



Relationship between Socio-Economic Status, Interpersonal Communication, and School Climate with Parental Involvement in Early Childhood Education

Endrika¹

Universitas Negeri Yogyakarta, Indonesia^{1,2}

Sujarwo²

Said Suhil Achmad³

Universitas Riau, Indonesia³

DOI: <https://doi.org/10.21009/JPUD.142.14>

Accepted: August 15th2020. Approved: September 4th2020. Published: 30th November 2020

ABSTRACT: Parental Involvement in their children's schooling has long been recognized as a critical component of good education. This study aims to find out the relationship between socioeconomic status, interpersonal communication, and school climate with parental involvement in early childhood education. Using survey and correlational research design, data collection was carried out through accumulation techniques with tests and questionnaires. The data analysis technique used statistical analysis and multiple regressions. The findings in the socio-economic context of parents show that the measure of power is an indicator in the very high category with a total score of 5, while the measures of wealth, honour and knowledge are included in the high category with a total score of 4 in relation to parental involvement. The form of interpersonal communication, the openness of parents in responding happily to information / news received from schools about children is a finding of a significant relationship with parental involvement in early childhood education. The school climate describes the responsibility for their respective duties and roles, work support provided, and interpersonal communication relationships, parents at home and teachers at school.

Keywords: *Socio-economic Status, Interpersonal Communication, Climate School, Parental Involvement, Early Childhood Education*

¹ Corresponding Author:
Universitas Negeri Yogyakarta
Email: Endrika1709@gmail.com

1 INTRODUCTION

There is a large body of evidence suggesting that parental involvement benefits children of all ages (Desforges et al., 2003). This covers both home-based and school-based parental involvement, such as listening to children read and supervising homework, as well as parent engagement sessions and parent–teacher meetings (Hornby & Lafaele, 2011). The family is an important part of a children's educational experience. Several studies have identified family factors as important determinants of academic success. The majority of family variables, including systemic (parents' socioeconomic and educational levels, cultural capital, family structure) and dynamic (parent-child partnership, affective environment, disciplinary style, parental level of cognition), influence academic achievement through parental intervention or encouragement (Georgiou & Tourva, 2007). Epstein's (2002) concept of simultaneous domains of control based on the three fields of home, education, and society can be used to categorize the different obstacles to parent involvement.

Some factors make parents less interested in their children's education, especially at school. Parental participation at school is frustrating because parents do not grasp the concept of parental involvement, do not know how to assist children academically, teachers do not encourage parents. Parents only approach school while they are in need, and teachers handle parents poorly (N.A. et al., 2017), even though parental involvement has long-term implications and sets the foundation for academic advancement. Parental participation factors have a cumulative impact on student academic development, according to Fan's (2001) report. He discovered that parents' expectations for their children's educational achievement, as well as contact about school events and research, have a positive impact on their academic growth. Parental engagement influences of contact and parental aspiration, according to Hong and Ho (2005) had consistent direct effects on both initial achievement status and subsequent academic development. For both factors, determining the boundaries of parental engagement is critical because it will aid to the development and execution of intervention programs aimed at improving instructional outcomes for children's learning.

Parental views of school climate, school issues, and school promotion of parental involvement were investigated in Berkowitz et al., (2021) report. The results cast doubt on the positions of educators, as well as federal, state, and local officials, in encouraging non-dominant ethnicity parents and communities to participate actively in their children's education. Parental involvement is seen as a critical component of a school's culture. Students, staff, and parents collaborate to create a positive, secure, supportive, and nurturing in a positive school climate (Thapa et al., 2013), which leads to improve social-emotional and academic outcomes for students (Berkowitz et al., 2017). Parents' views of school climate are linked to increased student achievement ratings.

Regardless of their socioeconomic status, most parents continue to be interested in their children's schooling (W.H. Jeynes, 2014). Low-income parents, on the other hand, are most likely to be preoccupied with meeting their family's immediate financial needs before they can get interested with their children's schooling. These parents may face a slew of additional obstacles to school participation, including inflexible job schedules, a shortage of funding, commuting issues, and stress from living in underserved areas. They may feel unprepared to interfere and become active in school processes because they have had fewer years of education themselves (Kaplan et al., 2010). Teachers may prevent parents from being interested in school because they focus their expectations for parental school

participation on the parents' socioeconomic status. Teachers are often influenced by misleading assumptions about low-income people, such as the belief that poor people are illiterate and that low-income parents are uninterested in their children's education, owing to their low regard for education (Gorski, 2008). However, Reynolds's et al., (2011) research shows differently, that childhood programs that emphasize parental involvement, such as the Child-Parent Center (CPC) initiative, have been shown to improve achievement in low-income African American populations.

Likewise, the relationship between parental involvement in school with communication skills or interpersonal communication between parents and teachers or their own children, according to Wong and Hughes (2006), parental participation depend on the country, race, and community, with minority parents low-income and low-income to be the most hesitant to participate in school. The inability of parents to participate in children's education is exacerbated by feelings of unwanted ness and a lack of language or interpersonal communication skills (Turney & Kao, 2009) These causes contribute to parental uncertainty about what teachers and schools want, lack of parental commitment to participate in school programs, and, finally, failure of parents to meet the academic needs through their children. Based on problems regarding parental involvement, socioeconomic, school climate, and interpersonal communication in children's education, this study aims to find out the socio-economic relationships, interpersonal communication, and school climate with parental involvement in early childhood education.

