

Parental Volunteering in Shaping the Character of Independent Learners in Primary Islamic Schools

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Abstract

“Merdeka Belajar” emphasises cognitive outcomes and learners' skills and character development. Volunteering is one dimension of parental involvement, representing their voluntary contributions towards the progress and achievement of the school's objectives. This study aimed to understand and identify the relationship and role of parental volunteering in shaping the character of independent learners at MIN 22 Jakarta. The research method employed in this study was a combination of approaches utilising the sequential explanatory design model. The hypothesis posited a positive and significant relationship between parental volunteering and the character formation of independent learners at MIN 22 Jakarta. The research subjects encompassed parents and fifth-grade students at MIN 22 Jakarta, with data sources derived from questionnaires, documents, photographs, workbooks, and school journals. Two experts assessed Questionnaire validity through logical and empirical validation processes and utilising the corrected item-total correlation method with SPSS 24. Reliability was tested using Cronbach's alpha calculation. The sampling technique utilised in this study was simple random sampling with a 5% sampling error. Quantitative data analysis was performed to ascertain the existence and direction of relationships among variables using the Pearson product-moment correlation test and a two-sided significance test (t-test) to determine the significance of the relationships. Qualitative data collection involved interviews, observations, and document analysis. Qualitative data analysis was conducted using the Miles and Huberman model, performed interactively through data collection, data reduction, data classification and presentation, and conclusion drawing and verification. The results of the correlation test yielded $r\text{-value} > r\text{-table}$, specifically $0.356 > 0.227$, and the significance test resulted in $t\text{-value} > t\text{-table}$, precisely $3.317 > 1.665$, confirming the acceptance of the research hypothesis; there was a positive and significant relationship between parental volunteering and the formation of character in independent learners. Based on the collected data, parental volunteering in education plays a significant role in shaping the character of commitment and independence.

1. Introduction

The concept of '*Merdeka Belajar*' was initiated by the Minister of Education and Culture, Nadiem Makarim, in response to the era of the 5.0 industrial revolution. '*Merdeka Belajar*' represents an educational concept in which teachers, as the driving force of education, are granted the freedom to innovate and create creative and self-directed learning experiences, thereby enabling the development of competitive human resources (SDM) [1]. The Cikal Teacher Campus (*Kampus Guru Cikal*) has adopted '*Merdeka Belajar*' by establishing a driving ecosystem to bring about educational change through training, curriculum enhancements, and publications since 2014, which was patented in 2018. In the spirit of educational development and cooperation, '*Merdeka Belajar*' can be collectively employed [2]. '*Merdeka Belajar*' emphasises cognitive outcomes and focuses on skills and the character development of learners [3].

The decision of the Minister of Religious Affairs of the Republic of Indonesia Number 347 of 2022 states that each Islamic school (*madrasah*) is granted flexibility in managing independent learning education tailored to the distinctive features of the madrasah. The Ministry of Religious Affairs (*Kemenag*) envisions independent learning students within two aspects, namely the student profile aligned with the Pancasila formulation by the Ministry of Education and Culture (*Kemdikbud*) and the student profile of '*rahmatan lil'alam*'. The student profile, according to Pancasila, includes: 1) faithful and devoted to the Almighty and possesses noble character, 2) global diversity, 3) collaboration, 4) independence, 5) critical thinking, and 6) creativity (Sufyadi et al., 2021). At the Elementary Islamic School (*Madrasah Ibtidaiyah - MI*) level, the '*rahmatan lil'alam*' student profile is formulated comprehensively, comprising: 1) understanding Allah SWT; 2) recognising and expressing self-identity and culture; 3) showing empathy and collaborating with others without discrimination; 4) being responsible; 5) expressing ideas, creating simple creative works, and proposing alternative actions in facing challenges; 6) being able to ask questions, explain, and convey information; 7) demonstrating an interest in and proficiency in literacy; 8) demonstrating numeracy skills in critical thinking; 9) possessing good character; 10) reading the Quran proficiently and accurately [4].

Kampus Guru Cikal, as the pioneer of '*Merdeka Belajar*,' formulates that independent learners possess the following characteristics: 1) commitment, 2) independence, and 3) reflectiveness [5]. MIN 22 Jakarta, as an Islamic school under the auspices of the Ministry of Religious Affairs (*Kemenag*), has responded positively to the '*Merdeka Belajar*' education policy. Based on an initial identification, the exciting characteristics of independent learners at MIN 22 Jakarta, in line with the guidelines from the Ministry of Education, Culture, Research, and Technology (*Kemdikbudristek*), Ministry of Religious Affairs (*Kemenag*), and *Kampus Guru Cikal*, are formulated into four dimensions, namely: 1) commitment, 2) independence, 3) interest and literacy skills, and 4) proficient and accurate Quranic recitation.

