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Teachers' Perspectives on Parenting Education in Rural Schools

A Case Study in the Indonesian Context

Education and Learning/Department of Education

Master's thesis

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Abstract

This study investigated teachers' views of parenting education in Indonesian rural schools, based on the previous studies on effective parenting education that can help enhance academic performance. Parenting education is still not a formal requirement from the Indonesian government with the recent curriculum. Parenting education has its unique challenges in rural areas. Guided by Epstein's Framework of Six Types of Involvement, this research addressed three central questions: (1) According to teachers, how do they perceive parents' current capabilities in supporting their children's learning at home? (2) What are the barriers that prevent rural parents from participating in school events and decision-making according to teachers? And (3) Based on teachers' perspectives, how can the community and improved communication between parents and schools support the implementation of parenting education in rural schools?

Six teachers at the kindergarten, elementary, and vocational high school levels were interviewed using a qualitative, multiple case study approach. Thematic analysis resulted in six main themes: communication, parental support at home, collaboration with the school community, decision-making, volunteerism, and parenting support structures. Overall, the study found that some parents show signs of care and motivation to help their children succeed in their learning process, but several barriers were found in the way of engaging support, including low levels of technological literacy, lack of time, and financial pressures. Teachers addressed that there should be improved communication systems, involvement in the local community, and structuring guidance to enhance the role of the parent in education for this particular rural area.

This study illustrated the contextual complexities of the parenting education in the rural context. Moreover, it contributes to broader discourses on inclusive, empathetic, and community-based engagement in parenting education. Finally, it offers practical examples of how rural schools and educators adapt in their complex environments for the sake of promoting student growth and agency, and to provide support for the student family-and-community connection. Future study can work on parents' perspectives on their role as a learner in parenting education.

Key words: parenting education, rural schools, teachers' perspectives, parental involvement, Epstein.

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1 Introduction

Scholars have consistently acknowledged parental engagement as a crucial element in facilitating children's academic achievement. Extensive research indicates that parental involvement in a child's education improves academic performance, motivation, and social behavior (Fan & Chen, 2001; Gonzalez-DeHass et al., 2005; Rafiq et al., 2013). One study conducted by Wu (2024) suggests that parental involvement can enhance students' performances in their academics in terms of consistency in supporting them inside and outside learning environments. Apart from that, parental involvement also plays a key role in terms of improving motivation and leads to better academic attainment (Piskorz-Ryń & Chikwe, 2024). It serves to encourage the students to exert more effort and perhaps sustain it. Lastly, Avnet et al. (2019) explain that parental involvement in the educational process also influences the social behavior of the children in a positive way, thereby improving communication and teaching the students emotional control and constructive relationships with their peers. Overall, these three elements are essential for the entire well-being and successful life of a student.

In Indonesia, the Minister of Education and Culture has emphasized that family involvement through a variety of educational strategies is central (Kementerian Pendidikan dan Kebudayaan, 2017). In their study, Agung et al. (2023) state that in the developed urban context, they may be able to attempt to enhance involvement from parents easily, given their more accessible resources and facilities. In this particular condition, the parents typically have a high level of education and understand that their involvement is central to the children's academic performance and it leads to increasing parents' enthusiasm for school programs and activities (Yulianti, 2019). The study also elaborates that several active parent-teacher associations in the urban area effectively facilitate this awareness by connecting schools and families. Also, as reported by the United Nations Children's Fund (UNICEF), the educational disparity was shown by the out-of-school rate which range around 1,3% in Yogyakarta which is considered an 'affluent' region compared to Papua which has 22% in this likelihood. This case centers on the idea that educational accessibilities in urban and rural areas have different condition.

However, in the rural areas, Yulianti et al. (2018) explain that the lack of such initiatives hinders parents' capacity to engage in the schooling of their children. This issue provides critical questions regarding the significance of parental education in enhancing parental engagement within rural Indonesian institutions. Moreover, the viewpoints of parents in rural schools are varied from each other. In this case, cultural or economic circumstances may hinder their

comprehension of the value of their participation in their children's educational achievement (Lase et al., 2022). In another study, Yulianti (2019) observes that educators, frequently involved in these areas, regularly emphasize the deficiency of parental engagement as an impediment to students' learning potential, resulting in problems like negative attitudes, low academic performance, and absenteeism. Tomlinson and Andina (2015) also notes that the main barrier is the lack of formal parenting programs that include the requisite knowledge and skills that parents require to help promote the academic growth of their children. The absence of cohesive parenting unity intensifies these issues since parents lack the requisite tools to facilitate learning for children at home (Mardis, 2013).

A parenting education program may solve the limited scope of parental participation in rural areas. It is also a fact that teachers serve as educators, not only for the children. The study on the involvement of parents in Indonesian context by Yulianti (2019) shows that holding such programs for parents gives them the ability to enhance the education of their children, which consequently leads to better academic performance and improved family-school relations. Considering the idea, this research will gather perspectives from teachers in rural communities in Indonesia on parenting education program in school and its possible effect on student performance and parents' involvement in their education. The researcher will analyze the responses to identify potential strategies for implementing effective parenting education programs in these communities.

This research explores the teachers' perspectives on their profession in parenting education, potentially broadening the discussion on how to increase parental participation in rural education. The study focuses on the teachers because teachers as the participants are seen as the unique cases in this rural context who experience their particular role as an educator not only for the students, but also for the parents. Nevertheless, there is also a gap since the parents' perspectives also need to be addressed for future research to see the needs of their role to become a lifelong learner in parenting education. These three questions become the main objectives for the researcher, namely (1) According to teachers, how do they perceive parents' current capabilities in supporting their children's learning at home? (2) What are the barriers that prevent rural parents from participating in school events and decision-making according to teachers? (3) Based on teachers' perspectives, how can the community and improved communication between parents and schools support the implementation of parenting education in rural schools?

Ultimately, the result will give information that can be useful to develop a parenting program in a rural context. The study intends to narrow the gap between schools and families to create a favorable atmosphere for students' achievement in the rural setting.

2 Theoretical Framework

The Australian Research Alliance for Children and Youth (ARACY) report written by Emerson et al. (2012, p. 7) explains that “[f]amily-school and community partnerships are re-defining the boundaries and functions of education ... the create conditions in which children learn more effectively. In these ways they take education beyond the school gates” illustrating how involving parents fosters growth, development, and interaction beyond school premises. Moreover, in the Epstein framework, the engagement of parents helps not only in the student's study but also in their worth, interest, and esteem (Epstein, 2018). Still, social class, ethnicity, and geography influence the extent and mode of participation among parents. Desforges and Abouchaar (2003) explain that teachers frequently noticed an inequality in parental involvement and contributions in the rural context. This case of imbalance was caused by inadequate materials, educational resources, or support, in addition to social attitudes toward parental engagement in education. Thus, it is central to see parental engagement as a multifaceted phenomenon that is varied with circumstance.

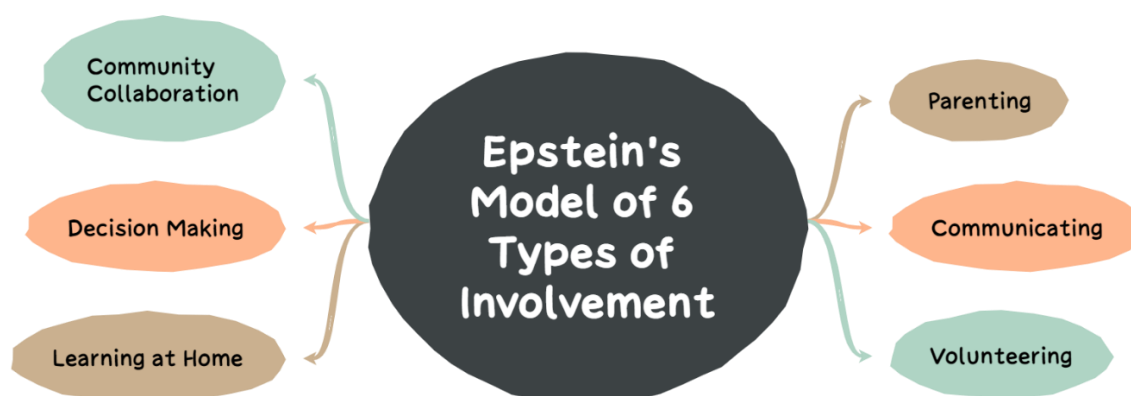


Figure 1. Epstein's Six Types of Parent Involvement Framework (created by Xmind)

Epstein provides a parental involvement model which elaborates more on understanding the contributions of parents to various aspects of their children's learning. The framework determines decision-making and community collaboration, including parenting, communication, and helping at home to achieve school goals. Epstein (2018) states that this model provides a valuable framework to evaluate and enhance parental participation in children's education at all levels. Furthermore, these six forms of involvement also provide a framework for assessing the role of parents in children's education inside and outside formal

schooling. The researcher explains these stratifications of involvement in detail below, specifically focusing on their impact on parental strategies, home learning, and potential challenges in rural education:

2.1 Overview of Epstein's Model

There are six elements of this model. In this case, the overview of this model is narrowed to the structured concept of this study. First of all, the element of Parenting (Type 1) and Learning at Home (Type 4), developed by Epstein, emphasize the individual and unique roles families and schools play in developing student success. Parenting focuses on creating supportive physical and emotional environments in the home that connect to students' educational ambitions, including workshops or information for families on child and adolescent development (Epstein, 2018). For example, schools may organize culturally responsive parenting workshops or home visits to create fluid movement between home and school. Learning at home, in this case, means guiding families to reinforce learning that students subtract in school, which occurs through interactive homework and activities closely related to the curriculum. Epstein (2018), in the book, states that it is central to allow the family for a room where they can have strong practices in terms of engagement, one example being "family math or science nights", which can provide families the opportunity to "discuss schoolwork at home" without necessarily becoming teachers (p. 19). In short, the frameworks identify the important aspects of families being actively involved and engaged in nurturing and academic roles, which include establishing learning goals and reviewing report cards, which over time enhance students' attitudes toward learning and skills development (Epstein, 2018). When schools approach their challenges based on factors like accessibility and equity, all families, regardless of background, can engage in meaningful ways and contribute in desired ways to their child's learning processes.