2 THEORITICAL STUDY

2.1 *Parental Involvement in Early Childhood Education*

Parental involvement is a general term that encompasses a variety of factors. Epstein (2002) also created a structure for parent involvement that includes six typologies based on his research into parent involvement in the school setting. There is much controversy about which form of parental intervention benefits children the most.

Early parental involvement in the classroom affects a variety of aspects of a child's cognitive growth. Furthermore, after adjusting for social status, preschool parent participation is linked to high pre-literacy skills (Arnold et al., 2008). Both overt and indirect impacts of early parental intervention on early accomplishment can be shown (Reynolds, 1992). A variety of factors to see how they could forecast first-grade reading achievement and discovered that early parental involvement, student engagement, and kindergarten achievement has had important direct and indirect impacts. Achievement in first and second grade and discovered indirect effects of parental intervention. The role of student engagement on achievement was demonstrated by parental involvement (Reynolds, 1991).

Miedel and Reynolds (1999) observed that parent participation during preschool and kindergarten projected lower rates of retention and special education placement into eighth grade, demonstrating the significance of early parent involvement and exploring long-term effects of parent involvement. Furthermore, early elementary parental school participation has been shown to have a significant impact on academic performance in puberty among both boys and girls in urban African American and Caucasian communities (Jeynes, 2005).

Longitudinal findings have also shown that parental involvement has a long-term and cyclic effect on achievement. The achievement of children in the first grade has been found to specifically stimulate parental involvement in the third grade, which has a significant impact on subsequent achievement (Englund et al., 2004). Furthermore, after correcting for background features and risk factors, parent involvement in learning is linked to lowering rates of high-school dropout, improved graduation on time, and higher levels of educational attainment (Barnard, 2004). According to the results, the relationship between parental participation and academic achievement is cyclic and begins early in a child's life, and parent involvement and achievement affect one another during childhood and adolescence. This long-term influence demonstrates the importance of early parental involvement in children's academic success later in life.

Numerous studies have shown a link between parental involvement and children's academic performance (Mattingly et al., 2002). However, parental engagement has a strong impact on children's social and emotional growth in addition to their academic performance. As a result, the relationship between parental engagement and socio-emotional characteristics (such as student motivation) warrants further investigation (Amato, 2005). In the cyclic process between parent involvement and academic achievement, a student's motivation to do well in school can play an important role (Reynolds et al., 2004). While parental involvement is obviously a key factor in children's cognitive growth, children's motivation can provide a crucial correlation between parental involvement and school achievement during childhood. An increasing body of research has shown that parental involvement improves social functioning (McWayne et al., 2004). El Nokali et al., (2010) discovered that elementary school students with highly active parents had slightly higher levels of social functioning, fewer behaviour issues in school, and were more driven to do well in school.

2.2 *Socio-Economic Status*

Each of the above dimensions of parental involvement has a direct link to students' academic performance. Several studies have shown that some family characteristics (e.g., parents' educational level, parents' socioeconomic status, family size, family composition, and the children's placement within the family) will serve as predictors of academic achievement. Children from lower-income, less-educated, single-parent, and big families fare worse in school than children from higher-income, more-educated, two-parent, and small families (Porumbu & Necşoi, 2013).

The educational level of parents, rather than other family's demographic characteristics, predicts more heterogeneities in academic performance (Potvin & Leclerc, 1999). Other experiments have tried to show that family factors have a moderating impact on school achievement. According to some research, the association between parental aspects and children's school achievement can be generalized across different socioeconomic classes and family systems, implying that family features play no part in this relationship (Steinberg et al., 1992). Dearing et al., (2004) concluded that the mother's level of schooling has an effect of the association between maternal participation and school achievement.

Attending parent-teacher conferences, volunteering in the classroom, and engaging in educational events are only a few examples of parental involvement (Fan & Chen, 2001). Parental involvement is linked to child success in general, according to studies, with

cross-sectional correlations occurring as early as kindergarten (Culp et al., 2000) and persisting into primary school. Low-SES parents are less likely to get involved in their children's schools than high-SES parents (McWayne et al., 2004). These SES-related disparities may reflect both situational pressures (e.g., long working hours) and attitude variables (e.g., less familiarity with the school setting), which form parental engagement trends in the sense of poverty (Hill & Taylor, 2004).

While it is well accepted that family, socioeconomic status has an impact on students' academic success (Long & Pang, 2016), the direct and indirect consequences of socioeconomic status on children's academic results are still unknown. This study shows that the relationship between SES and academic achievement completely mediated parental desire, parental involvement, and child interest. In other words, the current research adds to the growing body of evidence that the effect of family SES on children's academic performance is diffused rather than immediate. According to the results, strong academic expectations inspire parental interest in child development, resulting in increased child interaction at school, which has a positive impact on academic achievement (Sy & Schulenberg, 2005). High-performance standards, on the other hand, specifically affect a child's attitudes and motivations, reinforcing effortful learning habits and increasing academic competence.