One crucial point in efforts to improve the quality of education through '*Merdeka Belajar*' is cross-sector collaboration, including involving parents [6]. In line with the views of [7], '*Merdeka Belajar*' is an effort to realise that quality education is a collective responsibility. Involving parents will create a positive synergy between parents and schools, ultimately producing individuals who can endure various challenges, demonstrated by students who are intelligent, independent, creative, skilful, and innovative. [8] highlighted one dimension of parental involvement in education, according to Epstein: volunteering. Volunteering is a dimension of parental involvement through voluntarism that supports school programs and student progress [9]. Volunteering is characterised by parental participation in various school activities and the sharing of strengths related to the professions, interests, or talents held by parents and other family members [10].

Desimone [11] stated that socioeconomic status (SES) influences parental involvement in education. As a public Islamic school, MIN 22 Jakarta provides opportunities for the broader community through an online student admissions system (PPDB) based on zones and age. This means that the socioeconomic status of students at MIN 22 Jakarta is diverse, as anyone can become a student if they meet the zone and age requirements. From this context, this research examines parental volunteering in education regarding the character formation of independent learners at MIN 22 Jakarta. This study aims to fulfil the recommendation made by the research of [12], indicating the need for further research to understand how parental involvement and its role shape the character of learners at higher educational levels. The research primarily focused on parental involvement at the early childhood education (PAUD) level, which generally exhibits greater parental involvement than the elementary Islamic school (MI) level.

This study also provides a tangible representation of the research by [13] through a literature review, stating that '*Merdeka Belajar*' education is a solution for online learning and an answer to the industrial revolution era, necessitating parental involvement in its implementation. Saleh emphasised that parental involvement contributes to the success of '*Merdeka Belajar*' education. Therefore, this research is titled 'Parental Volunteering in Shaping the Character of Independent Learners at MIN 22 Jakarta,' aligning with the notion that parental engagement is pivotal in realising the goals of '*Merdeka Belajar*' education.

2. Materials and Methods

The research methodology employed in this study was a mixed-method approach, explicitly utilising the time order decision type and the sequential explanatory design model. This involved a sequential combination of quantitative and qualitative research methods conducted successively [14]. The first stage of the research involved quantitative methodology, where data was collected and analysed. To expand, strengthen, and substantiate the findings of the preceding stage, a qualitative research phase was conducted to understand the role of parental volunteering in shaping the character of independent learners at MIN 22 Jakarta.

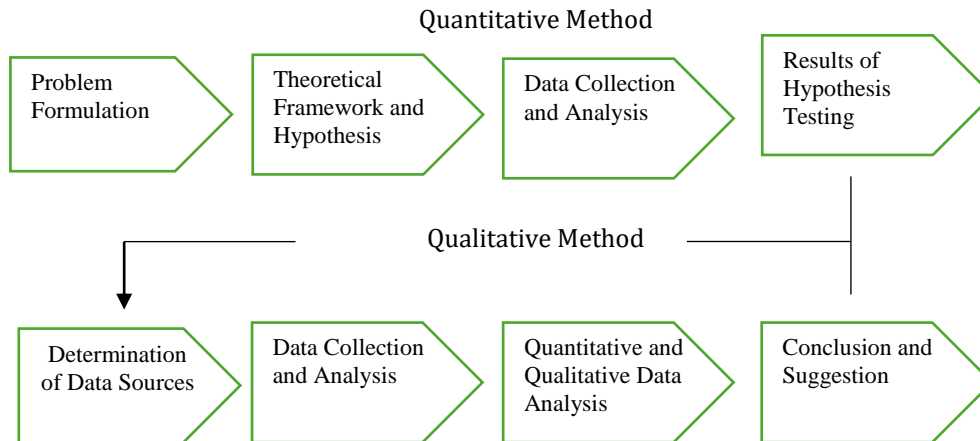


Figure 1. Research Flowchart

Based on the assumptions presented, the following hypotheses were proposed:

Null Hypothesis (Ho): There was no significant correlation between variable X and variable Y.

Alternative Hypothesis (Ha): There was a significant correlation between variable X and variable Y.

Ho: $\rho = 0$, There was no significant correlation between variable X and variable Y.