Volunteering (Type 3) and Decision Making (Type 5) both recognize the value of inclusive participation in school communities. Volunteering is community-based and goes beyond the conventional sense of volunteering, allowing families to support schools with their time and skills "at school, at home" or anywhere else (Epstein, 2018, p. 18). For example, schools should be prepared to offer options for virtual after school tutoring opportunities or flexible event audiences for working parents to engage with. In contrast to volunteering and volunteering opportunities, decision making calls families to be "leaders", voices for change, by including their voice in the school decision making process. Epstein (2018) expressed that having "effective practices" include "parent representatives from all racial, ethnic, and socioeconomic

groups” in order to avoid tokenism is central (p. 19). There are challenges to building trust between educators and families. As Epstein (2018) writes, it is important to change how an individual views involvement, working together in “shared leadership” and reframing it from a “power struggle” into a shared goal (pp. 20-27). These both types working together would improve school climates through diverse contributions and shared accountability with families, including afterschool programs created by volunteerism or parent representative employed committees, while building equitable participation in the shared accountability.

Meanwhile, communication (Type 2) and Collaborating with the Community (Type 6) require two-way engagement and sharing of resources. For Communication, engagement include "two-way exchanges" because families need and have the right to be informed about their children's progress through various ways such as translated newsletters or electronic formats (Epstein, 2018, p. 16). Furthermore, the author also notes that tackling barriers such as language will help ensure all parents receive needed information. In this case, collaborating with the Community also requires targeting local resources, businesses, health organizations, or cultural organizations to support and enrich the schools' programs. As an example, partnerships could be in a form of scholarships, mentorship, or service-learning experiences that "strengthen family practices and student learning" (Epstein, 2018). A barrier may be "turf problems" among schools or community stakeholders, the rewards for successful collaborations will provide family-friendly spaces that recognize the holistic needs of a family with children (Epstein, 2018, p. 20). Both of these elements will foster trust and extend relationships to provide all families with the best opportunity to ensure that all our schools in partnership with the communities can develop the academic and social growth of students.

2.2 Parenting and Learning at Home

Drawing from Epstein and Sanders (2002), when it comes to learning at home, Wee (2011) observes that “providing children with an atmosphere conducive to home learning ... shapes their life, their ways of thinking, feelings and behaviour” (p. 49). It reflects how parenting establishes the ordering and learning children undergo in the household. In their book, Shonkoff and Phillips (2000) wrote that parental care, particularly within the early stages of development, goes a long way in helping determine how a child’s academic results become later in adult life. In short, the role of parents here are also to help children read, talk about the schoolwork, or set study times, parents' contribution to everyday learning increases a child's capacity to learn about

the school. Although informal educational methods may not fully equate to classroom learning, this approach can significantly enhance a child's academic abilities (Yulianti, 2019).

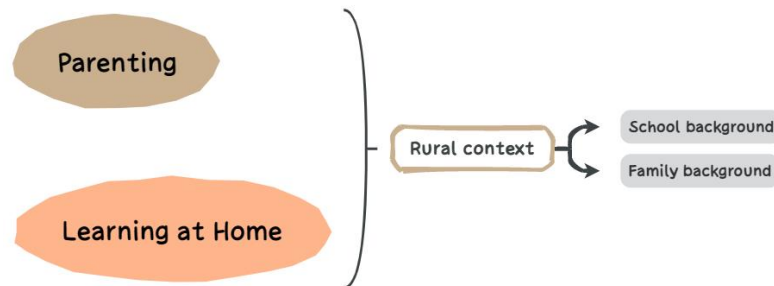


Figure 2. Parenting and Learning at Home in Rural Context (created by Xmind)
(Adapted from Epstein, 2018)

In several rural settings, additional factors further complicate the interface between parenting and learning at home. The presence of technology, educational resources, improvement programs, and other factors may limit parents' ability to give the same support as there is in bigger cities (Katz & Gonzalez, 2016). Furthermore, Cuervo (2016) wrote in his book that

Teachers have increasingly experienced [a] competition in terms of an increase in parental and societal demands, where stronger market-style dispositions, such as a user-pay attitude, could be seen in parents and students ... [A] teacher believed that a customer identity is correlated with the greater choices that the kids now actually have that make them shop around more (p. 129).

This case implies that the cultural beliefs of parent who rely more on the school rather than their responsibility as the family with their educational values they have. Basically, in rural areas, as Du Plessis and Mestry (2019) suggest, children suffer from a lack of additional educational amenities in school, making this home-based learning relevant. In these situations, parents take on a significant role as teachers.

Nevertheless, many parents who live in the countryside show tenacity and perseverance in creating a conducive environment for learning within the home (Wu & Yuan, 2023). They often depend on the assistance of people and culture to adjust and develop an educational setting even where the means are inadequate. Zafeiroudi and Kouthouris (2021) underscores that parents in rural areas must rely more on experiential activities such as storytelling, play, and interaction

with nature. These may possess significant educational merit. Through this approach, teachers can recognize and incorporate these advantages while developing educational programs to support parents who lives in countryside in implementing at-home learning for their children.

2.2.1 Parenting Education and Its Role in Supporting Children's Learning

A study conducted by Ghajarieh and Mirkazemi (2023) on parental beliefs and behaviors in the, found that many low socioeconomic status parents were unsure of their ability to be supportive of their children at home. One of the parents explained, 'I am neither a teacher nor a good guide for my children in academic courses,' indicating the necessity for structured parenting education to enable parents to learn skills that would facilitate home-based learning (p. 241). Moreover, according to Lahti et al. (2019), parents who participated in parenting classes demonstrated greater abilities in creating stable learning environments. Moreover, a study by Henderson and Berla (1994) revealed that “[r]eading, writing, and discussions among family members” based on children’s interest is effective in building certain academic abilities that are useful across the child’s education journey (p. 23). Even in countryside, this parenting education helps narrow the developmental gaps, making family contexts central for children's upbringing.

Also, parenting education is advantageous since it offers parents practical approaches to incorporating learning activities into their everyday activities. These programs usually outline strategies, such as ensuring positive relationships between school and family and active involvement in the learning process. The evidence showed that these program improve the content that students acquire in school (Lahti et al., 2019). Additionally, Kim et al. (2018) studied that children become better organized and disciplined and do better in their studies if their parents impose clear academic expectations on them, apart from the controversy of either become an authoritative or an autonomy supportive parenting styles. Thus, it does not only address the learning shortfalls in the school setting, but also in boosting the child’s self-esteem and the desire to learn.

In addition to skills development, education for parents encourages the learning of society as a whole. This is important in the rural setting. For instance, one study found that parents in rural regions tend to be untrained or rather distanced from the education of their children (Zhang et al., 2015). Parenting education does not only inform people but also bring them together as a community to discourage loneliness. In this case, one study investigated by Yuen (2019) found

that parenting education promoted the parental sharing of techniques and experiences. It fostered a culture of learning within the community. This collaborative element enhances individual families and supports education as a collective community objective, offering children a more unified and supportive environment for academic success (Wu, 2024).

2.2.2 Teachers' Perceptions of Parents' Involvement in Learning at Home

Mncube et al. (2023) conduct a study in a South African Context and it becomes a reference that including parents into curriculum management in rural schools signifies bringing the learning environment into the home. Particularly, in their study, the researchers explain that in rural school, where the parents do not have a very high level of education, they are looking at the teacher as the professional on educational matters. They further explain that the teachers believe in their ability to be one of the premier facilitators in supporting parents to develop supportive learning spaces in the home. This is key in a rural setting where parents do not have the resources or knowledge to properly support students with their learning (Mncube et al., 2023). Hill and Taylor (2004) state that it is teachers who provide parents with the tools to engage in children's education, helping to understand the school curriculum and thereby supporting academic progress at home. The teachers' contribution in this aspect is, therefore, quite fundamental to bridging the gap in knowledge so that the parents can constructively join their children's learning processes.

Teachers are individuals who can assist in teaching parents the value of their involvement in their children's education (Morowane & Marishane, 2024). As an example, one study was conducted by Bencivengo (2024), demonstrating that teachers can offer parenting workshops on how to create a reinforcing and encouraging environment for learning at home. These workshops covered topics such as establishing a routine, providing assistance with homework, and cultivating a passion for learning. By giving them such advice, the teachers gave the parents a feeling of being more empowered in their children's education, and this approach made students perform better academically. In short, it is the reason why teachers in rural schools believe it is their responsibility to equip parents with the necessary knowledge and skills, as they are in the best position to do this job professionally.

Teachers in remote regions acknowledge that their responsibilities include not only their students but also the broader community (Budge, 2006). As Breiner et al. (2016), in their book suggest that "... teachers [can share] with parents knowledge about best practice for promoting

learning ...” (p. 169). For example, rural teachers may provide information to parents on child development, discipline strategies, and educational activities that parents can engage in at home to help their child grow (Redding & Walberg, 2012). The larger purpose of fostering a collaborative environment where parents and teachers work together to achieve the mutually exclusive goal of successful students encompasses the role of guidance and education for parents (Epstein & Sanders, 2002).

