

The Needs Of Student Parents Towards School and Family Collaboration In Students Of SDIT Religious Character In Makassar South Sulawesi, Indonesia

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Abstract: *This research was motivated by a significant challenge for educators both parents at home or teachers at school. The phenomena that appear from day to day occur the mode of deviant behaviour carried out by students whose quantity and quality are increasing while the religious character of the students decreases. Therefore, parents as the main educators of the family need to synergize their activities with the school in order to strengthen the religious character of the students. This study included Descriptive Analysis research. The purpose of this study was to obtain an overview of the parents' needs for school and family collaboration in strengthening the religious character of students at SDIT in Makassar. In addition, in this study also revealed how much of the parents' needs had been facilitated in the process of collaboration with the schools that had been going on. The methodology in this study used a quantitative descriptive design involving 157 parents to explain phenomena related to parental needs and the implementation of collaboration between schools and families in strengthening the religious character of students. Data was collected using a questionnaire. Data analysis was performed with descriptive statistics using the Microsoft Excel version 16.10 application. These findings suggest that there will be a great need for activities in school and family collaboration in strengthening the religious character of students, activities both in the form of education, communication, contributions and interactions that focus on achieving faith, worship, discipline and earnest and noble character. All parents really need to face the challenges of the present time, while implementation or how much of the collaboration activities that are currently taking place has been facilitated is still at a level of less and very less. Based on the findings of this study, it can be concluded that the need for the design of school and family collaboration activities is primarily in strengthening the religious character of students. Activities that are very much needed by parents are education, communication, contribution and interaction activities that all these activities strengthen religious character, namely faith, disciplined worship and earnest and noble character.*

Keywords : *Needs; Collaboration; School; Family; Religious Character*

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I. Introduction

Ki Hajar Dewantara has long sparked the idea that schools, families and communities are the most important education centres to be able to ensure optimal growth of children. This is in line with thinking [1] which explains that the role of parents in the three poles, namely father and mother at home, father and mother teacher in school and parents as members of the community should be able to create the conducive of social atmosphere for child development.

Parents are as the first and foremost educator for their children because from their parents the children initially receive education. The meaning of family according to [2] is the first and foremost institution where children learn, from families, they learn the nature of faith, noble qualities, communication and social interaction and life skills. In addition to parents, schools are also part of the elements responsible for education. Schools have a very strategic role in shaping the character of children with the intensity of the presence of children more than 30% of the time in a day spent in school. Basically according to [3] the school is tasked to provide knowledge, skills and abilities needed by students so that he can climb the journey to his full maturity and channelled potential talents that he has.

But the challenge for educators both parents at home or teachers in schools is quite large. The phenomena that appear from day to day occur the mode of deviant behaviour carried out by students who in increasing quantity and quality. Based on surveys, 3 out of 10 students in Indonesia have smoked before the age of 10, 34.58 percent of high school students are active smokers, the National Narcotics Agency (BNN) survey shows the prevalence of drug abuse in students reaches 4.7 percent of the total number of students or around

921,696 people [4]. The ICRW Survey reported that 84% of Indonesian children experience violence in school. In line with this, the Kita and Buah Hati Foundation Jakarta reported that 2,594 children of grade 4.5 and 6 elementary schools in *Jabodetabek* and Riau Islands showed surprising data, 98% of children had seen pornographic content. Most of the pornographic content was accessed via 'cell phones', namely film (19%), video clips (17%), online games (13%), online comics (13%) and internet sites (12%). (Sukarelawanto: 2017). It is so easy for children to access pornography on the internet, children's games with gambling, violence and sadism. Children are easily exposed to negative content that has a negative impact on children's growth and development, including the formation of character, values and behaviour that will carry over to adulthood.

The results of the study [5] state that there are student characteristics that are of concern and carried out among the students themselves 53.33% of students claim to often violate school rules. 63.30% violated etiquette, 56.67% often neglected their duties / obligations. The declining morale of students was one of the consequences of the rapid development of technology which was not balanced with an increase in the quality of students' character. Also the position of vulnerable children often escapes the attention of parents and families due to the busyness of parents [6].

The government's desire for parental involvement in education is reinforced by the results of the research put forward by [7]. They both highlighted the readiness of parents as the number one stakeholder in educational partnerships. The role of the family in shaping children's character does not always work well. it is desirable not always to be in line with expectations

So far, there is an impression that education for children is only the responsibility of educational institutions, so many parents fully surrender the process of education and teaching to schools. Schools and families should work harmoniously to carry out the process of education and learning for children. Develop education programs for parents. The program can be a synergic communication between parents and schools to monitor the development of their children. The results of research conducted by [8] are concluded that: parents who are involved in parenting groups are more successful in shaping children's achievement and character strengthening than parents who do not participate in school programs.