Ha: $\rho \neq 0$, There was a significant correlation between variable X and variable Y.

Variable X was parental volunteering.

Variable Y was the character of independent learners.

The subjects of this research were parents and fifth-grade students of MIN 22 Jakarta. The data sources consisted of primary and secondary data. Primary data were obtained from questionnaires for parents and students, while secondary data included photos, videos, teacher workbooks, and school journals.

The population of this study comprised parents and fifth-grade students at MIN 22 Jakarta, with a total of 100 individuals in each group. The research sample consisted of 78 individuals, determined using simple random sampling with a 5% sampling error [14]. The data collection techniques involve questionnaires, interviews, observations, and document analysis. The informants in this study include parents, students, and 5th-grade teachers.

The research instrument employed is a rating scale measurement questionnaire, where respondents provide quantitative responses from the provided options. A rating scale allows flexible measurement of attitudes, perceptions, and other phenomena [14]. Each item has four numerical answer options with the following meanings.

Table 1. Scoring of Answer Alternatives

Score	Positive Statements	Negative Statements
4	Strongly agree"	Strongly disagree
3	"Agree"	Disagree
2	"Disagree"	Agree
1	"Strongly disagree	Strongly agree

The questionnaire was developed based on the indicators of the research variables. Variable X was parental volunteering, while variable Y was the character of independent learners. Based on observations and interviews, the formation of the '*Merdeka Belajar*' character at MIN 22 Jakarta, referring to *Kemdikbudristek*, *Kemenag*, and *Kampus Guru Cikal*, would be examined through four dimensions: 1) commitment; 2) independence; 3) interest and literacy skills; and 4) proficient and accurate Quranic recitation. Meanwhile, the indicators for volunteering were based on the views of [10], which included 1) participating in school activities and 2) sharing strengths related to profession/interest/talent.

The questionnaire's validity was assessed through 1) logical validity obtained from expert judgments [15]. In this study, logical validity was assessed by two experts: 2) empirical validity is obtained by piloting the instrument with respondents assumed to have similar characteristics to the research subjects [15]. A sample size of 30 respondents was sufficient for instrument testing [14]. Subsequently, calculations were carried out using the corrected item-total correlation method in SPSS version 24. Reliability testing was conducted by calculating Cronbach's alpha to assess the accuracy and precision of the questionnaire [15].

To determine the categories of parental volunteering and the character of independent learners at MIN 22 Jakarta, criterion score calculations were performed using the following formula:

$$\text{Criterion score} = \text{highest score} \times \text{number of items} \times \text{number of respondents}$$

Followed by the percentage of categories using the following formula:

$$\text{Percentage of categories} = \frac{\text{the obtained score}}{\text{the highest score}} \times 100\%$$

The quantitative data analysis was conducted using the SPSS 24 application to test the hypotheses. Hypothesis testing aims to determine the relationship and direction of the relationship between the two variables using the Pearson Product Moment correlation test.

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

- r_{xy} : The correlation coefficient between variables X and Y
- x : The deviation from the mean for the value of variable X
- y : The deviation from the mean for the value of variable Y
- $\sum x.y$: The product of the values of X and Y
- x^2 : The square of the value of x
- y^2 : The square of the value of y

The qualitative data analysis technique utilised was the Miles and Huberman model, conducted interactively, including data collection, reduction, display, conclusion drawing, and verification. Data validation was done through triangulation, collecting the same information using different data collection techniques.

3. Results and Discussion

The design of parental volunteering activities aims to provide progress and support school programs through parental voluntarism [10]. McNulty et al. (in [16]) stated that voluntarism makes parents more comfortable interacting with the school, providing students with broader opportunities to explore their potential, enhance self-confidence and responsibility, and optimally facilitate their growth and development. Parental volunteering in education is characterised by parental participation in school activities and the willingness of parents and other family members to contribute based on their professions, interests, and talents [9].