2.2.3 The Influence of Parental Capacity on Student Outcomes

A challenge also was researched in Indonesian context by Nurteteng et al. (2024) in Sorong’s resource-limited classrooms. Basically, in rural areas, because of limited educational resources, teachers meet parents who do not possess the necessary skills or confidence to meaningfully participate in their child's education. Teachers, as educators, realize that they have a dual responsibility, particularly teaching students in the classroom while giving parents the skills and understanding necessary to promote and maintain a conducive learning environment at home (Niehaus & Adelson, 2014). Specifically, they elaborate that teachers recognizes when parents can support children, students tend to have more effective academic performance, have more motivation, and show better social-emotional skills. Thus, teachers can guide parents to become active partners in their child's education.

Teachers possess extensive experience in child development and educational practices, which uniquely positions them to enhance the capacity of parents (Senge et al., 2012). One example, Davis (2000), in her book, states that

[Offering] volunteers training in interpreting academic performance assessments so that they can better understand what is expected of students and can provide help accordingly in the classroom. It is vital for the school to help volunteers feel competent about their ability to assist (p. 11)

Later, in the next page, the author writes two important points, emphasizing that

Clear communication between teachers and parents: Strategies will need to be developed to overcome children’s tendencies toward not discussing their homework requirements (p. 12).

Teacher preparation time: Teachers will need time to prepare homework assignments and projects that truly engage students, promote higher levels of learning, and productively involve parents (p. 12).

Furthermore, this writer also explains that those approaches also foster a reciprocal advantage in which parents gain confidence in guiding their children, and students benefit from an integrated and supportive educational atmosphere both in school and at home. It means educators play a key role in tackling with the knowledge imbalances between parents and children, especially in rural contexts.

In their research, Huscroft-D'Angelo et al. (2022) found that 84.2% of parents relied on 'conversations with teachers' to access information (p. 206). This result illustrates the role as an educator to guide parents in resource management. In particular, in rural context that has no access to parenting education programs or other external resources, teachers become primary facilitators of such an opportunity. In this case, they might partner with local organizations to provide workshops on child development or even offer learning materials that parents can use at home (Bencivengo, 2024). They can also identify specific areas of parent support during the parent-teacher meetings and build their capacity on what needs to be improved. Thus, while teachers build parental capacity, they also raise student performance levels, with the resulting interaction between schools and families creating a win-win solution for their entire community and school (Wu, 2024).

2.3 Barriers to Parental Involvement in Rural Schools

In discussing volunteering, Kumar et al. (2024) conducted an experiment across 400 villages in Uttar Pradesh in which parents volunteered to lead foundational learning sessions. From this case, it demonstrates how local volunteers can supplement formal teaching in under-resourced rural schools. Both of these types of activities are always interrelated with parental involvement in their children's learning process in rural settings. Davis (2000) explains that parental engagement, like in volunteering and engaging in school decision-making helps to build a stronger relationship between the school and the community, bridging the gap between school expectations and home experiences. At the same time, rural schools are thought to be in a unique situation regarding this involvement, as some factors especially socio-economic factors inhibit opportunities for volunteering or decision-making (Brown, 2024).

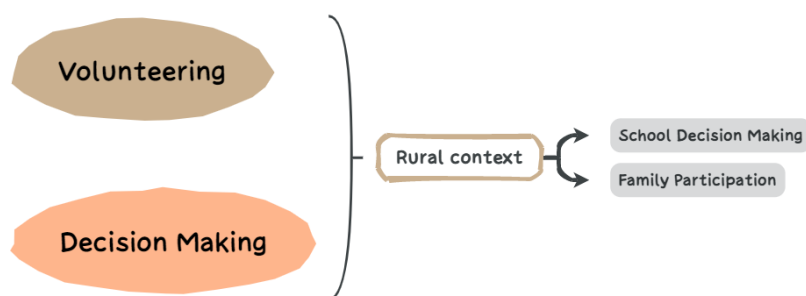


Figure 3. Volunteering and Decision Making in Rural Context (created by Xmind)
(Adapted from Epstein, 2018)

Resource availability and community support structures invariably influence school decision-making in rural settings (Mncube & Ngema, 2023). In another study, Mncube et al., (2023) also explain that limited funding is an issue for many rural schools and directly correlates to the ability of the parents to participate meaningfully in decisions regarding the curriculum or educational processes. In this context, people tend to be more confined to smaller groups. It is often in these groups that several parents with stronger voices in decision-making may act in ways that alienate parents who feel distanced or unempowered with regard to school policies (Hanafin & Lynch, 2002). In their study, Kumar et al. (2024) found that

... providing avenues for effective parent-teacher engagement can foster community-school relationships by sharing responsibility for children's education and learning. This is consistent with prior literature that shows that establishing avenues for parent-teacher engagement, such as organizing parent-teacher meetings within schools, accountability and transparency can lead to improved learning through better provision of school services and an improved learning environment (p. 2).

teachers, in this sense, are best considered facilitators of parental involvement in rural schools through the public's encouragement of participation in school meetings or parents' collaboration. Such involvement by teachers can, in turn, empower families, help build trust in one another, and lead to more collaborative-informed decision-making with favorable effects on the students and the larger school community (Ahmed et al., 2024).

In rural settings, parents may not be able to attend meetings or volunteer in school because of a lack of transportation, work schedules, or limited awareness about school activities (Morowane & Marishane, 2024). Under circumstances such as that mentioned case, teachers

serve as a bridge to encourage families to know about their rights to participate and to appreciate opportunities for participation that are available (Arrazola & Bozalongo, 2015). Therefore, such activities create an even stronger partnership between parents and the school, which in turn has a bearing on students' achievement and advancement in school (Wu, 2024).

2.3.1 Volunteering and Its Impact on Parental Engagement

Volunteering among parents can take many forms, such as attending school events, helping with class projects, or organizing an extracurricular activity. As mentioned earlier, this is also stated by Kumar et al. (2024), in their study, suggesting that such experiences allow parents to pay attention to school setting. Furthermore, they explain that the parents would then see things differently since they would know better what happens in a child's educational experience and it impact their perception on the school environment. "Being an involved parents [is about] ... being involved in homework ... understanding of what it means to be 'a good, involved parent' ... displayed by their ordinary practices of involvement" (Colla, 2023, pp. 2–3). Such activities also bear with them the strength of telling the children that their education is important and, it builds an active culture at home in which they get to involve themselves. Consequently, performance climbs up in value, and the bond consolidates between parents at school and the children (Mudiappa & Kluczniok, 2015).

In their study, Kumar et al. (2024) emphasizes that the tight-knit nature of this rural community causes parents who volunteer at school can become involved in discussions about policies regarding school, curriculum, and planning. Further, it gives parents an opportunity to voice their concerns, suggestions, and preferences around the school administration and teachers (Mayo, 2007). Eden et al. (2024) also explain that such interactions foster more community-centered decisions and ensure the needs of learners in this context are understood and accommodated. Indeed, in some rural areas, parents often work, limiting their ability to be available to volunteer, and some parents also cannot do it because of a lack of resources (Mncube et al., 2023).

In the rural contexts discussed by Zuckerman (2023) rural schools are about community networks, where "social relationships and density of social ties inside and outside of school promote trust" and facilitate participation from families (p. 430). This approach creates a bond between parents, teachers, and children, helping parents realize what their child is expected to learn in school and how they are in school. Besides, through this approach, parents can assist their children with their learning to some extent. For example, some activities could include

guiding their children on their homework, attending parent-teacher conferences, or participating in school improvement projects (Moreeng et al., 2024). In this case, Mncube et al. (2023) suggest that in a rural South African context, volunteering can nurture all families closer because it brings parents and children to work together in the learning process. This involvement breaks the walls that separate home life from school.

2.3.2 Parental Involvement in School Decision-Making Processes

Due to the closeness of the local community, schools tend to carry out decision-making more communally, which differs from urban settings (Kubeš, 2024). In this case, Eden et al. (2024) emphasize that parents can express their opinions on school policies, budget allocations, and curriculum considerations so that the school can adapt to local community values and community needs in general. Again, Eden et al. (2024) also imply that their participation in education also addresses their central role as a parent and leads to the feeling that their opinions matter. Their participation is more than just showing up at meetings. It also requires actively taking part in decisions affecting the space in which learning takes place. According to (D. W. Mncube et al., 2023), rural schools cannot effectively implement the national curriculum without adequate financial and physical resources. In rural areas, resources can become more limited, and the local economy might affect the quality of education. Thus, this parental involvement in decision-making acts as a means of assuring that decisions are rooted in the actual circumstances faced by the families.

The community's understanding and implementation of common expectations can influence joint decision-making in the rural school (Ziduli & Buka, 2023). In one study, Rinehart (2022) elaborates that not all parents notice this aspect because “there was rarely consensus in community views. This guarantees some dissatisfaction” (p. 62). Apart from that, in several cases, a small group of parents may dominate the decision-making process, and their perspectives may not resonate equally with everyone (Rivas et al., 2024). Nevertheless, on their research, they further explain that what matters is giving rural parents a voice, and it can make various school policies richer through their insights into local needs and cultural values. Thus, it is essential to consider that community as a whole also impact the school decision-making processes.

