies are (1) parents do not need to buy textbooks because they are loaned by the school; (2) LKPD (Student Work Sheets) provided by schools may be purchased, photocopied or handwritten. This policy is expected to assist parents in meeting their children's educational needs because teachers should be able to build partnerships with fellow teachers and other student guardians in minimizing low parental involvement in achieving educational goals (Epstein et al., 2002).

Some students receive additional facilities in the form of reading books such as children's novels, comics, encyclopedias, lesson enrichment books, and other children's reading. Parents revealed that facilitating reading that is liked is expected to encourage children to like reading so as to increase their creativity and learning achievement. The opinion of these parents is in line with Syafrizal et al., (2021). According to him, the habit of reading can improve children's understanding, reasoning power and creativity. Based on the data collected, the performance of students whose educational needs are met is different from students whose needs are not met. Students will be eager to learn, have confidence in achieving learning goals, confident, active inside and outside the classroom, able to work in groups if their educational needs are properly facilitated.

The list of scores and portfolios shows the average score obtained by students with predicate B (good). The results of the interviews showed that parents not only reviewed, but helped complete assignments by teaching and looking for examples of solutions on the internet. Students are asked to understand the questions and look for answers from many sources. They said they were happy because the job became easier. In addition, they can choose which method is the easiest to use in solving the problem. The habit of reading carried out by students accompanied by their parents also improves students' reading literacy skills. The teacher stated that parental assistance while studying at home increased student learning achievement. This fact is supported by the opinion of Rahman (2014) that parental involvement in the learning process will support the success of the child's education.

The next dimension of studying at home is involving children in various activities that hone their interests and talents because parents believe that every child has a lot of potential, not just academic potential. As Rusmana et al., (2017) quoted Gardner's statement, there are seven types of intelligence possessed by humans including spatial, linguistic, interpersonal, musical, kinesthetic, intrapersonal, and mathematical logic. The data obtained, additional activities followed in the form of swimming and martial arts. These activities not only hone self-potential but also increase students' self-confidence. The observation results show that students are confident and actively participate in lessons even though they are weak academically. Parents' belief in their child's success encourages parents to be involved in the educational process

which has an impact on self-confidence and takes children beyond their limitations (Yosef et al., 2021).

The learning dimension at home is marked by giving praise to children. The results of interviews with parents found that they understood that giving praise to children is one way to increase self-confidence and encourage children to continue to do good. The form of appreciation recognized by students makes them proud and confident, they are encouraged to continue to do good to make their parents happy. This fact is supported by Slavin's opinion (in Pola et al., 2020) that the form of parental involvement in education can be done by behaving, namely by giving rules, reward and punishment, paying attention, responding and appreciating.

Quantitative data shows the Pearson Correlation value $r_{\text{count}} > r_{\text{table}}$, namely $0.245 > 0.227$ which indicates a positive relationship and the results of the significance test $t_{\text{count}} > t_{\text{table}}$, namely $4.365 > 1.665$ so that there is a positive and significant relationship between the parental involvement dimension of learning at home and the formation of the character of independent learning students at MIN 22 Jakarta. These results are in line with the data obtained in the field that the involvement dimension of learning at home is proven to be related to the formation of the character of independent learning students in the form of commitment marked by a willingness to complete work and assignments as best as possible. An independent character shown by solving problems by trying various alternative ways and taking the initiative to do positive things and likes to be literate by making the habit of reading in order to gain understanding.

The Role of Parental Involvement in the Voluntary Dimension Education

Parental involvement (involvement of parents) dimension of volunteering (volunteering) is an activity that allows parents to share time and ability to support school programs. The volunteer dimension is marked by the participation of parents in school activities both materially and immaterially, and the willingness to share potential related to professions/interests/talents (Epstein et al., 2002).

Based on the data collected, POK MIN 22 Jakarta participates in school activities as a volunteer both materially and immaterially. POK participates in Maulid Nabi activities to prepare food and event venues, assists with the implementation of the Covid-19 vaccination to prepare vaccine participants and consumption for the team of doctors, they also spend personal money to organize school activities. The role of POK is in line with the opinion of Megiati (2016) stating that the participation of parents and the school in fostering cooperation can create a conducive atmosphere for school members.

The obstacle encountered was that parents objected to issuing material for the benefit of the school. Parents think that sending their children to public schools means that educational facilities are obtained free of charge. This assumption gives rise to negative parental involvement where parents view that their obligation is only limited to sending their children to school and transferring the responsibility for education to another party (Hornby, 2011), namely the government. Even though parents' volunteerism for school programs and activities can strengthen school programs to run more effectively (Epstein, 2011).

Another indicator in the volunteer dimension is sharing experiences related to professions/interests/talents if needed by the school. Parents said they did not mind sharing experiences and knowledge. POK who have experience coordinating classes are happy to share their experience and knowledge with new POK so that POK performance can run effectively and efficiently and have a positive impact on the delivery of education at MIN 22 Jakarta. Meanwhile, the involvement of parents regarding professions, talents and interests has never been carried out by MIN 22 Jakarta. However, if it will be implemented, parents claim not to object.