3.1 The Correlation between Parental Volunteering and the Formation of Independent Learner's Character in 'Merdeka Belajar'

Table 2
Results of the Parental Volunteering in Education Questionnaire

Indicators	Question Items	Statements	Answer Options	f	Scores
Participating in school activities	12	I am unwilling to participate in school-organized activities	4	6	24
			3	13	39
			2	26	52
			1	33	33
	14	I object to spending money or providing materials (money, goods, etc.) for school activities	4	4	16
			3	9	27
			2	21	42
			1	44	44
	15	I always attend parent meetings	4	29	116
			3	41	123
			2	5	10
			1	3	3
Sharing strengths related to profession/interest/talent	13	I am willing to share my experiences related to talents/professions that I possess if needed by the school	4	23	92
			3	45	135
			2	8	16
			1	2	2
Total					774

Based on the data obtained, the category of parental volunteering in education at MIN 22 Jakarta was determined using the criterion score formula, i.e., $4 \times 4 \times 78 = 1,248$. The category interval was 1,248 divided by 4, which equaled 312. The total score of parental volunteering obtained from the questionnaire was 774. Therefore, the category of parental volunteering at MIN 22 Jakarta can be seen in the following diagram:

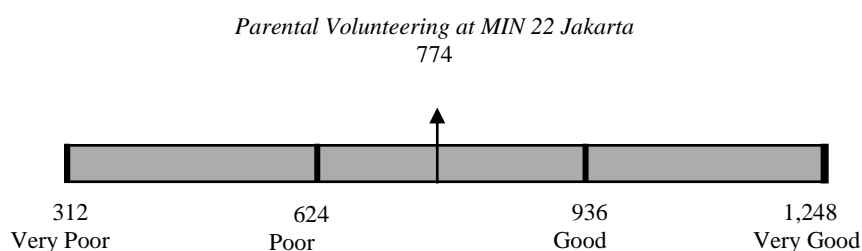


Figure 2. Parental Volunteering Diagram at MIN 22 Jakarta

The diagram illustrates parental volunteering in education at MIN 22 Jakarta falling from 'not good' to 'good.' The percentage of the parental volunteering categories is calculated as follows: $(774 : 1,248) \times 100\% = 62\%$.

The results of the questionnaire regarding the character of independent learners in 'Merdeka Belajar' from 78 students at MIN 22 Jakarta are presented in the following table:

Table 3
Results of the Questionnaire on the Character of Independent Learners in 'Merdeka Belajar'

Indicators	Question Items	Statements	Answer Options	f	Scores
Enthusiasm for self-development	1	I am excited to participate in extracurricular activities	4	50	200
			3	22	66
			2	2	4
			1	4	4
	2	I prefer learning something I already understand rather than learning something new	4	23	92
			3	36	108
			2	12	24
			1	7	7
Goal-oriented and achievement-focused	3	I do not complete assignments	4	14	56
			3	16	48
			2	14	28
			1	34	34
	4	I strive to complete every given task	4	55	220
			3	19	57
			2	2	4
			1	2	2
Able to manage emotions	5	I have my way to calm sadness and disappointment	4	41	164
			3	33	99
			2	2	4
			1	2	2
Understanding the impacts resulting from one's attitude	6	I believe that with sincere studying, I will succeed	4	66	264
			3	8	24
			2	2	4
			1	2	2
Self-aware	7	I am aware of my weaknesses and strengths	4	44	176
			3	29	87
			2	4	8
			1	1	1
Strategising to achieve goals	8	When working on problems, I always use the method taught by the teacher, even if there are other, more accessible methods	4	37	148
			3	25	75
			2	14	28
			1	2	2
Having learning goals	9	I study as it is, without any specific target	4	17	68
			3	25	75
			2	20	40
			1	16	16

Trying out various strategies	10	I am curious and try various methods to solve problems/questions	4	35	140
			3	37	111
			2	5	10
			1	1	1
Initiative	11	I am used to waiting for instructions from the teacher/parents to do something	4	32	128
			3	24	72
			2	14	28
			1	8	8
Able to interact with others	12	I enjoy working in groups	4	43	172
			3	27	81
			2	6	12
			1	2	2
Interest in literacy	13	I do not like questions with long/verbose readings	4	20	80
			3	34	102
			2	14	28
			1	10	10
Expressing feelings	14	I can write down the feelings I am experiencing	4	21	84
			3	40	120
			2	9	18
			1	8	8
Numeracy skills	15	I often get confused when solving word problems in mathematics	4	32	128
			3	32	96
			2	7	14
			1	7	7
Reading the Quran fluently	16	Reading the Quran fluently	4	41	164
			3	31	93
			2	4	8
			1	2	2
Understanding <i>tajweed</i>	17	I pay attention to <i>tajweed</i> while reading the Quran	4	39	156
			3	30	90
			2	7	14
			1	2	2
Fluent in reading the Quran	18	Teachers/parents often correct my recitation when reading the Quran	4	51	204
			3	20	60
			2	5	10
			1	2	2
Total					4,506