2.4 Communication and Community Collaboration in Parenting Education

Mncube and Ngema (2023), in their study, suggesting that communication and community collaboration are significant in rural areas where access to educational resources is limited. According to Li (2024), schools and communities that actively promote such an environment improve parental engagement while giving them confidence in their role in children's academic and personal growth. Thus, all these stakeholders join and establish a more global framework of reference in parenting education, which in turn benefits the students who rely on a strong family and community support system (Li, 2024).

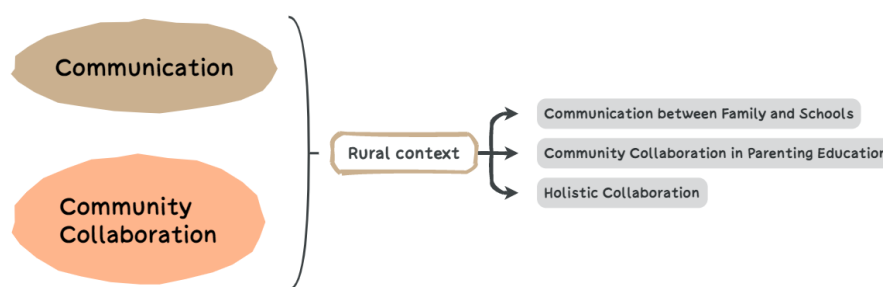


Figure 4. Communication and Community Collaboration in Rural Context (created by Xmind)

(Adapted from Epstein, 2018)

Additionally, Eden et al. (2024) further explain that this technique makes both groups more responsible for the success of the child. Parents receive information about school events, expectations, and their children's status through communication. In some rural areas, parents may experience barriers in many cases, such as not having access to transportation, being unable to leave work, or not having internet facilities (Morowane & Marishane, 2024). For that reason, collaborating with community institutions is more critical. While schools educate parents and their children, the parents can also incorporate various inputs from community organizations into their family lifestyles. Mylonakou and Kekes (2007) point out that by working together among schools, parents, and local organizations, this approach can strengthen positive parenting and educational processes. Further, it can unify parents, preparing them to engage in their children's education and make informed decisions about their future. Ultimately, these strong relationships enrich the learning experience of children (Eden et al., 2024).

Well-framed communication and collaboration systems in parental education programs can overcome some barriers that diminish parental involvement (Rachman et al., 2024). Abimanyu et al. (2023) wrote that

... [P]arents who do not fulfill their roles properly adversely affect their children's learning motivation. Even children with intrinsic motivation may struggle when their parents do not actively participate in their education, and this situation worsens for children with low motivation. The active role of parents is crucial in supporting the learning process. Parents should guide their children effectively in their studies and provide them with necessary resources (p. 42).

With community collaboration for such parents, they may also be offered opportunities to participate in many local initiatives that would further their parenting abilities and educational awareness (Eden et al., 2024). Furthermore, Mncube et al. (2023) also elaborate that because of such communal involvement, schools that could practice open communication with strong partnerships from the community can create an inclusive educational environment. This approach empowers all families to actively participate, regardless of their respective backgrounds. Thus, educational practitioners share an equal learning experience for the parents so that their children can also continue receiving uninterrupted support at home and even within their wider community.

2.4.1 The Role of Effective Communication between Parents and Schools

Essentially, family communication is about an educational environment for the development of the child's attitude toward learning and school involvement (Mncube et al., 2023). In such a scenario, they also explain implicitly that if a child has open and supportive communication from parents, it builds trust and understanding for a motivational drive toward academic participation. Moreover, the aspect of family communication becomes the cornerstone in rural demographic areas where educational resources are limited (D. W. Mncube et al., 2023). Children usually seek guidance from parents. For instance, Mardianti (2025), in her study, implicitly states that a child develops a sense of responsibility when their parents often discuss school activities with them, set educational objectives, and motivate their child in problem-solving processes. Nevertheless, there are still some barriers to rural families in communication, including their limited literacy levels, the economic constraints under which they operate, or even the time constraint due to their jobs (Chidakwa, 2025). They need to make a conscious effort to spend quality time discussing education at home so that children feel drawn toward success in their school lives.

School has a significant contribution to communication in a way that makes the parents aware and involved in their children's academic (Rachman et al., 2024). School can apply some

strategies to maintain regular communication with families in rural areas since distance and accessibility become a challenge in visiting the school regularly. For example, several traditional face-to-face parent-teacher meetings and newsletters are still relevant today (Atwood et al., 2024). Apart from that, Nedungadi et al. (2018) state that mobile text messages like “WhatsApp, [which was] ... designed specifically to support simple educational improvements” are even more feasible these days (p. 113). In this way, the school can strengthen the partnership with the parents through clear and transparent communication. However, Mncube et al. (2023), in their study found that some rural and remote schools lack sufficient resources or receive insufficient training on effective strategies for parental engagement. From that case, it is necessary to make sure that the communication methods are accessible and culturally relevant to all parents regardless of their background (Sianturi et al., 2022). In this way, the parents can stay engaged and updated with their children's education.

The relationship between the parents and the school relies on a communication system that can enable mutual understanding and harmony between these two parties (Rachman et al., 2024). They also state that open communications between parents and teachers give room for a better resolution of their children's problems in their academic needs. In this case, in the rural context, the schools usually becomes the centralized point in terms of social interaction and communication is well forged with the family in the education system (Supriatna & Komalawati, 2024). In this case, the school can rectify the barriers to effective cooperation including sociocultural limitations and other mismatched expectations (Ozmen et al., 2016). Moreover, they also emphasize that this two-way communication model, in which parents can reach the teachers or school administrators, promotes inclusivity. Therefore, it is important for both parties to collaborate in order to support children's learning and overall well-being in a clearly defined and coordinated manner.

2.4.2 Community Collaboration and Its Role in Parenting Education

Community collaboration in education is the result of working with other local organizations, businesses, and community leaders (D. W. Mncube et al., 2023). It leads to a kind of collaboration that provides more resources and opportunities for the students and their families. Eden et al. (2024) elaborate more that there are many ways in which this collaboration finds its form, ranging from an after-school program to mentorship initiatives, and it is a valuable assistance in extending learning beyond the classroom for parents and their children. Furthermore, they also note that bringing other community members to educate students can

also enrich diversity in education while also fostering a sense of ownership and accountability within the community so that everyone can play a part in creating a better future generation. Additionally, positive community collaboration can also expose systemic issues and break the barriers to equity in education, which can be found in issues such as personal support in providing childcare, transportation, or materials like school supplies (Pinto et al., 2024). Such pooling improves the educational system's inclusivity and accessibility, helping students overcome external challenges.

In rural schools, Kumar et al. (2024) explain that some of them have fewer facilities in specialized education programs and distances between schools and families, among other public service deficiencies that the schools are faced with. Besides, tightly knit rural communities mean a sparser resource. In this case, Kilpatrick et al. (2023) suggest that it emphasizes the need for trust and help among 'families', 'teachers', and other 'key influencers' (p. 82). Moreover, they also claim that by bringing them together, this approach can improve educational access and outcomes, as the entire community is working along the lines of meeting the educational needs of its children. Therefore, this aspect is a powerful means of addressing the challenges of rural education.

In one review study by Anderson-Butcher et al. (2022) on the use of Community Collaboration by the schools, elaborate that the model can 'build partnerships with community health and mental health service providers to meet needs' for the schools that use this approach (p. 6). It enhances access for families to services otherwise unavailable. In this case, Pinto et al. (2024) elaborate that in areas where access to formal parenting education programs is limited, local community collaboration can provide a much-needed stopgap. Furthermore, this partnership between local organizations and schools can create opportunities for parents to attend 'mentoring program' regarding child development (Mncube et al., 2023, p. 25). Aside from that, Castillo (2023) also suggests that the rural communities can foster a less formal but supportive parent network where experiences and advice are shared with one another. In short, by promoting parenting education initiatives in the community, rural regions can foster an environment where parents and schools cooperate to support, more inclusively, the total development and well-being of their children (Eden et al., 2024; Mncube et al., 2023).

2.4.3 The Holistic Collaboration between Schools, Community, and Family

The coordination of schools, communities, and families can create holistic support rather than working in isolation (Wang & Liu, 2024). In this case, Mncube et al. (2023), in their study

suggest that “[the] government should encourage collaboration between rural schools and communities by funding ... parent-teacher organi[z]ations” (p. 25). The cooperation between these three entities can overcome some difficulties faced by rural schools and families, such as restricted access to educational resources and community support networks (Zhang, 2024).

In this holistic partnership, schools become the main focal point for communication between families and local communities, developing mutual responsibility for the children's success (Eden et al., 2024). Again, Zhang (2024) supports the idea that it is in the school environment where inclusiveness has to be provided so that all stakeholders, including teachers, administrators, families, and community members, can be actively involved in meaningful discussions. By engaging families and community leaders in the programs, schools can make sure that the school curriculum is contextualized holistically by making learning relevant to the school, family values, and local communities in general (Michael et al., 2023). Moreover, they also state that schools can offer the resources, educational programs, and extracurricular activities designed to benefit students, but their success depends on family and community participation. By working together, schools can create a healthy learning environment that prioritizes student well-being and their education (Stefa, 2016).

While schools become the epicenter of this holistic collaboration, families and communities equally contribute to a conducive environment for students' support and growth (Eden et al., 2024). In this case, Stoddard et al. (2011) claim that families have an understanding regarding the student's needs, strengths, and struggles, which is essential to their educational experiences. In rural communities, families are often more involved in their children's education due to a sense of connection with the school and community (Eden et al., 2024). Communities offer the children learning resources, opportunities for mentoring, and a sense of belonging, which adds value to the overall learning processes (Sheridan et al., 2017). Further, this strong connection between these three stakeholders can create a support system for students. This approach benefits students and strengthens community social dynamics in which it ensures a resilient and supportive environment for future generations (Lilian et al., 2020).