2.3 *Intrapersonal Communication*

In a meta-analysis of the relationship between parental involvement and school student academic achievement, Jeynes (2007) concluded that parental involvement is characterized as parents' interest in their children's educational processes and experiences. Furthermore, the report employs specific parental involvement variables such as general parental involvement (which includes the overall measure of parental involvement), and specific parental involvement (which includes the overall measure of parental involvement) (includes a specific measure of parental involvement, as distinguished from other measures of parental involvement used in the study), parental expectations (the extent to which a student's parents have high expectations for the student's ability to achieve high levels), attendance and participation (whether and how often parents attend and participate in school functions and activities), communication (the extent to which parents and students report a high level of communication overall), homework (the extent to which parents and students report a high level of homework) (the extent to which a parent demonstrates a supportive and helpful parenting approach).

Shute et al., (2011) included a detailed overview of the parental involvement component in their study of the relationship between parental involvement and high school students' academic achievement. They divided the basic facets of parental activity into two categories: activities at home and activities at school. Communication interpersonal activities such as parent-child school discussions (conversations between parents and their children about school activities, programs, and plans), parental aspirations and expectations (the degree to which parents want their children to succeed in school), and parenting style (a complex set of behaviors and/or attitudes that parents demonstrate and communicate to their children). Basic variables in the second group include parent-teacher contact, parents participating in student organizations, and parents volunteering at school.

Parental involvement has long-term consequences and provides a basis for potential progress. Parental participation factors have a cumulative impact on student academic

development (Fan & Chen, 2001). He discovered that parents' expectations for their children's educational achievement, as well as communication about school, have a positive impact on their academic growth. Parental involvement influences of contact and parental aspiration, had consistent direct effects on both initial achievement status and subsequent academic development (Hong & Ho, 2005). For both factors, determining the boundaries of parental engagement is critical because it will aid to the development and execution of intervention programs aimed at improving instructional outcomes for children's learning.

People use communication purposefully to help them accomplish personal goals and purposes such as perception control, relationship formation, persuasion, and social reinforcement, according to functional approaches to communication. While some practical approaches to communication concentrate on the fundamental needs stimulate communication, others understand that motivation is a dynamic response to felt issues triggers behavior within a particular communication context. The explanations that people communicate with one another are known as interpersonal communication motivations (Sun et al., 2011).

Barbato et al., (1997) identified six reasons for interpersonal contact based on the media uses and gratification's viewpoint of media selection and effects: (a) pleasure, or conversing with others for the sake of enjoyment or amusement; (b) affection, or conversing with others to express caring and appreciation for others; (c) inclusion, or conversing with others to help overcome feelings of loneliness and isolation; (d) escape, or conversing with others to avoid other more pressing activities; (e) relaxation, or conversing with others to unwind or rest; (f) and control.

Interpersonal communication offers a conceptually rich and practical prism from which to examine interpersonal communication, especially family communication (Graham, 1994). Interpersonal communication is crucial to comprehending communication, and it not only reflects people's life stages and personal traits, but it also influences communication behavior. Motives influence who people communicate with, how they communicate, and what they communicate over (Barbato et al., 2003).

2.4 *School Climate*

The consistency and character of student life are referred to as school climate. School climate represents norms, goals, beliefs, interpersonal interactions, teaching and learning activities, and organizational processes, and is focused on patterns in people's views in school life. School climate, on the other hand, is more than a human experience: it is a collective process that is greater than any one person's experience. In a democratic climate, a healthy school atmosphere fosters youth growth and learning, which are essential for a prosperous, contributing, and rewarding existence. This climate involves societal, emotional, and physical traditions, beliefs, and aspirations that help people feel secure professionally, emotionally, and physically (Kutsyuruba et al., 2015).

Students, families, and educators collaborate to create, live, and commit to a common educational goal. Educators model and encourage a positive approach toward learning that stresses its advantages and fulfillment. Everyone contributes to the school's operations as well as environmental stewardship. Health, partnerships, teaching and learning, and the atmosphere are all aspects of school climate, as are broader organizational dynamics (e.g., from fractured to unify or "sharing" view, healthy or unhealthy, acknowledged, or unrecognized) (Kutsyuruba et al., 2015).

School atmosphere refers to the emotions and behaviors that are elicited by a school's community (Loukas, 2007). The concept of protection or a healthy learning environment is closely linked to school atmosphere (and is often used interchangeably). The consistency of relationships with multiple individuals, including students, parents, school staff, and the community, is primarily responsible for a healthy and welcoming school atmosphere in which students excel mentally, socially, and academically (Loukas, 2007).

Aside from personal traits, and biological predispositions, both children and adolescents' behavior is influenced by family interactions, school setting, neighbours, and the larger societal background. Both causes affect and help to understand the idea of school environment in general. While certain school settings are welcoming, engaging, and encouraging, others are closed off, unwelcome, and sometimes dangerous. As a result, it has been discovered that school climate can have a positive impact on the learning environment's health by positive educational and psychological outcomes for students and school personnel. However, it can also be a significant barrier to learning by preventing optimal learning and development (Kuperminc et al., 2001).