The total score obtained was 4,506. The category of independent learner's character at MIN 22 Jakarta was calculated as $4 \times 18 \times 78 = 5,616$, with a category interval of 5,616: $4 = 1,404$, resulting in a percentage of $(4,506 : 5,616) \times 100\% = 80\%$. The categories of the independent learner's character can be seen in the following diagram:

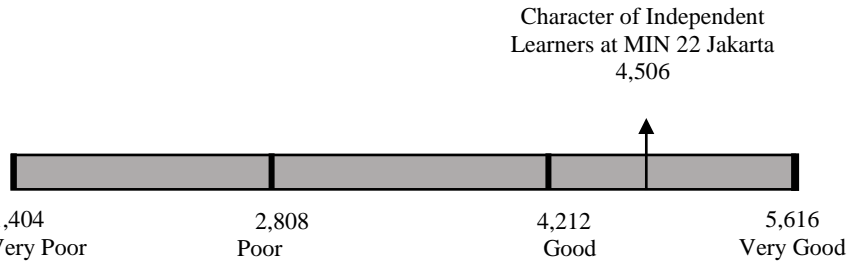


Figure 3. Diagram of the Character of Independent Learners at MIN 22 Jakarta

The diagram above indicates that the character of independent learners at MIN 22 Jakarta falls into the 'good' to 'very good' category.

The Pearson Correlation test results for parental volunteering and the formation of the character of independent learners in '*Merdeka Belajar*' are as follows:

Table 4
Correlation Test Results and Significance of Parental Volunteering with the Character of Independent Learners in '*Merdeka Belajar*'

		Coefficients				
Model		Unstandardised B	Coefficients Std. Error	Standardised Coefficients Beta	t.	Sig.
1	(Constant)	45.571	3.830		11.899	.000
	Volunteering Dimension	1.855	.559	.356	3.317	.001

a. Dependent Variable: Character of Independent Learners in '*Merdeka Belajar*'

Based on the quantitative data calculations, the Pearson Correlation value ($r_{computed}$) was higher than the r_{table} , $0.356 > 0.227$. This indicated a positive correlation between parental volunteering and the formation of the character of independent learners in '*Merdeka Belajar*.' The obtained t-value was also greater than the t-table, $3.317 > 1.665$, meaning the correlation between the variables was significant, applying to the entire population and not just the sample. Therefore, based on the gathered quantitative data, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This implied a positive and significant correlation between parental volunteering and the formation of the character of independent learners in '*Merdeka Belajar*' at MIN 22 Jakarta.

3.2 The Role of Parental Volunteering in Shaping the Character of Independent Learners at MIN 22 Jakarta

[17] stated that parental volunteering in education can develop school programs and individually monitor students' character. Based on interviews with teachers and parents, it was found that volunteering in education at MIN 22 Jakarta was closely related to the role of Class Parent Representatives (CPRs) both materially and immaterially. As [18] expressed, parental involvement in education encourages the creation of collaboration with the school and contributes to a conducive educational environment. The active involvement of CPRs, demonstrating volunteering in education, is acknowledged by teachers to have a positive impact on students' character.

Interviews with students revealed a sense of pride in their parents' willingness to work hard and sacrifice for the benefit of many people. This pride translates into a positive student attitude, leading to active participation, self-confidence, high initiative, optimism, and academic achievements. This aligns with the views of [19], who emphasises that parental involvement in school programs provides control and motivation for students to achieve better learning outcomes and performance. Parental behaviour can serve as a significant role model that influences students' values [20], thus supporting the formation of character and the ability to adapt to the impacts of globalization [21].

Data collection results identified the roles of Class Parent Representatives (CPRs) in MIN 22 Jakarta, including 1) Assisting teachers in ensuring that all parents receive all information from the school. CPRs communicate this information through personal messages, phone calls, or face-to-face meetings; 2) Representing parents in decision-making processes. The school always involves parents whenever implementing a program through parent-teacher meetings. However, not all parents are always involved. For