3 Methodology

The section provides the detailed research procedures to achieve a detailed comprehension on the way of participants perceive about the studied topic and the challenges they encounter in delivering educational assistance to the family. This particular study approach covers the explanation on the research design, data collection methods, and analytical procedures. Moreover, it outlines the procedures implemented during the research to make sure that the results are accurate and explainable, while also addressing ethical and privacy considerations. The following sections goes into detail about these elements.

3.1 Research Focus

This first section elaborates on detailing the purposes of this study and especially, clarifying the reason why the researcher considers the perspectives only from the teacher. Furthermore, the researchers explain on each research question and how it has been connected to the Epstein Model.

3.1.1 Objectives of the Study

This research project investigates teachers' views of parenting education in rural schools. The study focuses on how educators view their role, not only in educating students, but also in helping educate parents about their child's educational experience. Although the focus on teacher perspective instead of parent perspective might seem counterintuitive, it is really important to explore the educator role because teachers act in a way how they can connect the school learning environment and family. In rural contexts, the home-school collaboration and communication between parents and teachers consists of constrained choices and commitments as some rural teachers work within rigid governance structures that make it difficult for parents to communicate with teachers. In addition, although school committees are a common way for teacher-parent-communication to occur, this study is intended to take into account the independent roles of all rural teachers to promote parental involvement. The specific aim of this study is to investigate the emerging barriers teachers encounter as they engage with parents for the purposes of educational support and to examine if some educators are equipped with knowledge and strategies to break down the barriers to involving parents in the educational process. This study seeks to understand how they view their role in educating parents about their child. The research looks to explore the relationship between teachers and parents, and how this relationship impacts on students' learning. Overall, this research is intended to examine

the many layers of teachers' roles in rural education, and help identify further research opportunities, especially on parents' perspectives of parenting education in a rural context.

3.1.2 Research Questions

a) How do teachers perceive parents' current capabilities in supporting their children's learning at home?

This question investigates teachers' perceptions on the capacity of parents in rural areas to facilitate learning at home for their children. This question relates to two elements of Epstein Framework, "Parenting" and "Learning at Home," by evaluating parents' management of home environments that support education. Teachers' perspectives can explore whether parents have the knowledge, time, and resources to support their children and also the perceptions regarding how parental support impacts their children's learning.

b) What are the barriers that prevent rural parents from participating in school events and decision-making according to teachers?

This question considers the structural and personal barriers which limit parents from engaging in school activities. Specifically, this type is concerned with factors that influence parents' involvement with school events and school regulation, which is related to Epstein's framework, "Volunteering" and Decision Making". Barriers related to time limits, economic pressures, limited access, and culture or administrative dynamics could exclude parents from contributing to their children's learning processes. Teachers' perspectives are also critical to understand and increase knowledge about challenges on the school side.

c) Based on teachers' perspectives, how can the community and improved communication between parents and schools support the implementation of parenting education in rural schools?

This question is focused on the possibility of building up school-family-community partnerships to improve parenting education. Grounded in Epstein's "Communicating" and "Collaborating with the Community", it considers how effective communication strategies and ways to partner with local communities can alleviate perceived gaps in parental involvement. Perspectives of teachers allow the researcher to identify the type of support available in the community, the practices used to encourage the community, and the ways to communicate with the community that impact parenting education to make it more effective and viable.

3.2 Research Data

The researcher uses a semi-structured interview for data collection. According to Wilson (2014), this interview technique is applied to the current study because it holds a midpoint between flexibility and focus. It lets the interviewees express themselves in a free atmosphere while still seeking specific themes toward the deeper exploration of teachers' views and experiences. Thus, this method is applied to understand the subtle challenges and opportunities that educators face in rural settings. Another advantage of using a semi-structured format is that the researcher can pursue further areas of interest that may come up during the discussion, offering a richer personal account of each participant's viewpoint. The method ensures that all salient themes are covered but also gives much room for new ideas and insight. Before interviewing, the researcher asks the participants for their willingness for the interview and give them the consent form and privacy notice in advance (Appendix 1 and Appendix 3). The invitation was sent officially through a university email to their emails.

Furthermore, this interview technique provides open-ended responses (Ayres, 2008). The researcher also ensured that the interviews are in accordance with the questions under the Epstein Framework (Epstein, 2018). The questions are generated to investigate the teachers' views on parenting education, including the challenges faced in the rural context, and other approaches for parental engagement. With their consent, the interviews were audio-recorded and take place on an online meeting platform, Zoom. The language used in the interview is a mix between national language, Indonesian and its local language, Sundanese. Apart from that, each interview is around 60 minutes at the minimum and 2 hours at the maximum. Further, the interviews are transcribed to be analyzed. Then, transcription's page is around 168 pages in total which includes all 6 participants.

3.3 Research Method

This section explores on the foundational method of this study. In this case, the researcher explains on how selecting the qualitative research fits the objective of the study. Apart from that, the elaboration on case study approach provides a detailed information on what type of study is conducted.

3.3.1 Qualitative Research

The researcher implements a qualitative study to investigate the phenomenon. The qualitative data gives an understanding of challenges and opportunities of parenting education and how educators conceive their roles with respect to students and their parents. This qualitative approach attempts to elucidate relatively new phenomena at their incipient stages through the use of existing knowledge (Haki & Prahastiwi, 2024). Furthermore, among three types of research, which include exploratory, descriptive, and explanatory study, the researcher chose the descriptive study. As Sreejesh et al., (2014) suggest that descriptive study “describe[s] the characteristics ... of events ... and identify the association between variables” (p. 26). In this case, this research investigates if there is a correlation between teachers’ perspectives and parenting education in rural areas. Although there is an element where the researcher quantifies the utterances from the participants, it is only a form of saturation for the information uttered by them (Appendix 4 – Table 18).

3.3.2 Case Study Approach

Yin (2018), in his book on case study explains that this approach can be utilized to retain the holistic and meaningful characteristics of real-life events, in this case, relationships and interactions between educators, caregivers, and students in the field of parenting education (p. 4). Each of the selected educational institutions represents a different educational level and sociocultural environment, which offers a comparative perspective on variation and similarities in practices and perceptions. Yin (2018) also explains that comparing and contrasting the data using multiple case studies also provides the potential for cross-case analysis which can generate more ‘analytic conclusions’, and allows for themes and patterns to emerge across contexts as well as within them, thereby enhancing credibility and richness of the findings. This type of broader examination of a multifaceted social phenomenon reflects the purpose of qualitative case study research, namely to develop a whole, in-depth understanding of a bounded system using various forms of grounded evidence within a context.

Based on the description above, the researcher selects a case study called as multiple case studies, instead of single case study (Gustafsson, 2017). Moreover, this author explains that although there is a strength for this multiple case study, there also has been a challenge where time resources is the main element that the researcher should consider because it requires thorough analysis of the data, particularly in the cross checking from one participant to other participants to find the similarities and differences. The author also acknowledges that a single

case study is still better in producing a stronger result or theory, where the reason is because the stronger focus on referencing on the “scientific article” on the single case study (p. 3).

Since the researcher applies descriptive study like previously explained, it can also be termed as a descriptive case study, where Yin (2018) elaborates that the descriptive case study means describing in detail a specific phenomenon within its context. The contextualization of real-life events through multiple case studies allows for the derivation of broad conclusions from those three small phenomena (Rosenwald, 1988). In short, from this descriptive case study, the researcher also aims to describe several phenomena in one general representation from each case which focuses on one general similarity and one general difference to take it as the conclusion. Indeed, it still cannot be generalized to other cases that have not been studied because this is also the drawback of a case study.

In general, the school in urban and rural areas have different cases. Like previously mentioned in the introduction section where there was a study conducted by Agung et al. (2023) that in urban area accessible resources and facilities are one of their characteristics and Yulianti et al. (2018) in a rural context addresses more on the insufficiency resources and facilities. These characteristics become an interesting phenomenon to be investigated by the researcher. Apart from that, the private and public schools in this rural context were also chosen because of the slight difference in governance where the private schools found to be “more efficient than public management in achieving academic quality” (James et al., 1996, p. 387). Lastly, the educational background of parents in rural and urban areas are varied, but Yulianti et al. (2019) state that “[p]arents in urban areas ... usually have higher educational levels than parents in rural areas” in Indonesia (p. 255).

In this study, several educational institutions were particularly chosen for the study from elementary school, junior high school, and vocational high school, which are commonly referred to as multiple case studies. This study takes place in rural schools in Tasikmalaya, West Java, Indonesia. The participants for this study are six teachers in several rural schools, including kindergarten, elementary, junior high school, and vocational high school teachers. These six participants are selected because of the chosen specific case that occurs to only that individual. Besides, this teacher comes from different level and type of school so that each teacher represents a particular case from different level and type of school. The study is set in rural schools because they offer particular challenges in terms of resources and access to professional development and parental involvement, which may be quite different from that of their urban counterparts. Such challenges define the teachers' experiences and perspectives as

they seek parental engagement, making rural schools a specific choice for understanding the parental involvement in education. Thus, by focusing on these settings, the study would enlighten how rural educators negotiate these setbacks in developing relations with parents. Aside from that, they have ever involved in parent-teacher communication and support. Purposive sampling is chosen to determine teachers who have active teaching experiences including having had opportunities to engage parents in a range of parental involvement activities. The objective is to describe a variety of perspectives, including the challenges and opportunities that teachers meet when dealing with the students' parents in this rural context.