School climate is the collection of internal characteristics that differentiate one school from another and affect the behaviors of each school's participants. Shared beliefs, conceptions of social practices, and widely accepted meanings of purpose (Hoy et al., 2006). It's also crucial to understand how these climate components work with one another. School climate is a relatively stable property or lasting quality throughout the school system, to put it another way. It is the product of the participants' mutual expectations of school behavior, which influences their own impressions and behaviors. Different meanings of school climate have resulted in different interpretations of what it entails. However, rather than being a well-defined and concrete construct, the term is often just a slogan (Kutseyuruba et al., 2015).

Following studies on school climate, the vocabulary, concepts, and measuring metrics used to describe and quantify climates were expanded. Simons-Morton and Crump, (2003) assessed environment from the viewpoint of students, with a special emphasis on respectful relationships, instructor support, and clarification of school rules. Another significant survey instrument created by Brand et al., (2003) is the Inventory of School Climate–Student, which included criteria related to relationships and the justice of rules and punishments. Later, this group of researchers created a method to assess school climate from the viewpoint of teachers (Brand et al., 2008). Since the classroom is the core environment in which instruction, student-to-student experiences, and teacher–student interactions occur, social atmosphere often occurs on a classroom level. The teacher fosters a sense of ease and satisfaction in a supportive classroom climate by displaying positive regard and affection in encounters with students (Hamre & Pianta, 2005).

3 METHOD

This study uses a quantitative research method aim to test the hypotheses that have been set. Correlational research is used to determine the relationship between one variable with another variable by correlation coefficient's design, determining significant or insignificant, and showing the positive or negative direction to the relationship between variables. This research was carried out in ECE Bejiharjo Village, Bejiharjo District, Gunung Kidul Regency, Yogyakarta and was conducted in February 2018-August 2019.

3.1 Participant

The research sample was taken from nine ECE Institute in Bejiharjo village, Gunung Kidul Regency, which were taken as targets / research subjects. Furthermore, to take institutional data or samples used teacher respondents and parents of students, because this research is related to the involvement of parents in schools. The determination of the number of samples from each school the writer took ten people, so that the overall participants of research 90 people using purposive sampling to find a research respondents representative.

Furthermore, in this study there are four variables as the focus of research, namely: (1) independent variable (independent variable): socioeconomic status (X1), interpersonal communication (X2), school and (2) dependent variable: parent involvement in children's education (Y).

Table 1. Number of Respondents

No	ECE Institute	Number of respondents
1.	Sps Sarge Manunggal	10
2.	Sps Sarwo Agung	10
3.	KB Anugerah 1	10
4.	KB Anugerah 2	10
5.	KB Anugerah 3	10
6.	KB Anugerah 4	10
7.	KB Gunung Tanjung	10
8.	KB Tunas Mulya	10
9.	KB Mardiyah	10
Total		90

3.2 Data Collection

Questionnaire is a data collection technique by giving several written questions to respondents and the results to obtain data on socioeconomic status, interpersonal communication, school climate, and parental involvement in children's education. The questionnaire used was in the form of a closed questionnaire, with the answers provided, so that the respondent only put a checklist (✓) according to the answer choices. For the analysis technique, the researcher used statistical analysis and multiple regression techniques except it the researcher also used SPSS 20 statistical program computer series to equip the research. Based on the result, the summary from the research there is a significant relationship.

3.3 Research Design

The hypotheses that are temporary answers based on data that are not in accordance with the facts obtained through data collection in this study are: (1) H1. There is a significant relationship between the socio-economic status with the involvement of parents in children's education in Bejiharjo village, Gunungkidul Regency. (2) H2. There is a significant relationship between interpersonal communication with the involvement of parents in children's education in Bejiharjo village, Gunungkidul Regency. (3) H3. There is a significant relationship between school climate and the involvement of parents in children's education in Bejiharjo village, Gunungkidul Regency. (4) H4. There is a significant

relationship between socioeconomic status, interpersonal communication, and school climate with the involvement of parents in children's education in Bejiharjo village, Gunungkidul Regency.

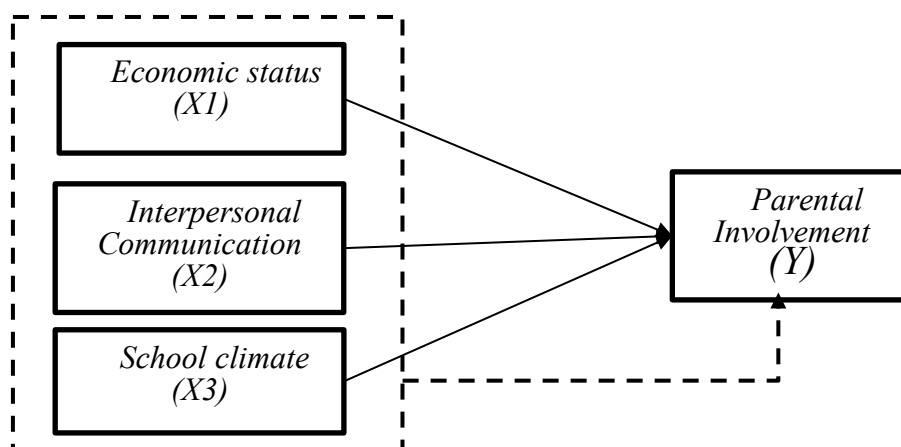


Figure 1. Design of Relationship between Social Economic Status, Interpersonal Communication, and School Climate with Parental Involvement in Early Childhood Education.