instance, events like Teacher's Day and the Birthday of Prophet Muhammad did not involve all parents. CPRs gather input from parents to be presented at meetings as considerations for decisions to be made. During the Teacher's Day event meeting, it was decided that parents did not agree to have a special event. On the other hand, for the celebration of the Prophet Muhammad's birthday (*Maulud* Nabi Muhammad SAW), parents provided input that the gathered funds should only be used for the speaker and tent rental. They suggested that students did not need to receive snacks during the event as they could bring them from home; 3) Volunteering, both materially and immaterially. During the Prophet Muhammad's birthday celebration, CPRs assist in preparing the venue and providing refreshments for the speakers. They actively participate in immunisation activities, such as the BIAS program (School-Age Child Immunization Month) and vaccination, by organising participants and providing refreshments for the medical team; and 4) Serving as a bridge of communication between parents and the school. CPRs actively maintain communication, both directly and through WhatsApp. They regularly provide information to parents, not only about school policies and programs but also other relevant information, for example, informing parents when classes end early due to teacher training on the IKM (Implementation of Independent Curriculum) or reminding them not to enter the school parking area during student report card collection as it is being used for MTS 38 Jakarta's report card distribution, which is within the same complex as MIN 22 Jakarta, and more.

Not only for the school's benefit, based on observations and interviews, it is known that the CPRs are also willing to assist parents and students to ensure a smooth and effective learning process. The CPRs are willing to escort students when they have not been picked up, inform them about assignments and homework through WhatsApp groups, and coordinate the purchase of origami and other learning tools. Parents often entrust pocket money or donations because they are worried it might be lost if held by their children. Students express that the CPRs play a significant role in their learning process.

The mother of student X escorted me home after our group work. She also cooked noodles with eggs, and we ate together before starting our group work. My friend had pens and erasers bought for them because theirs went missing. The mother of student Y often reminded us to complete our assignments to avoid penalties.

According to [22], parental volunteering in education is actively creating a relationship between parents and students, as has been done by the CPRs in MIN 22 Jakarta. CPRs state they are happy to assist teachers, parents, and children with the typical good and smooth learning process. Students also ask for help informing their parents if they have left books or other items. 'Bunda, please call Mom; I left my homework book,' said student A. CPRs is willing to assist. The attitude shown by CPRs makes them feel that CPRs are their parent. They respect and appreciate POK. Students are willing to listen to CPRs' advice to study diligently, do assignments well, and have good morals.

Parents' existence, active role, and initiative are crucial in achieving educational goals in academics, skills, and character development [22]. Teachers admit that the role of CPRs contributes positively to forming a committed character in students, marked by the growth of their enthusiasm for learning. Moreover, the motivation and support from CPRs in the educational process encourage self-confidence and create positive interactions among students, which are characteristics of an independent character. This fact is supported by the opinion of [7] that parental involvement in the educational process supports the success of independent learning programs, including the instillation of character or values.

Unlike CPRs, based on the gathered data, it is known that parental volunteering other than POK in education at MIN 22 Jakarta is relatively low. Through interviews and observations, it was found that parental participation is not total. It was discovered that parents are hesitant to spend money on the school's needs. Parents expect to receive educational facilities for free since their children are enrolled in a public madrasah. [23] reported that in early 2006, the Jakarta Provincial Government waived educational fees, such as building fees, development fees (SPP), and textbooks, for public schools or madrasahs in Jakarta. This became one of the reasons why parents chose to enrol their children in public schools. However, schools can still charge parents a maximum of Rp 125,000 monthly [23].

The interview results with teachers, and POK revealed that some parents objected to paying a monthly fee of Rp 15,000. Even though this amount had been agreed upon in a previous parent-teacher meeting, its allocation was clearly defined. Its management was entirely entrusted to the school committee in collaboration with CPRs to ensure transparency. CPRs mentioned that several parents had to be reminded multiple times to fulfil their obligations. However, [24] argued that a student's success in learning is influenced, among other factors, by effective parental volunteering that contributes to the educational process. It is only fitting for parents to actively participate in the learning mechanisms of the school actively, not merely enrolling their children and considering their role finished [25].

Parents' low participation in financial contributions has resulted in difficulties in organising school programs, especially those requiring additional funding. MIN 22 Jakarta can only conduct mandatory Scout extracurricular activities. Minister of Education and Culture Regulation Number 63 of 2014 stipulates that Scouting is a mandatory extracurricular activity at the elementary and secondary school levels [26]. MIN 22

Jakarta has extracurricular programs such as the Red Cross (PMR), futsal, *hadroh*, and robotics. However, these programs face constraints due to the need for funding not covered by the government. Parents express objections to the additional costs they must bear. Hence, these programs have been postponed until an agreement is reached between the school and the teachers. This situation poses a challenge in the education process at MIN 22 Jakarta, consistent with the opinion of [27] that parents' reluctance to contribute financially to education burdens schools. This is because parental contributions do not support teachers' expectations of achieving good and satisfactory learning outcomes.