The researcher also has set clear and specific parameters for this study, namely focusing on the teachers' experiences within this rural educational context. This way, the emphasis is placed on digging deeper into the difficulties faced by these educators in trying to engage parents in different schooling contexts. Different levels of education are included, starting from kindergarten until the high school level. The reason for this is because that inclusion allows the researcher to capture a broader range of experiences across different levels of schooling and how the cases can reach the same research objective (Stake, 2006). Despite of the issue on generalizability, it still provides rich contextual data and varied perspectives into the nuanced dynamics in rural schools. This case study approach still also offers an in-depth exploration of the phenomenon through the teachers' lens, who become directly involved in the argument of parenting education and bring into view the narrative of teachers' practices and perspectives.

With this selection of participants from various educational stages, starting from kindergarten, elementary, and high school levels, they are able to observe how parental involvement differed among educational levels. The selected teachers for this study differ in terms of years of experience in teaching, ranging from 8 to 32 years, in both contract and civil service backgrounds. The researcher's names were coded as participant 1 – participant 6. The researcher views each teacher as a case. Their basis for doing so is that the particular experiences and perspectives of this teacher are unique contextually.

Table 2. Participant Information

No	Name	Gender	School Level	School Status	Year of Teaching	Teacher Status
1.	Participant 1	Female	Elementary School - SD	Public School	32	Civic Servant

2.	Participant 2	Male	Senior High School - SMA	Public School	28	Civic Servant
3.	Participant 3	Female	Early Childhood (Islamic) Education – PAUD	Private School	26	Contract Teacher
4.	Participant 4	Male	Junior High School – SMP	Public School	15	Civic Servant
5.	Participant 5	Female	Vocational High School - SMK	Private School	25	Contract Teacher
6.	Participant 6	Male	(Islamic) Junior High School - MTs	Private School	8	Contract Teacher

3.3.3 Technique of Analyzing the Data

The researcher chose thematic analysis because it is an appropriate approach to recognize the existing information, examine it by transforming them into themes and finally communicate all the findings (Boyatzis, 1998). Besides, this method is also chosen because the researcher can explore the data in an in-depth manner and provides instances for various interpretations (Braun & Clarke, 2006). The analysis begins with the researcher becoming familiar with the data by reading the transcripts multiple times. Then, initial codes are made from pieces of data that have been marked as being important for understanding on how the teachers perceive about parenting education and how they can help parents get involved. The researcher then grouped these filtered data into themes that align with the study's main findings. Next, the researcher then revised and reviewed the themes to ensure they align with the actual data. Finally, the results are interpreted by using the Epstein framework and then examine the issues related to rural education. For example, the researcher analyzed some potential subthemes that leads to forming a subtheme called 'Use of Digital Platform for Communication' from the utterances of each participant (Appendix 4 – Table 19). From this stage, then in the results section, the researcher connects to the main theme based on Epstein framework, in this case the subtheme called 'Use of Digital Platform for Communication' categorized into 'Communication between Schools and Parents' (Appendix – Table 20).

To make the analysis more reliable and valid, the researcher runs through systematic steps in the data analysis process. Firstly, the researcher creates a comprehensive coding framework to ensure consistency and transparency in identifying prevailing themes or categories. This framework is then further iteratively modified into a well-coded item framework that accurately reflects definitions of identified emergent themes. Apart from that, the researcher quantifies the ‘coded utterances’ of the participants (Appendix 4 – Table 18). Rigorous filtering the data and also a continuous improvement of the themes, allow the researcher to draw significant, contextualized conclusions from the experiences of the participants.

Table 1. Thematic Analysis Process (Braun & Clarke, 2006)

Steps	Description
1.	Familiarizing with research data.
2.	Creating initial code from research data.
3.	Identifying the initial themes
4.	Reviewing themes
5.	Naming and defining themes.
6.	Producing the report.

3.4 Quality Criteria and Ethical Consideration

This research observes several quality criteria, common in qualitative research. The quality criteria for qualitative study, namely dependability, credibility, confirmability, and also transferability (Kyngäs et al., 2020). The study is credible because the gathered data considers three elements, in this case, the details of the research context for transferability, recorded interviewing with teachers for dependability purpose, and reflective approach after the interview for saturation purpose. Giving a detailed account of the research situation, settings, and participants, it helps with transferability because it allows other researchers to check if the study methods can be used in other similar contexts. Furthermore, the researcher ensures dependability by providing the clear records of decisions made during the research. Finally, reflective methods and participant checks during the interview ensures confirmed results based on data rather than the researcher's biases and preconceived ideas.

The study stands on the ethical principles throughout the research process in order to protect persons and ensure that the research follows ethical guidelines. Prior to beginning any interviews, all respondents provide the consent form, meaning that they understand the aims of

the investigation, the procedures involved, and their right to withdraw at any time without consequence. Confidentiality is maintained by the researcher in this research by assigning all respondents as anonymous, with guarantees that personal details never be disclosed in any report or publication. Aside from that, the researcher also secures the recordings of the interviews, limiting access to only the researcher. In addition, the researcher complies with the ethical guidelines of the University of Turku that guarantee the rights and dignity of the participants during the research process (Appendix 3). The final data analysis and reporting remove all identifying information to protect participant anonymity and confidentiality.

In this regard, participants are informed regarding the nature of the study and possible risks and benefits they may get from joining. Further, the researcher maintains a highly respectful and non-coercive atmosphere during the interview so that participants are free to express their views comfortably without any pressure stated in the consent form (Appendix 1). When it comes to further safeguarding ethical integrity by the researcher, all gathered data would be secured through password protection, such that the data would only be accessible to the researcher analyzing it. Furthermore, the report would present findings in aggregate, in a meaningful way to ensure anonymity with no chance of identifying any individual. Thus, the researcher would also be careful to note any ethical dilemma that would arise during the study, ensuring that such dilemmas are resolved according to ethical research standards at the time they occur.

As a further ethical safeguard for this study, the researcher makes sure that all participants are aware they have the right to ask questions at any time during the study and obtain extra information if desired. Under such circumstances, the researcher prioritizes communication to enable participants to express any concerns they may have about the research. The study are also conducted with the utmost respect for the cultural context and norms of the participants because cultural sensitivity in research is critical. The researcher restricts the study in all fairness, ensuring that none of the participants would be placed in any discomfort or disadvantage about the research process. These measures are taken to ensure transparency and trust between the researcher and the participants, which is vital for the study's integrity.

3.5 Methodological Limitations

The research utilized a qualitative case study methodology to investigate teacher perceptions of parenting education in some rural Indonesian schools. Although the case study methodology ensured rich, contextual understanding of the lived experiences of six teachers, the participants of this study, across kindergarten to senior high school level, this method lacks generalizability.

The restrictions to geography resulted in findings that were only reflective of the circumstances in a few rural areas in a single region, and the findings may not be accurate for wider regions. Furthermore, the gender aspect may also have influenced the perspectives that were expressed. In regard to interpreting the themes, for example, the degree of education parents received in the result section, is subjective and could affect the interpretation. Although thematic coding was used, there are no other peers to discuss and validate the result, or it is termed as peer debriefing. These limitations were due to the limited time and access, and other considerable resources. Regardless, the research still provides meaningful, basic information for the case investigated. In the discussion section, more contextualized limitations related to the findings are addressed.

4 Results

The results which were based on the thematic analysis undertaken in the above section is informed under core themes or topics identified from the data, and to represent and incorporate the six participants' input, the researcher cites their actual verbatim quotes under each theme to create a broader possibility of understanding and incorporation of meaning. The themes are broken into, communication between schools and parents, learning support at home, school-community collaboration, parental involvement in decision-making, volunteering, parental contribution, and parenting support structure (Appendix 4 – Table 20). Also, a table of extracts on perceived perspectives commented on by the participants are included for additional clarity and distinction in these findings. The following subsection provides elaborate descriptive information regarding each theme, and how they respond to the research question addressed in this study.

4.1 Communication between Schools and Parents

Digital channels, especially WhatsApp in this study case, have emerged as the main tool for communication between school and parents in this rural context. In this study, several teachers claimed that they have used WhatsApp to communicate any updates with parents regarding their children's learning process. The following extracts were taken from several teachers:

Table 3. Extracts of Subtheme - Use of Digital Platforms for Communication

Participants	Extracts
Participant 1	"... now it can also be done through WhatsApp."
Participant 4	"... then we also have a WhatsApp group to share information..."
Participant 5	"... keep that communication going, mainly through WhatsApp..."

Nonetheless, all teachers, as the participants of this study also stated that some challenges emerge because of the limited technological ability for the parents. One teacher from Kindergarten school level, remarked "*...Nowadays, in the digital era, there is WhatsApp groups. But the challenge is that, since we live in a rural area, not all parents have phones...*" (Participant 3). Moreover, several teachers even stated that this case of parental inability on technology leads to relying on their children on using the technology. Specifically, one respondent, a senior high school teacher reported that

...But the problem is, parental control tends to be lacking. Some parents are not tech-savvy at all. And the students who use the phones, well, sometimes they access websites that the parents cannot monitor. So that can negatively affect the students, too.

(Participant 2)

Lack of internet connectivity and inadequate governmental support for school funding have become two of the factors that contribute to communication gaps. Some schools have developed websites or created applications that allow parents and teachers to communicate. However, the lack of funds has made it challenging for most of these schools to implement them. For instance, the following data were taken from the interview with an Islamic junior high school teacher level.