4 RESULT AND DISCUSSION

4.1 Result

Here are the results of multiple linear analyzes:

Table 2. Results of multiple linear analyzes

Variable	Standarized Coefficients (beta)	t	sig	Results
(Constant)		-11,44		
Economics status	0,296	4,168	0	Significant
Interpersonal communication	0,156	1,179	0,042	Significant
School Climate	0,543	4,491	0	Significant
F table			1176,918	
Sig-F			0	
adjusted R2			0,975	

4.1.1 Relationship of Socio-Economic Status Variables with Parental Involvement in Ana's Education (H1)

From the calculation results obtained significance that is 0,000 where the value of 0,000 is smaller than 0.5 (<0.5), then the hypothesis proposed is: There is a significant relationship between socioeconomic status with the involvement of parents in children's education "can be accepted and can be proven.

4.1.2 *Relationship of Interpersonal Communication with Parental Involvement in Children's Education (H2)*

From the calculation results obtained 0.042 results where the value of 0.042 is smaller than the provisions of the significance requirements or smaller than 0.05, it is concluded that the proposed hypothesis is: There is a significant relationship between interpersonal communication with the involvement of parents in children's education accepted or provable.

4.1.3 *Relationship of School Climate with Parental Involvement in Children's Education (H3)*

From the calculation results obtained a significance value of 0,000, where the value of 0,000 is smaller than the value of 0.05 (<0.05), then the hypothesis proposed is: There is a significant relationship between School Climate with the involvement of parents in children's education in Bejiharjo village District Gunung Kidul DI Yogyakarta is accepted and can be proven

4.1.4 *Socioeconomic status, interpersonal communication and school climate have a significant relationship with parental involvement in children's education (H4)*

From the results of hypothesis testing with the help of the SPSS 20 program, the Sig. F equal to 0,000, then compared with the value $\alpha = 0.05$ and it turns out that $\alpha > \text{Sig. F}$ or ($0.05 > 0,000$) then the hypothesis proposed is accepted as meaningful. It is proven that socioeconomic status, interpersonal communication, and school climate have a significant relationship with the involvement of parents in children's education.

4.1.5 *Adjusted R2*

From the calculations obtained a correlation coefficient of 0.988 or ($R_{yx1.x2.x3} = 0.988$) this shows a strong relationship between variables X1, X2, X3 and Y that is equal to 0.988. Simultaneous contribution or contribution variables X1, X2 and X3 are determined by $Y = R^2 \times 100\%$ or $0.9882 \times 100\% = 97.6\%$ while the remaining 2.4%. Influenced by other factors outside of socioeconomic status, interpersonal communication, and school climate.

4.2 *Discussion*

Based on the results of this study, the socioeconomic status of parents has a close relationship with the involvement of parents in their children's education. In the lives of children while at home and at school the most responsible for the development of children are parents. Parents who have high socioeconomic status tend to have wider opportunities or opportunities to obtain facilities that may not be obtained by children with low socioeconomic status of parents.

Every parent in educating children has different characters due to different educational, social, economic, and cultural backgrounds. This has become a factor in the success of involvement in early childhood education. The socioeconomic status of the community in Bejiharjo village Gunung Kidul D.I District in Yogyakarta is in the medium category. The measure of power is an indicator in the very high category with a total score of 5, while the measures of wealth, honor and knowledge are in the high category with a total

score of 4. So, the hypothesis that reads "There is a very significant relationship between parental socioeconomic status with parental involvement in children's education".

According to recent studies, parental expectation, parental interest, and child participation is the only factors that influence children's academic achievement. First, parental expectation is a key explanatory factor in the correlation between SES and academic achievement, implying that financial hardship does not always impede a child's educational development. The findings show that if low-SES parents are effective in developing realistic expectations for their children's performance and translating those expectations into real participation in education that fosters learning behaviour toward the infant, then financial constraints have a negative impact on academic achievement can be minimized (Poon, 2020). Second, parental engagement in education continues to be a positive path for increasing children's classroom attendance, as it has been linked to improved academic achievement. This discovery will help schools plan parent activities: forming meaningful partnerships with low-SES parents to reinforce their interest in their children's classroom academic success can be a key component of the parent program (Benner et al., 2016). Furthermore, with better parent-school collaborations, parents with lower socioeconomic status may foster positive learning behaviour through receiving knowledge about their children's school success as well as the school's specifications.

The results of the calculation of the interpersonal communication validity test comparing the correlation coefficient values (r) are obtained that all items of the statement of each indicator on the interpersonal communication variable have a correlation coefficient (r count) greater than r table (0.172). This means that all statement items on each indicator on interpersonal communication variables are declared valid. Interpersonal communication results obtained by the reliability of the Cronbach's Alpha instrument $> r$ table or $0.985 > 0.172$ because $0.985 > 0.172$, the results of the X2 instrument reliability measurement results are high or reliable.