Another fact was found while implementing the Computer-Based National Assessment (ANBK). ANBK is an enhanced educational assessment aimed at improving the quality of learning and learning outcomes by mapping inputs, processes, and outcomes. ANBK is implemented for Grade 5 in elementary schools (SD/MI), consisting of Minimum Competency Assessment (AKM), character surveys, and learning environment surveys [28]. The technical implementation of ANBK requires participants to use a laptop. During a parent-teacher meeting in preparation for ANBK, it was found that twelve parents expressed their inability to fulfil the laptop requirement. Based on the data collected, the inability of these parents was attributed to economic factors.

48 Grade 5 students at MIN 22 Jakarta are recipients of the Jakarta Smart Card (KJP). KJP is a provision of education services funded by the Jakarta Provincial Budget (APBD) to Jakarta residents who are economically disadvantaged, where parents' income is inadequate to meet basic needs [29]. [30] explains that economic factors can hinder parental volunteering as the available funds may not sufficiently support short-term and long-term school programs. To ensure the smooth implementation of ANBK, teachers borrowed laptops from other teachers and parents of different classes. This action by the teachers aligns with [10] Epstein et al.'s. (2002) suggestion that teachers should actively build partnerships with fellow teachers and parents to minimise barriers resulting from low parental involvement in education, aiming to achieve educational goals.

In the interview session with teachers and CPRs, it was found that the inability of parents to meet the laptop needs is not only due to economic issues but also the characteristics of the parents. As mentioned by the teachers,

The parents are not buying laptops for their children, not because they cannot afford them, but because they do not want to make the effort. Many other parents face greater financial difficulties but are willing to try to meet their child's laptop needs. The parents stated that since the government is conducting the assessment, it should be the government's responsibility to provide the laptops students use in ANBK, not the parents.

The negative attitude of parents becomes a hindering factor in the effectiveness of a child's education, where parents limit themselves to enrolling their children in school and transferring their responsibility to the school and government, especially regarding funding [30]. Results from interviews with parents revealed that they believe it is only suitable for the government to be responsible for the entire education process in public schools. It is different for private schools organised by foundations, where it is understandable for parents to provide financial support for the educational process.

Referring to the opinion of [30], parents' educational level influences parental involvement, including the dimension of volunteering in education. Parental volunteering tends to improve with higher levels of education. However, different findings were observed in the field. Parents' educational background at MIN 22 Jakarta is highly diverse due to the Student Admission System (PPDB) process being based on zones and age. Based on the gathered data, parents with a high level of education demonstrate low levels of volunteering in education and less cooperation regarding school policies and programs, as explained by the teachers,

Their views differ from the school policy, but they are unwilling to discuss and reach an agreement. During the implementation, they continuously complain about the decisions made. For instance, they request the provision of fans in the classrooms so that the children can study comfortably, even though they know there is no other income for the public madrasah besides the government's funds. The management of the government funds is transparent and known to the school committee. However, they object to paying the nominal fee, which could be allocated to fulfil the learning needs. On the other hand, parents with lower educational levels accept the decisions and implement the school policies effectively.

[31] explains her opinion regarding this phenomenon. According to her, educated individuals in Indonesia today tend to be influenced by an environment and technology contaminated by capitalism, along with negative impacts on personal visions and missions. This tendency leads them to become arrogant and unable to criticise issues. According to philosophers, this tendency is egoistic hedonism, where individuals rely on their intellectuality and intelligence to derive pleasure. These impacts shift the attitude of parents who perceive themselves as education consumers. Hence, they believe they deserve educational services without contributing [30].

Parental volunteering in education is also demonstrated through sharing experiences related to professions/interests/talents. CPRs who have experience being class parent representatives are willing to share their experiences and knowledge with new CPRs to work effectively and efficiently. This is expected to

contribute positively to the education process at MIN 22 Jakarta. Volunteering related to professions, interests, and talents has not been done before. However, parents have mentioned that they do not mind sharing if asked. Teachers state that the school plans to involve parents in this aspect in the next academic year.

Based on the gathered data, parental volunteering in education has a direct positive influence on the students. The students observe how their parents willingly invest their time, thoughts, and resources for the smooth running of the educational process and the common good. This fosters an optimistic attitude, initiative, adaptability, responsibility, and a sense of trustworthiness in the students, ultimately resulting in a sense of independence. The students' independence is reflected in their ability to manage emotions, evident from the scarcity of conflict-related incidents with peers or other school members in the class journal.