For this reason, schools and parents must be in line in addressing the problems that arise. With the cooperation between the two parties the real power can be raised to increase moral values as a human. [9] personal and social achievements so that it can be a provision in counteracting the adverse effects of current technological advances. This can be realized if the partnership between schools and parents can work synergistically to achieve common goals.

Based on the findings above, the researcher was interested in revealing how much the level of parental needs related to partnerships with schools in strengthening the religious character of students. In addition, in this study also revealed how much of these needs had been facilitated in the process of collaboration with schools that had been going on.

II. Material And Methods

2.1. Types of research

This research uses quantitative descriptive design to explain phenomena related to parental needs for school and family collaboration in strengthening the religious character of students. These aspects are explained in the mean, median, and mode which are then included in one of the criteria within the specified range.

2.2 Research Samples

The current study sample consisted of 157 parents from three Integrated Islamic Primary Schools in Makassar

2.3 Instructional Material Development Procedure

Before collecting data to explain the needs of parents in collaborating with schools to strengthen students' religious character, the instrument was developed through a series of activities, (1) establishing indicators of school and parent collaboration activities; (2) establish sub indicators of each indicator of school and parent collaboration activities, and (3) test the validity of the instrument.

The indicators and sub-indicators of collaborative activities are decided by reference to the theories and research findings found in [10], [11], [12], [13]. Meanwhile, indicators and sub-indicators of religious character are based on theories and research findings found in [14], [15], [7], [16]. Validity of content is examined through consultative interviews conducted by Education Management experts and Education experts Islam, followed by a revised draft instrument. The revised draft, which has passed the original assessment, was used as a data collection tool from this study

2.4 Research Instruments

The instruments used to collect this research data are questionnaires consisting of components of school and parent collaboration activities, namely; 1) educational activities, 2) communication activities, 3) contribution activities and 4) interaction activities. While strengthening religious characters including; 1) faith 2) worship, 3) discipline, 4) noble character.

2.5 Data analysis techniques

Data obtained from the results of distributing questionnaires to 157 parents of SDIT students in Makassar were analyzed by descriptive statistics using the Microsoft Excel application 16.10. The results of the analysis according to the indicators are included in one of the predetermined range criteria based on the number of items asked to the respondents. Criteria based on interval range can be seen in table 1 below:

Table 1. Criteria for parental needs for collaboration dimensions based on interval ranges

Dimension/Indicator	Range/interval		Category
Education	16	$\leq x \leq 28$	Not needed
	28	$< x \leq 40$	Less needed
	40	$< x \leq 52$	Needed
	52	$< x \leq 64$	Very Needed
Communication	16	$\leq x \leq 28$	Not needed
	28	$< x \leq 40$	Less needed
	40	$< x \leq 52$	Needed
	52	$< x \leq 64$	Very Needed
Contribution	12	$\leq x \leq 21$	Not needed
	21	$< x \leq 30$	Less needed
	30	$< x \leq 39$	Needed
	39	$< x \leq 48$	Very Needed
Interaction	16	$\leq x \leq 28$	Not needed
	28	$< x \leq 40$	Less needed
	40	$< x \leq 52$	Needed
	52	$< x \leq 64$	Very Needed

While for the results of the analysis of parental needs for school collaboration activities and parents as a whole there are 60 items using the following criteria and ranges:

Table 2. Criteria for parental needs for collaboration based on interval ranges

Component	Range/interval		Category
Collaboration between schools and families	60	$\leq x \leq 105$	Not needed
	105	$< x \leq 150$	Less needed
	150	$< x \leq 195$	Needed
	195	$< x \leq 240$	Very Needed

III. Result

The results obtained in this study are in accordance with the objectives of the study, namely explaining the needs of parents in collaborating with schools to strengthen students' religious character presented as follows.

Parental needs for collaborative activities with schools are on the education dimension that will strengthen the religious character of students (faith, worship, discipline and morals) tend to be very much needed, this can be seen in the results of parental responses which are at intervals of $52 < x \leq 64$ with median values 60.