Forms of interpersonal communication can also be established in families that need communication between children and parents. Children need other people to develop. In this study the type of interpersonal communication patterns that occur between parents and children with teachers in the village of Bejiharjo. There is a form of interpersonal communication that is openness in responding happily to information / news received in dealing with relationships with children, empathy in dealing with open situations to support effective communication, providing support in situations that are open for more effective communication, behaving positively toward him to be able to encourage children to be more active and to create communication situations conducive to effective interaction, equality or equality in the recognition of parents and educators in respecting children. So, the hypothesis that reads "There is a very significant relationship between of Interpersonal Communication with parental involvement in children's education". The current study's findings revealed many factors that are consistently linked to high academic achievement: authoritative parenting style, parental high and clear expectations and aspirations for their children's school results, communication between parents and children about their school activities and future plans, and parents' communication with teachers (Porumbu & Necşoi, 2013).

The results of this study emphasize the effect of parental control on children's academic success. Consequently, we should pay more attention to the intervention of this important factor in children's achievement when implementing curriculum strategies and various

educational approaches. Schools should re-examine their policies on parental involvement and create an instructional approach in which parents and teachers share responsibility for outcomes with their children.

Based on the results of testing the relationship between school climate and parental involvement in children's education in Bejiharjo Village, Gunung Kidul D.I Yogyakarta District, the significance value is 0.000 less than 0.05. The school climate describes the responsibility for each other's duties and roles, work support provided, and interpersonal relationships, namely parents at home and teachers at school. The existence of a school climate is related to the involvement of parents in children's education. Then the proposed hypothesis is accepted, or H_a is accepted, and H_o is rejected, so the hypothesis which says, "There is a very significant relationship between School Climate and Parental Involvement in Children's Education." Socioeconomic status, interpersonal communication and school climate have a significant relationship with parental involvement in children's education.

The results of testing the hypothesis about the relationship between variables with the help of the SPSS 20 programs obtained the Sig. F Change 0.000, then compared with the value $\alpha = 0.05$, and it turns out that $\alpha > \text{Sig. F Change}$ or $(0.05 > 0.000)$ then the hypothesis is accepted. It is proven that there is a significant relationship between socioeconomic status, interpersonal communication, and school climate with the involvement of parents in children's education in Bejiharjo Village, Gunung Kidul D.I Yogyakarta. So, the hypothesis which reads "There is a very significant relationship between socioeconomic status, interpersonal communication and school climate with the involvement of parents in children's education simultaneously."

5 CONCLUSION

Based on the results of research and discussion in the previous chapter about the relationship between socioeconomic status (X1), interpersonal communication (X2) and school climate (X3) with parental involvement (Y), the following conclusions can be drawn: (1) There is a significant relationship between socioeconomic status with the involvement of parents in children's education in Bejiharjo village, Gunungkidul Regency. (2) There is a significant relationship between interpersonal communication with the involvement of parents in children's education in Bejiharjo village, Gunungkidul Regency. (3) There is a significant relationship between school climate and parental involvement in children's education in Bejiharjo village, Gunung Kidul D.I district, Yogyakarta. (4) There is a significant relationship between socioeconomic status, interpersonal communication, and school climate with the involvement of parents in children's education in the village of Bejiharjo Gunung Kidul D.I Yogyakarta.

The role of communication between parents and their children in instilling positive behavior is indeed quite a role, especially in instilling independence. Confidence and openness cannot be separated from various factors that can facilitate all of this. Therefore, to be more able to instill other positive values that cannot it is optimal to do, it is hoped that parents will not be bored to communicate something of positive value, especially for creative behavior. It is hoped that parents can provide more useful activities to hone children's creativity and guide children to carry out their tasks at home so that they can be responsible since childhood, such as understanding and understanding children's creative talents and should be able to facilitate things that support this creativity so that it can run smoothly.

6 REFERENCES

- Amato, P. R. (2005). The Impact of Family Formation Change on the Cognitive, Social, and Emotional Well-Being of the Next Generation. *The Future of Children, 15*(2), 75–96. <https://doi.org/10.1353/foc.2005.0012>
- Arnold, D. H., Zeljo, A., Doctoroff, G. L., & Ortiz, C. (2008). Parent Involvement in Preschool: Predictors and the Relation of Involvement to Preliteracy Development. *School Psychology Review, 37*(1), 74–90. <https://doi.org/10.1080/02796015.2008.12087910>
- Barbato, C. A., Graham, E. E., & Perse, E. M. (1997). Interpersonal communication motives and perceptions of humor among elders. *Communication Research Reports, 14*(1), 48–57. <https://doi.org/10.1080/08824099709388644>
- Barbato, C. A., Graham, E. E., & Perse, E. M. (2003). Communicating in the Family: An Examination of the Relationship of Family Communication Climate and Interpersonal Communication Motives. *Journal of Family Communication, 3*(3), 123–148. https://doi.org/10.1207/S15327698JFC0303_01
- Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review, 26*(1), 39–62. <https://doi.org/10.1016/j.chilyouth.2003.11.002>
- Benner, A. D., Boyle, A. E., & Sadler, S. (2016). Parental Involvement and Adolescents' Educational Success: The Roles of Prior Achievement and Socioeconomic Status. *Journal of Youth and Adolescence, 45*(6), 1053–1064. <https://doi.org/10.1007/s10964-016-0431-4>
- Berkowitz, R., Astor, R. A., Pineda, D., DePedro, K. T., Weiss, E. L., & Benbenishty, R. (2021). Parental Involvement and Perceptions of School Climate in California. *Urban Education, 56*(3), 393–423. <https://doi.org/10.1177/0042085916685764>
- Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2017). A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement. *Review of Educational Research, 87*(2), 425–469. <https://doi.org/10.3102/0034654316669821>
- Brand, S., Felner, R. D., Seitsinger, A., Burns, A., & Bolton, N. (2008). A large-scale study of the assessment of the social environment of middle and secondary schools: The validity and utility of teachers' ratings of school climate, cultural