Interviewer: *“... So maybe my question here is: how can schools support the use of more modern communication tools, like AI or web-based applications like that? ... Has there ever been any government assistance in terms of providing facilities, like gadgets, for instance?”*

Participant 6: *“At our school, no. There has not been any assistance like that. But at vocational schools’ level (SMK), there are sometimes things like projectors, buildings, and so on. That’s how it is so far.”*

Interviewer: *“So that is a challenge in itself, isn’t it?”*

Participant 6: *“Yes, it’s definitely a challenge.”*

Interviewer: *“Right. So how do you think schools can support teachers in using more modern communication tools, like AI or web-based apps, or is it still more traditional, like using physical report book?”*

Participant 6: *“At our MTs (Islamic junior high school), we used to have a website, www... but since maintaining a website requires paid hosting, it got tiring when there were no real results from it...”*

(Participant 6)

In short, the teachers perceived that the financial strain that barricades the communication between school and family does not occurs only from one side, the parents, but also from the

schools itself has faced it. Further, this case hinders their ability to maintain and improve digital platforms to help foster better communication between these two sides.

The teachers' perception on communication between schools and parents in rural areas have been built by both digital technologies and conventional ways. In this case, educational institutions provide an opportunity for parental involvement in some school events and it has become a bridge for direct interactions. The teachers' perception on communication between schools and parents in rural areas have been built both digital technologies and conventional ways. In this case, educational institutions provide an opportunity for parental involvement in some school events and it has become a bridge for direct interactions. The following extracted data presents how teachers perceive this case on the conventional way of communication:

Table 4. Extracts of Subtheme - Alternative Communication Strategies

Participants	Extracts
Participant 2	"... we hold an initial parent meeting ... there's two-way communication."
Participant 3	"Sometimes there is a <i>botram</i> (communal meal), so every Thursday, the parents come to accompany their children ..."
Participant 6	"... there's a meeting at the time of student admission, that's a must, involving the parents."

Regardless of the findings presented above, not all parents actively engage in the school events. In these all cases, teachers experience where there are always some parents who lack of participation, for instance, in the parent meeting event. Specifically, one teacher said that "[Parents] don't feel confident enough to express their opinions or maybe they just do not know what to say because of their educational background ..." (Participant 5). Another different kind of communication also highlighted by one participant from an elementary school level, where several children are selected to compete in the inter-school competition. This allows the teacher to communicate with their parents to ask their parents for an extra attention and collaborate with the teacher. The following data is the representative utterances between the interviewer and the teacher.

Interviewer: "... And besides events like graduation or cooking activities, are there any other events that involve parents like that? Other kinds of events?"

Participant 1: *“Yes, there are. For example, nowadays there are many modern competitions or trending events. There are things like F2LSN (a kind of arts festival) ...”*

Interviewer: *“Oh, so those events also involve the parents?”*

Participant 1: *“Yes, exactly, like I said earlier, it is like mentoring, guiding their children in preparation.”*

Interviewer: *“Oh, I see, I see.”*

Participant 1: *“Yes, so for example, if a student wants to join the poetry competition one.”*

(Participant 1)

In this particular case shown above, teachers engage with parents to raise the academic and extracurricular participation of several students and it excludes others. The differing attention case to students is seen as a communication inequity. Furthermore, in another specific condition, parents seek further assistance for their children, particularly the children who face academic challenges. Similarly, the inequity occurs here where several parents want teachers to conduct supplementary sessions after school hours, particularly in kindergarten level. Usually, this teacher offer additional support to enhance children's literacy skills (Participant 3). This informal connection, while it is beneficial, but it also poses inequality because it demonstrates a more individualized mode of communication within the group with a variety of socioeconomic conditions.

Parents' reluctance to interact with teachers shows another obstacle to communication in rural area. Based on this study findings, in all cases, teachers perceived that low educational backgrounds of parents have become one of issues in communication between school and parents and because of this case, they also believed it diminishes their confidence to connect with the teachers. The teacher from a public junior high school, noted that

The main challenges are, first, the parents' educational background, and second, their level of confidence. Many parents are shy and hesitant to voice their opinions. So, in decision-making situations, most of them just stay quiet or only complain behind.

(Participant 4)

Moreover, in one case, one of participants even claimed that parents' educational background is linked to their confidence in the school meeting. This is the data from the interview:

They don't feel confident enough to express their opinions, or maybe they simply do not know what to say. This usually stems from their educational background, from human resource limitations, they just do not know what to bring up or how to say it.

(Participant 5)

The study also found that at the basic levels, parents can still provide an assistance with the children's learning process in the subject matter. However, as students advance to higher level or grade, the complexity of the subjects escalates. This case poses another challenge as parents' deficiency in helping their children exacerbates their reluctance to communicate with the school. The following extracts demonstrate how several teachers perceived it.

Table 5. Extracts of Subtheme - Parental Hesitancy in Engaging with Teachers

Participants	Extracts
Participant 2	"... parents who say things like when my child was in Grade 1 or 2, I could still help and guide them. But now that they are in Grade 3 ..."
Participant 4	"... not that the parents don't support their children ... parents tend to only supervise ... Helping with the material may be more difficult for them."
Participant 5	"... if the parents have a low level of education ... they are not very involved in ... child's learning at home. And now students trust Google more."

As mentioned earlier, despite efforts to communicate via WhatsApp and even some teachers do home visits, but the result is that some parents remain unresponsive. Moreover, several cases were noted that parents are engrossed in their occupations and it leads to limited availability for participation in their children's learning process. According to one teacher, the elementary teacher participant, reported that "*... for example, there are parents who, let's say, sometimes leave for work early in the morning, even before the child goes to school*" (Participant 1). In short, the absence of participation, coupled with time limitations and diminished educational confidence, hinders the promotion of effective communication and involvement between parents and educational institutions.

In short, the results above answer the research question with regard to communicating barriers and approaches in rural schools and it is relevant to Epstein's Type 2, "Communicating" (2018, p. 19). Based on the data, there were the significant emphasis on WhatsApp as the primary digital tool as a communications platform for sharing updates and unresolved issues for parents. However, one teacher stated that the parents living in rural areas did not own a phone and it still becomes an issue (Participant 3). Apart from that, another teacher also stated that the schools lack adequate funding to establish web-based platforms (Participant 6). The traditional means of communications, such as connecting with parents in community events have provided direct communication options with parents, but failed because of the disengagement, which was indicated by the educational hesitance. Nevertheless, the results also indicate successful communication includes addressing barriers of technology gap by way of the community support and trust within the community through inclusive and the effort that is aimed at enhancing the implementation of parenting education.

4.2 Learning Support at Home

Teachers noted that although many parents aspire to provide help for their children's education at home, they face some constraints starting from the inadequate educational background, financial hardships, and other challenges in the family. As demonstrated earlier, one issue is that the complexity of subject matters as their children move to higher grade levels. Specifically, the following table of extracts provides the teachers' perception on how varied the parents educational background in their context of a rural area.

Table 6. Extracts of Subtheme - Variability in Parents' Educational Background

Participants	Extracts
Participant 1	"The parents do support their children, ... not all parents seem to be that involved, maybe because of their educational background as well."
Participant 4	"The first one, as mentioned earlier, is the educational background of the parents. In rural areas, many parents still have low levels of education ..."
Participant 5	"... So, in the rural area, generally the education level of parents is still low, although some do have a fairly high education."

Besides, all teachers agree that another specific challenge faced by parents in the rural area is a financial issue. This problem makes parents prioritize their livelihood for the family and it leads

to insufficient time to monitor their children's learning processes. As noted by the public junior high school teacher, “... *the second challenge is the economic factor. Most parents here work as farm laborers, whose income is quite minimal*” (Participant 4). Nevertheless, some teachers noted that despite these constraints, some students can still attain remarkable academic achievement. As an example, one respondent, reported this case on academic success regardless of students’ family’s financial background.

Interviewer: “*So, like when the parents have passed away or the family is struggling financially, but it does not stop the student’s motivation. Have you ever encountered students like that who still perform well academically?*”

Participant 2: “*Yes, yes, I have. And not just one or two. There’s a saying: merih (resilient), that fits them.*”

Interviewer: “*I see. So, there are indeed students like that, right sir?*”

Participant 2: “*Yes, there are students whose parents have passed away or live far away, but their motivation to learn is still strong, and their academic performance is excellent. Those kinds of students tend to get special attention, whether from individual teachers or the school. For example, last year, I had a student like that who really wanted to go to university. The school helped them until they were accepted into college, even assisted them in getting financial aid.*”

Interviewer: “*So, the school really supports them, then?*”

Participant 2: “*Yes, and in conclusion, when people ask if there are students like that, yes, there are ... we mean that despite the challenges like losing parents or being in poverty, their spirit and motivation are still strong.*”

(Participant 2)

Therefore, it signifies that educational performance does not only come from parental participation, but other several factors may also influence students’ academic achievement.

Several teachers noted that although the parents care about their children's learning progress, they still lack the requisite parenting ability to provide good guidance. Particularly, several parents complete their children’s homework questions without guiding them on how to do the

task and it leads to undermine an active learning environment. An observation made by one teacher is shown below, the data were taken from the interview.

Interviewer: *“So, they were really helped that much by their parents like that?”*

Participant 1: *“Yeah. Actually, they weren’t supposed to be helped with the writing itself, but just shown how to do it.”*

Interviewer: *“Right, they should be guided on the process. I see.”*

Participant 1: *“Yeah, just shown the method, you know?”*

Interviewer: *“Yeah, I get it, I get it.”*

(Participant 1)

In more instances, the children were abandoned to live with their relatives due to their parents are in search of better opportunities in other cities or other reasons that make children left alone from their parents, another instance like their parents deceased. These parents, although they are driven by financial pursuit, they have to sacrifice their closeness with their children. Thus, it affects their children’s educational development. Several extracts are provided below to represent how teachers state this issue.