Table 3. Results of Analysis of Educational Dimension Descriptions

<i>EDUCATION</i>	
Mean	55,08917
Standard Error	0,948467
Median	60
Mode	64
Standard Deviation	11,88426
Sample Variance	141,2356
Kurtosis	2,178806
Skewness	-1,75079
Range	48
Minimum	16
Maximum	64
Sum	8649
Count	157

This finding suggests that parents desperately need education facilitated by schools in increasing their knowledge and skills in parenting so that parents can increase their role in shaping and strengthening children's religious character. This is in accordance with the findings [8] concluded that: parents who are involved in parenting groups (education), (1) are more able to stimulate the development of their children's language, (2) more able to stimulate their children's cognitive development, (3) able to provide educational activities more than parents who do not participate in parenting groups. While the benefits for students are that the cognitive results of children whose parents attend parenting groups significantly. Also the findings of this finding are similar [17]; The role of educators must be wise in describing the values of Al Qoran, because it must be accompanied by habituation and exemplary, through educational activities so that parents are moved to become role models and familiarize children with Islamic characters. In this study it was also revealed that implementation or how much the needs of parents have been facilitated for collaborative activities with schools, namely in educational activities that will strengthen the religious character of students (faith, worship, discipline and morals) tend to be less, this can be seen in the results of parental responses to implementation which is at an interval of $28 < x \leq 40$ with a median value of 29.

Parental needs for collaborative activities with schools are in the communication dimension that will strengthen the religious character of students (aqeedah, worship, discipline and morals) tend to be very much needed, this can be seen in the results of parental responses at intervals of $52 < x \leq 64$ with median values 55

Table 4. Results of Analysis of Description of Communication Dimensions

<i>COMMUNICATION</i>	
Mean	51.93630573
Standard Error	0.990963644
Median	55
Mode	64
Standard Deviation	12.41673887
Sample Variance	154.1754042
Kurtosis	0.703240105
Skewness	-1.18851546
Range	48
Minimum	16
Maximum	64
Sum	8154
Count	157

This finding suggests that parents really need communication activities. Communication provides information to schools and communication from school to parent regarding the habituation of children to strengthening religious character. The importance of this communication is also found in [10] which suggest activities for regular communication with school staff about programs, children's progress, and other school matters. Also in [11] who suggested that with this communication parents would know and understand what they should do in relation to their children's education and how parents shape their behavioural patterns in building good collaboration with schools built from belief. While from the aspect of implementation of communication activities for strengthening religious values, the response of parents is in a lesser tendency. This can be seen from the results of the description analysis which shows that it is at an interval of $28 < x \leq 40$ with a median value of 30.

Parental needs for collaborative activities with schools are on the contribution dimension that will strengthen the religious character of students (faith, worship, discipline and morals) tend to be very much needed, this can be seen in the results of parental responses that are at intervals of $39 < x \leq 48$ with median values 45

Table 5. Results of Analysis of Description of Contribution Dimensions

<i>CONTRIBUTION</i>	
Mean	41.27389
Standard Error	0.706449
Median	45
Mode	48
Standard Deviation	8.851779
Sample Variance	78.35399
Kurtosis	2.091897
Skewness	-1.65152
Range	36
Minimum	12
Maximum	48
Sum	6480
Count	157

This finding suggests that parents really need activities that they can contribute to can strengthen their children's religious character. The importance of parents being involved in this contribution activity was found in the study [18], the finding of which was the need for parents to be empowered to do the best for their children and help them carry out their responsibilities. Also in the study [19] showed that strategies that paralleled various types of parents and their obstacles in contributing could be identified by the school team to realize effective partnership relationships. While the results of parental respondents regarding the implementation of collaborative activities on the contribution dimension are less likely, this can be seen from the results of the description analysis at intervals of $21 < x \leq 30$ with a median of 23.

Parental needs for collaborative activities with schools are on the dimension of interaction that will strengthen the religious character of students (faith, worship, discipline and morals) tend to be very much needed, this can be seen in the results of parental responses at intervals of $52 < x \leq 64$ with median values 62.

Table 6. Results of Analysis of Description of Interaction Dimensions

<i>INTERACATION</i>	
Mean	56.89171975
Standard Error	0.890803524
Median	62
Mode	64
Standard Deviation	11.16173616
Sample Variance	124.5843541
Kurtosis	3.339289234
Skewness	-1.97917562
Range	48
Minimum	16
Maximum	64
Sum	8932
Count	157

This finding suggests that parents really need interaction activities in strengthening their children's religious character. The interaction of parents and children is needed especially in shaping the religious character of children at home, as the findings it easier to shape children Emotional Intelligence (EQ) [20] and children's Spiritual Intelligence (SQ). While the parents 'response to the implementation of collaborative activities on the dimensions of interaction with the tendency is lacking, this can be seen in the results of the parents' responses in the intervals of $28 < x \leq 40$ with a median of 31

Parental needs for collaborative activities with schools as a whole tend to be very much needed, this can be seen in the results of parental responses in the intervals of $195 < x \leq 240$ with a median value of 217.