- pluralism, and safety problems for understanding school effects and school improvement. *Journal of School Psychology, 46*(5), 507–535. <https://doi.org/10.1016/j.jsp.2007.12.001>
- Brand, S., Felner, R., Shim, M., Seitsinger, A., & Dumas, T. (2003). Middle school improvement and reform: Development and validation of a school-level assessment of climate, cultural pluralism, and school safety. *Journal of Educational Psychology, 95*(3), 570–588. <https://doi.org/10.1037/0022-0663.95.3.570>
- Culp, A. M., Hubbs-Tait, L., Culp, R. E., & Starost, H.-J. (2000). Maternal Parenting Characteristics and School Involvement: Predictors of Kindergarten Cognitive Competence Among Head Start Children. *Journal of Research in Childhood Education, 15*(1), 5–17. <https://doi.org/10.1080/02568540009594772>
- Dearing, E., McCartney, K., Weiss, H. B., Kreider, H., & Simpkins, S. (2004). The promotive effects of family educational involvement for low-income children's literacy. *Journal of School Psychology, 42*(6), 445–460. <https://doi.org/10.1016/j.jsp.2004.07.002>
- Desforges, C., Abouchar, A., Great Britain, & Department for Education and Skills. (2003). *The impact of parental involvement, parental support and family education on pupil achievements and adjustment: A literature review*. DfES.
- El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent Involvement and Children's Academic and Social Development in Elementary School: Parent Involvement, Achievement, and Social Development. *Child Development, 81*(3), 988–1005. <https://doi.org/10.1111/j.1467-8624.2010.01447.x>
- Englund, M. M., Luckner, A. E., Whaley, G. J. L., & Egeland, B. (2004). Children's Achievement in Early Elementary School: Longitudinal Effects of Parental Involvement, Expectations, and Quality of Assistance. *Journal of Educational Psychology, 96*(4), 723–730. <https://doi.org/10.1037/0022-0663.96.4.723>
- Epstein, J. L. (Ed.). (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed). Corwin Press.
- Fan, X. (2001). Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis. *The Journal of Experimental Education, 70*(1), 27–61. <https://doi.org/10.1080/00220970109599497>
- Fan, X., & Chen, M. (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis. *Educational Psychology Review, 23*.

- Georgiou, S. N., & Tourva, A. (2007). *Parental attributions and parental involvement*. 10.
- Gorski, P. (2008). The Myth of the Culture of Poverty. *Educational Leadership*, 65(7), 32–36.
- Hamre, B. K., & Pianta, R. C. (2005). Can Instructional and Emotional Support in the First-Grade Classroom Make a Difference for Children at Risk of School Failure? *Child Development*, 76(5), 949–967. <https://doi.org/10.1111/j.1467-8624.2005.00889.x>
- Hill, N. E., & Taylor, L. C. (2004). Parental School Involvement and Children's Academic Achievement: Pragmatics and Issues. *Current Directions in Psychological Science*, 13(4), 161–164. <https://doi.org/10.1111/j.0963-7214.2004.00298.x>
- Hong, S., & Ho, H.-Z. (2005). *Direct and Indirect Longitudinal Effects of Parental Involvement on Student Achievement: Second-Order Latent Growth Modeling Across Ethnic Groups*. 11.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37–52. <https://doi.org/10.1080/00131911.2010.488049>
- Hoy, W. K., Tarter, C. J., & Hoy, A. W. (2006). Academic Optimism of Schools: A Force for Student Achievement. *American Educational Research Journal*, 43(3), 425–446. <https://doi.org/10.3102/00028312043003425>
- Jeynes, W.H. (2014). Parent involvement for urban youth and student of color. In *Handbook of urban education* (In H. R. Milner&K. Lomotey (Eds.)). NY: Routledge.
- Jeynes, William H. (2005). Effects of Parental Involvement and Family Structure on the Academic Achievement of Adolescents. *Marriage & Family Review*, 37(3), 99–116. https://doi.org/10.1300/J002v37n03_06
- Jeynes, William H. (2007). The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. *Urban Education*, 42(1), 82–110. <https://doi.org/10.1177/0042085906293818>
- Kaplan, D. S., Liu, X., & Kaplan, H. B. (2010). *Influence of Parents' Self-Feelings and Expectations on Children's Academic Performance*. 12.
- Kuperminc, G. P., Leadbeater, B. J., & Blatt, S. J. (2001). School Social Climate and Individual Differences in Vulnerability to Psychopathology among Middle