The results of the correlation test obtained the Pearson Correlation value $r_{\text{count}} > r_{\text{table}}$, namely $0.356 > 0.227$ and the results of the significance test $t_{\text{count}} > t_{\text{table}}$, namely $3.317 > 1.665$. These results show that there is a positive and significant relationship between parental involvement in the volunteer dimension and the character building of independent learners learning at MIN 22 Jakarta. These results are in accordance with the facts on the ground that the volunteerism of parents in the implementation of education in schools has a positive impact on students.

Students who see how parents play a role for smooth running and the common good emerge optimism, initiative, adaptability and interaction, responsibility, and being able to hold trust. These attitudes form the basis for the formation of independent character in students. Vounteering also has an impact on the activeness and seriousness of students in carrying out school activities. This attitude is a form of character commitment. This fact is supported by Amini's opinion (2015) that the role of parents in education can encourage the growth and development of students' character in a positive direction.

The Role of Parental Involvement in Education Dimensions of Decision Making

Decision making is one dimension of parental involvement, which means that there is a partnership between parents and the school which gives parents the opportunity to participate in making decisions about school programs that have an impact on themselves and other students. The dimension of making decisions is characterized by being active in developing the school through being involved in making decisions related to school programs, expressing opinions, giving criticism and suggestions, and being involved in fundraising (Epstein, 2011).

Based on the data collected, the activities that will be held at MIN 22 Jakarta always involve parents or parents' representatives in making decisions according to the conditions and urgency of the activity. Meetings that only involved POK included meetings for the Scout Jamboree, meetings for teacher's day activities, meetings for the birthday of the Prophet Muhammad, and meetings for repairing the school prayer room. The role of the POK is to accommodate aspirations in an effort to improve the quality of education (Hikmah, 2021). Previously, POK had accommodated input from parents. These inputs were then discussed to reach an agreement. The decisions that have been agreed upon are then disseminated by the POK and the teacher.

Decision-making that involved all parents of students from July to November 2022 included early-year student guardian meetings, AKMI/ANBK preparatory meetings, and AKMI/ANBK strengthening meetings. The results of observations, documents and interviews show that not

all parents comply with invitations, 10-20% of parents are used to being absent. In the opinion of Raraswati (in Hatimah, 2016) that parental involvement in education in Indonesia still needs improvement and improvement, this involvement has not made education more systematic, effective, let alone certified. In Indonesia, parental involvement is still focused on how the role of parents can improve children's learning achievement. Some still feel that everything related to the implementation of education in schools is entirely the responsibility of the school.

During the meeting, discussions went in two directions and decisions were taken based on mutual agreement. The involvement of parents at MIN 22 Jakarta is in accordance with the opinion of Lekli & Kaloti (2015) that by giving parents the opportunity to communicate their opinions means building parental involvement which has a positive effect on students. Based on the data, students whose parents are involved in decision-making positively show the character of commitment and independence, marked by enthusiasm and seriousness in activities held by the school and high initiative. The facts obtained are in line with the opinion of Clinton and Hattie (Ntekane, 2020) that building a positive relationship between teachers and parents has an effect on students' commitment to learning.

The Pearson Correlation value based on the results of quantitative analysis obtained $r_{\text{count}} > r_{\text{table}}$, namely $0.321 > 0.227$ and the results of the significance test $t_{\text{count}} > t_{\text{table}}$, namely $3.317 > 1.665$ $t_{\text{count}} > t_{\text{table}}$, namely $2.953 > 1.665$. These results indicate that there is a positive and significant relationship between the dimensions of parental involvement in making decisions and the character formation of students at MIN 22 Jakarta. These results as well as the facts show that parents who are involved in decision making, respond positively to the results of decisions, and participate in fundraising have an impact on the committed and independent character of students.

The Role of Parental Involvement in Educational Dimensions of Collaboration Work

Epstein states that the dimension of cooperation in education is the involvement of parents, teachers, students and other communities who have a role in education in supporting and improving the quality of education (Epstein et al., 2002). Working together means giving parents the opportunity to collaborate with the community and society in an effort to make school programs successful (Pola et al., 2020).

Collaboration with other institutions carried out at MIN 22 Jakarta is with the North Jakarta Health Center and PMI. Collaboration with the Puskesmas with the implementation of BIAS (National Childhood Immunization Month). Desforges and Abouchaar (in Pasha et al., 2021) state that parents are responsible for providing a healthy environment and supporting physical conditions that enable healthy growth and development physically and intellectually. Realizing their responsibility as parents for children's health, parents stated that having BIAS in collaboration with the Puskesmas provided benefits for them. They do not need to go to a hospital or other health place to carry out vaccines/immunizations because it is held at school.

Cooperation between MIN 22 Jakarta and PMI North Jakarta in various humanitarian activities including fundraising for blood donors, natural disasters and fire events. All school members participate in fundraising by exchanging the donation paper for an amount of money according

to their ability. Good parental support for engaging in humanitarian activities influences not only knowledge competence but also attitudes (Rahman, 2014) concern and initiative of students in helping others and skills.