Parental volunteering also influences the enthusiasm of students in self-development and goal achievement orientation. These attitudes form the basis for shaping the character and commitment of students to independent learning [5]. Students with actively involved parents demonstrate enthusiasm for learning inside and outside the classroom. In interviews with students, it was found that they did not encounter many obstacles in completing their tasks or assignments due to the abundance of learning resources. When faced with difficulties, they take the initiative to search for answers online and ask their teachers or people around them whom they consider helpful. The students acknowledged that this behaviour was influenced by their parents' active, contributive, and proactive approach. Portfolios and interviews demonstrate that the work produced by students, whether individual or group projects, is assessed as good, timely, and satisfactory. As [32] states, the positive attitudes displayed by parent's manifest in good guidance for other family members. This is expected to cultivate the independence and productivity of children, providing an impact on both them and their environment.

Another influence is that students with actively involved parents appear enthusiastic about self-development through extracurricular activities like scouting. Observations show students eagerly stepping forward to practice knots and ropes before being instructed by their scout leader, willing to take on leadership roles, and gaining confidence to perform in front of their peers. Teachers mentioned the need to divide groups to assign ceremony duties so all students can participate. If not organised in groups, many students are willing to be ceremony participants repeatedly. Some students also engage in self-development outside school, such as martial arts and swimming. Parents noted that their children perform well and excel in their respective clubs. This aligns with [33] view that parental involvement in education can foster and develop positive student character traits. Teachers also emphasised that positive character traits are notably visible in children with active CPR parents. The higher the level of parental volunteering, the more positive the character traits the students possess [17].

The quantitative data indicates that parental volunteering in education at MIN 22 Jakarta is 62%, falling within the category of not good to good. The lowest scores were obtained in the indicator reflecting parents' reluctance to contribute material resources (money, items, etc.) for the school's needs. This data illustrates the prevalent attitude among parents unwilling to contribute material resources due to their belief that, as their children attend a public Islamic school, they are entitled to accessible educational facilities provided by the government, coupled with economic factors. Although parental volunteering at MIN 22 Jakarta falls within the people with low incomes to good category and faces various obstacles, the collected data demonstrates that volunteering plays a role in shaping the character of independent learning students. Based on quantitative analysis, the character of independent learning students at MIN 22 Jakarta falls within the category of good to very good, with a percentage of 80%.

The field data reveals other indicators of successful parental volunteering at MIN 22 Jakarta. Another volunteering indicator is the willingness to participate in school activities. This is demonstrated by parents and teachers jointly preparing the needs of the children during the scouting activities at the Cibubur campsite, training the children, and assisting in preparing costumes for performances during "*muhadhoroh*" events. Another indicator is parental attendance at parent-teacher meetings. Based on the attendance list of the parent-teacher meetings, it is known that parents respond well to the school's meeting invitations. Parents who could not attend always provided logical reasons and kept the teachers informed. According to interviews with parents, they tried to attend these meetings to receive explicit information. Regarding the willingness of parents to share experiences and knowledge related to interests, talents, or professions, parents stated that they are willing to share if requested by the school. As [34] explains, planning and participating in school-organized events or programs are forms of parental volunteering.

The correlation test between parental volunteering in education and the character formation of independent learning students yielded a calculated correlation coefficient (r) of 0.356. This indicates a positive relationship, meaning that the better the parental volunteering in education, the better the formation of the independent learning character in students. The significance test resulted in a t -value of 3.317, which means that the relationship is significant and applies to the sample and the entire population. Based on the collected data, parental volunteering in education at MIN 22 Jakarta plays a role in shaping the commitment and independence

of students' characters. However, no significant role of volunteering was found in shaping preferences, literacy skills, and correct Quranic reading abilities.

4. Conclusion

Parental volunteering in education involves parents volunteering and supporting the progress and achievement of school goals. Based on the study conducted on parental volunteering and the character of independent learning students at MIN 22 Jakarta, it can be concluded that there is a positive and significant correlation between volunteering and the formation of the character of independent learning students. This is evident from the correlation test results, where the calculated correlation coefficient (r) is higher than the critical value ($0.356 > 0.227$), and the significance test, where the calculated t -value is higher than the critical t -value ($3.317 > 1.665$). Parental volunteering in education shapes the character of independent learning students, encompassing commitment and self-reliance. However, in MIN 22 Jakarta, parental volunteering faces hindrances due to economic factors and the characteristic belief of parents that education in public madrasahs should be provided for free by the government.

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