- School Students. *Journal of School Psychology*, 39(2), 141–159. [https://doi.org/10.1016/S0022-4405\(01\)00059-0](https://doi.org/10.1016/S0022-4405(01)00059-0)
- Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: A review of the literature. *Review of Education*, 3(2), 103–135. <https://doi.org/10.1002/rev3.3043>
- Long, H., & Pang, W. (2016). Family socioeconomic status, parental expectations, and adolescents' academic achievements: A case of China. *Educational Research and Evaluation*, 22(5–6), 283–304. <https://doi.org/10.1080/13803611.2016.1237369>
- Loukas, A. (2007). *High-quality school climate is advantageous for all students and may be particularly beneficial for at-risk students*. 3.
- Mattingly, D. J., Prislin, R., McKenzie, T. L., Rodriguez, J. L., & Kayzar, B. (2002). Evaluating Evaluations: The Case of Parent Involvement Programs. *Review of Educational Research*, 72(4), 549–576. <https://doi.org/10.3102/00346543072004549>
- McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools*, 41(3), 363–377. <https://doi.org/10.1002/pits.10163>
- Miedel, W. T., & Reynolds, A. J. (1999). Parent Involvement in Early Intervention for Disadvantaged Children: Does It Matter? *Journal of School Psychology*, 24.
- N.A., A., S.A., H., A.R., A., L.N., C., & N, O. (2017). Parental Involvement in Learning Environment, Social Interaction, Communication, and Support Towards Children Excellence at School. *Journal of Sustainable Development Education and Research*, 1(1), 77. <https://doi.org/10.17509/jsder.v1i1.6247>
- Poon, K. (2020). The impact of socioeconomic status on parental factors in promoting academic achievement in Chinese children. *International Journal of Educational Development*, 75, 102175. <https://doi.org/10.1016/j.ijedudev.2020.102175>
- Porumbu, D., & Necşoi, D. V. (2013). Relationship between Parental Involvement/Attitude and Children's School Achievements. *Procedia - Social and Behavioral Sciences*, 76, 706–710. <https://doi.org/10.1016/j.sbspro.2013.04.191>
- Potvin, R. D. P., & Leclerc, D. (1999). Family Characteristics as Predictors of School Achievement: Parental Involvement as a Mediator. *MCGILL JOURNAL OF EDUCATION*, 34(2), 19.

- Reynolds, A. J. (1991). *Early Schooling of Children at Risk*. 31.
- Reynolds, A. J. (1992). Comparing measures of parental involvement and their effects on academic achievement. *Early Childhood Research Quarterly*, 7(3), 441–462. [https://doi.org/10.1016/0885-2006\(92\)90031-S](https://doi.org/10.1016/0885-2006(92)90031-S)
- Reynolds, A. J., Ou, S.-R., & Topitzes, J. W. (2004). Paths of Effects of Early Childhood Intervention on Educational Attainment and Delinquency: A Confirmatory Analysis of the Chicago Child-Parent Centers. *Child Development*, 75(5), 1299–1328. <https://doi.org/10.1111/j.1467-8624.2004.00742.x>
- Reynolds, A. J., Temple, J. A., Ou, S.-R., Arteaga, I. A., & White, B. A. B. (2011). *School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups*. 333, 6.
- Shute, V. J., Hansen, E. G., Underwood, J. S., & Razzouk, R. (2011). A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement. *Education Research International*, 2011, 1–10. <https://doi.org/10.1155/2011/915326>
- Simons-Morton, B. G., & Crump, A. D. (2003). *Association of Parental Involvement and Social Competence with School Adjustment and Engagement Among Sixth Graders*. 6.
- Steinberg, L., Lamborn, S. D., Dornbusch, S. M., & Darling, N. (1992). Impact of Parenting Practices on Adolescent Achievement: Authoritative Parenting, School Involvement, and Encouragement to Succeed. *Child Development*, 63(5), 1266. <https://doi.org/10.2307/1131532>
- Sun, S., Hullman, G., & Wang, Y. (2011). *Communicating in the multichannel age: Interpersonal communication motivation, interaction involvement and channel affinity*. 9.
- Sy, S., & Schulenberg, J. (2005). Parent beliefs and children's achievement trajectories during the transition to school in Asian American and European American families. *International Journal of Behavioral Development*, 29(6), 505–515. <https://doi.org/10.1080/01650250500147329>
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). *A Review of School Climate Research*. 29.

- Turney, K., & Kao, G. (2009). Barriers to School Involvement: Are Immigrant Parents Disadvantaged? *The Journal of Educational Research*, 102(4), 257–271. <https://doi.org/10.3200/JOER.102.4.257-271>
- Wong, S. W., & Hughes, J. N. (2006). Ethnicity and Language Contributions to Dimensions of Parent Involvement. *School Psychology Review*, 35(4), 645–662. <https://doi.org/10.1080/02796015.2006.12087968>