The teacher stated that cooperation at MIN 22 Jakarta was still encountering obstacles. Not all parents can be involved, especially when it comes to additional costs. Therefore, MIN 22 Jakarta cannot hold activities that involve other communities such as PMR, robotics, IQ tests, hadroh, and so on because they have to incur additional costs. Quantitative analysis obtained the Pearson Correlation value $r_{\text{count}} > r_{\text{table}}$, $0.036 > 0.227$ and the results of the significance test $t_{\text{count}} > t_{\text{table}}$, $3.115 > 1.665$. These results indicate that there is a positive and significant relationship between the dimensions of parental involvement in working together with the character building of independent students studying at MIN 22 Jakarta. As is the fact on the ground that POK children have the character of independent learners learning in the form of commitment and independence. The character of commitment is marked by the motivation to participate in activities both inside and outside the classroom, likes challenges, self-confidence, and optimism. Independent character is characterized by the ability to manage emotions, seriousness in learning, initiative, ability to adapt and interact and know oneself.

Based on the results of the research, it is known that parental involvement is a process of partnership between teachers and parents, fellow parents and parents with other home and school-based institutions in an effort to achieve educational goals. The more effective the involvement of parents in education, the better the education will be and the education will run as expected. The fulfillment of the dimensions of parental involvement in education has an influence not only on academic potential but also on the formation of the character of students. The character that is the goal in facing the era of the industrial revolution 4.0 is the character of independent students learning the characteristics of madrasas, including commitment, independence, passion and ability to be literate, and the ability to read the Koran properly and correctly.

D. CONCLUSION

Based on the collection of quantitative and qualitative data, it can be concluded that the research results are as follows:

1. There is a positive and significant relationship between parental involvements in education on the character building of independent students studying at MIN 22 Jakarta. This means that H_0 is rejected and H_a is accepted.
2. Parental involvement in the parenting (volunteering) dimension at MIN 22 Jakarta is experiencing problems. Parents find it difficult to create a conducive atmosphere for studying at home due to economic and social factors. Quantitative data shows that there is no significant relationship between parental involvement in the parenting dimension and the character building of independent learners learning at MIN 22 Jakarta.
3. There is a positive and significant relationship between parental involvement in the communication dimension (communicating) and the character building of independent

students studying at MIN 22 Jakarta. Communication between teachers and parents is bridged by POK (Class Parent Representative) through student guardian meetings, taking report cards, and home visits. The obstacle in this dimension is parents' ignorance of the specific objectives of the activities held by MIN 22 Jakarta. Effective communication between parents and teachers plays a role in the formation of the character of commitment, independence, passion and ability to be literate, and to read the Koran properly and correctly.

4. There is a positive and significant relationship between parental involvement in the learning at home dimension and the character building of independent students studying at MIN 22 Jakarta. Obstacles were encountered in the indicators of meeting educational needs. Several policies were carried out by the school to ease the burden on parents. The dimension of learning at home plays a role in the formation of the character of commitment, independence and passion and ability to be literate.
5. There is a positive and significant relationship between the parental involvement dimension of volunteering (volunteering) and the formation of the character of independent learners learning at MIN 22 Jakarta. Obstacles in this dimension are parents' assumption that sending their children to public schools means that educational facilities are obtained free of charge, so they are reluctant to incur additional costs for the provision of education at MIN 22 Jakarta. POK plays a role as a volunteer by participating in school activities both materially and immaterially. The volunteer dimension has an impact on the formation of the character of independent learning students, namely commitment and independence.
6. There is a positive and significant relationship between parental involvement in the dimensions of making decisions (decision making) and the character building of independent students studying at MIN 22 Jakarta. Decisions are made through meetings involving all parents or POK depending on the conditions and urgency of the activities to be held. This dimension has an impact on the character of independent learning students in the form of a commitment and independent character.
7. There is a positive and significant relationship between the dimensions of parental involvement in making collaboration work and the character building of independent students learning at MIN 22 Jakarta. SMA collaboration is not only carried out with teachers and fellow parents, but also with other institutions, namely the North Jakarta Health Center and PMI. The involvement of the dimensions of cooperation has an impact on the formation of the character of commitment and independence of students at MIN 22 Jakarta.
8. Parental involvement at MIN 22 Jakarta is coordinated by POK (Class Parent Representative). The role of POK can be identified including: (1) helping teachers ensure that all parents receive information about school programs or activities; (2) representing parents in making decisions for each activity or program to be held; (3) volunteer both

- materially and immaterially in carrying out school activities; and (4) being a mouthpiece between teachers and parents in providing criticism and input.
9. Factors supporting the formation of independent students learning at MIN 22 Jakarta are the role of the teacher by taking on roles that should be carried out together with parents, including (1) issuing and personal for the benefit of students; (2) motivating students to be able to meet educational needs; (3) provide additional study hours in overcoming learning problems.
 10. Factors inhibiting parental involvement at MIN 22 Jakarta include: (1) Student/child factors, namely parental involvement decreases as children get older; and (2) social factors, including economic status and social conditions of parents.

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