Table 7. Results of Analysis of Description of Parents' Needs

<i>NEEDS</i>	
Mean	205.191083
Standard Error	3.24968288
Median	217
Mode	240
Standard Deviation	40.7184098
Sample Variance	1657.98889
Kurtosis	2.79735374
Skewness	-1.79112745
Range	180
Minimum	60
Maximum	240
Sum	32215
Count	157

These findings suggest that there will be a great need for activities in school and family collaboration in strengthening the religious character of students, activities both in the form of education, communication, contribution and interaction are all very needed by parents in facing the challenges of the current era. in South Sulawesi about value education in the family, the results of his research are families with different socio-economic status choosing religious (religious) values as the most important priority values to be instilled in their children. Overall the results of the study can be presented in the following histogram

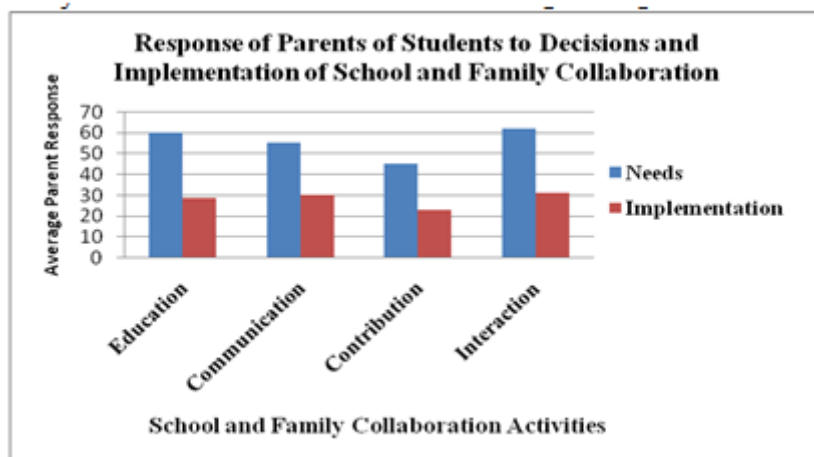


Figure 1. Students 'Parents' Response to Needs and Implementation Collaboration between schools and families

IV. Discussion

The findings in this study indicate that parents with diverse backgrounds really need collaboration between schools and parents in strengthening their children's religious character. Collaboration activities are needed with the school as the initiator or the initiator of the collaboration. Although the parents' time to collaborate is very limited, as found by [22]; school programs that try to invite and involve parents in continuing the educational process on an ongoing basis for children are also still very minimal but still they really need it. By these activities, parents become aware to understand about what they have to do to help the school in achieving the competence of their children.

This view has been corroborated by the results of research conducted by [7]. They both highlighted the readiness attitudes of parents as the number one stakeholder in educational partnerships. It is explained that the parents' willingness to partnership includes the following: (1) a positive attitude towards educational institutions (schools), (2) the desire to take part in activities and events; (3) having an interest in the quality of educational outcomes; (4) can assess their own ability to communicate with the teacher; and (5) understand their role in the process of collaboration with educational institutions (schools).

These findings indicate that collaborative activities to strengthen children's religious characteristics have not been maximized. Though, this activity is still very much needed by parents. The empirical evidence mentioned above has shown that collaborative activities between schools and parents are still very much needed.

In connection with this, it is very important to give serious attention to the needs of parents in collaborative activities with schools, especially in strengthening the religious character of children. There is still a lack of collaborative models that can be implemented by schools to become the material for further research.

V. Conclusion

The findings of the current study indicate that parents of students desperately need collaboration with schools in strengthening their religious character. In this study it was also revealed that parents of students were still not facilitated in fulfilling the need for collaboration with schools in strengthening their children's religious character. This finding promotes the importance of activity design in the form of collaboration in the form of educational activities, communication activities, contribution activities and interaction activities. All parent and school collaboration activities are focused on achieving the religious character of students. The importance of achieving this religious character is felt to be very urgent for parents in facing the challenges of today.

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