Table 7. Extracts of Subtheme - Alternative Learning Methods at Home

Participants	Extracts
Participant 2	“... some students even receive no support at all. They have to struggle on their own while living with someone else.”
Participant 4	“... there happens to be a teacher who’s willing to act as a foster parent for students at X (school) ...”
Participant 3	“... there was one case of a child, in grade 6 of elementary school, whose father had passed away, and the mother remarried someone ... both parents left the town, so the child was left behind and placed in the pesantren (Islamic boarding school).”

Moreover, despite of the abovementioned cases, several schools ensures carefully that all students regardless of their financial issues, can also participate in events and activities. For

instance, one teacher at the kindergarten level explained that when financial situation becomes the problem, the school can subsidize the expenses to facilitate their children's participation.

... some parents have expressed financial concerns about that ... there's BOP (Operational School Assistance) funding available, so we use that to subsidize the costs ... So, it's not about forcing kids to join, it's to protect their feelings.

(Participant 3)

This initiative is central especially for children at kindergarten level as the sense of community and the positive impact on their emotional well-being may contribute to children's learning development. In short, this particular school illustrates as one of efforts how school tries to safeguard the emotional wellbeing of children. In this case, they provide equitable opportunities for participation. As mentioned previously, the teachers make sure that financial obstacles do not eliminate their sense of belonging.

In short, the results provide a definitive answer to the first research question, which examined how teachers perceived parents' current abilities to better support children's learning at home. Particularly, the data indicated that while many parents in rural areas care about their children's education, many of them are still unable to provide strong supports at home due to low educational level, economic struggles, and limited technological ability. For example, one of teachers indicated that *"the parents do support their children, ... not all parents seem to be that involved, maybe because of their educational background as well"* (Participant 1). This is consistent with Epstein (2018) on "Learning at Home", explaining that schools can assist families to reinforce learning at home for their children (p. 19). Besides, the data also indicated that some students are able to succeed academically despite the deficiencies in parental engagement. This case suggests that although parental support is inconsistent, schools are still central in determining parental engagement through communication and providing parents with support at the least.

4.3 School-Community Collaboration

Based on the finding of this study, local authorities still do not provide any formal parenting programs for rural areas. Moreover, several teachers said that curriculum-based activities and community events can still increase parental participation and help build school-community synergy. As an example, several schools usually organize bazaars where the project is asking

the students to sell their own products and this case usually involves a collaboration with family or even with a local business there. The detailed data below is how several teachers who experience this.

Table 8. Extracts of Subtheme - Community Events as Educational Opportunities

Participants	Extracts
Participant 2	“... there's a specific focus on student entrepreneurship, where children are encouraged to bring products from their family business to school and sell them.”
Participant 4	“... As for the bazaar program, we usually hold it once ... twice a year ... we have sold <i>morling</i> products ... Sometimes with local products, and even with larger industries too ...”
Participant 5	“... it's project-based. The goal is that if students reach the expected learning outcomes, like being able to run a small business, then we consider that a success ... helping students learn entrepreneurship.”

Another way school engages with community in general is through government-funded health clinics program, Puskesmas, and also with the local police station. It is a health program that aims at providing local schools free medical care and health check-ups at schools, while the local police acts as the security of criminal behaviors at school. As reported by one respondent,

When it comes to Puskesmas, the focus is usually on student health, especially female' health. There are also programs run in collaboration with the local police station (Polsek), for example. Those programs often involve parents, too. For issues like juvenile delinquency or criminal behavior, it is not something that can just be resolved between the teacher and the student. It really requires the involvement of parents to help prevent and reduce problematic behavior among teenagers.

(Participant 2)

Another participant also reported in this case, saying that

For us, communication with local government starts at the smallest level, like the neighborhood unit (RT), that is where we begin ... For instance, if a student is caught drinking alcohol, it surely would not happen at school, it would likely happen in their neighborhood or elsewhere ... So, we seek information ... from local security officers

(Hansip), the RT ... for the Puskesmas, the focus is on health ... We at the school have asked the Puskesmas to also address the role of parents in their children's health, especially regarding females.

(Participant 6)

Annual meetings and graduations are also other two events that provide an involvement between the school and the local community. Typically, the school committee coordinates these partnerships, serving as an intermediary between the community and the school. For example, an Islamic Boarding School teacher perceived that “*structurally, this forum is under the school committee, because the committee represents the community. The committee acts as a bridge between the school's programs and the parents communicating and gaining approval from them*” (Participant 6). In short, based on the findings from this study, at elementary level, parents' association has been recently established to support these efforts, while at junior and senior high school level, they primarily rely on parent meetings and events to engage with parents.

All teachers in remote areas explained that local authority does not offer a systematic parental education program. The teachers have become the bridge among educational institutions, families, and the local community. In the kindergarten level, the teacher claimed that the communication is more intensive because parents or other guardians accompany children to school.

Well, maybe with early childhood children, generally speaking, they're still quite close to their parents. So, parents' attention is still at 100%, maybe because the children are still so little. There are even some parents who drop off their children and wait for them at school ... I say to both the children and their parents, "You're big now, so mommy doesn't need to wait with you anymore." So far, we haven't had any cases like that. Maybe it's because parents still feel a strong attachment.

(Participant 3)

In another context, as mentioned earlier, the recent establishment of parent association in elementary school facilitates this connection. Specifically, one teacher reported that

lately, there is even been the formation of a parent association. That's something new and more involved ... Now there is an additional partner in the form of a parent association.

(Participant 1)

Besides, in the high school levels, the teacher's certain schools perform home visits to communicate further with the parents. It has been mentioned earlier, but the researcher has not provided some representative references. Thus, the following table of extracts provide a more detailed how teachers explained this matter.

Table 9. Extracts of Subtheme - Teacher as Community Bridge

Participants	Extracts
Participant 2	"From the school's side, as part of our responsibilities, we have a program for students who are having problems, such as conducting home visits."
Participant 4	"Yes, exactly, there is home visiting like that. We tend to go in that direction, we are the ones who come to them."
Participant 6	"Yes, there are other strategies. One of the most effective ones is, again, home visits."

Lastly, for teacher training in parenting education, the teachers depend on online courses provided by the Ministry of Education, called the Platform Merdeka Mengajar (PMM). This case becomes a proof of effort on how teachers also train themselves on becoming professional educator not only for the children, but also for their parents.

Nevertheless, teachers also identified several barriers to establish collaboration between parents and the local community. As mentioned previously, it is shown that the schools still rely on the school committee to bridge between school and the local community based on what most teachers said. Moreover, when it comes to parents' problem itself, is how they demand the ranking system to the school, even though the new curriculum has recently eliminated the ranking system. The competitive environments can still be observed as what several teachers have said in the following table of extracts.

Table 10. Extracts of Subtheme - Obstacles in Establishing Collaboration

Participants	Extracts
Participant 4	"Honestly, at our school too, many parents used to emphasize that their children had to get a high rank. We have been providing education to the parents, telling them not to always push for rankings ..."
Participant 3	"Because the obsession is always with being the best or being ranked. But we tell them, it is fine even if your child does not rank at the top, as long as they can socialize with their environment."
Participant 5	"Regarding the ranking system, it has not been announced to the parents that it will be removed ... And parents still agree with having rankings. They support it because they think it helps their children be more diligent."

As it is shown from the table above, the parents exhibit an insufficient understanding on child development and impose unreasonable expectations regarding the academic performance of their children. Another challenge in building partnership between school and the local community is when the students involve in project-based learning, in this case, entrepreneurship. While they can generate profits from this business in collaboration with family or even local shops in the local community, the risk is the rest of products that are not sold yet, in case of this case occurs. This specific issue is addressed by one teacher particularly.

No issues at all. Maybe the only thing is since it is a small-scale initiative, perhaps the capital is limited, but even with small capital, it is not burdensome. The challenge might be just in the fact that if it's not sold out.

(Participant 2)

These variables indicate that the collaboration among family, school, and local community in general is well-established, but still there are some areas that need more improvements.

In short, the results answer the research question by portraying how "Collaborating with the Community" is identified and it relates to Epstein's Type 6 (2018, p. 19). In this case, in rural communities, the teachers indicated that they build community engagement through projects like the entrepreneurship bazaar (Table 8) where students work with families and community businesses to create the bazaar as a project and to engage parents as they involve with the community. Apart from that, there is a collaboration with community is evident with Puskesmas

and the police, which create opportunities for the school to include parents while ensuring medical and safety programs (Participant 2 and Participant 6). Parents' associations and home visits (Table 9) can also provide ways for teachers to act as the connectors for the community to share with the parents and families involved in their school. However, there are challenges associated with parental issue on academic rankings (Table 10) which also show the disconnection between community efforts and education. The results show how organized collaborations, despite challenges, provide opportunities for parenting education collaborative responsibility evidenced in the findings.

4.4 Parental Involvement in Decision-making

In rural educational institutions, the formation of Paguyuban Orang Tua (Parent Association) has facilitated cooperation between parents and schools, especially in discussing about financial aspects concerning children' education. As mentioned in the previous section, although it exists strongly in kindergarten level, this association is a recent innovation in the primary level and have already demonstrated an enhancement in collaborative decision-making about events, resources, and school infrastructure. Specifically, on the issue of financial limitations, as it is mentioned the previous section, it has become a challenge in this rural area. This is where parental involvement in school decision making becomes central because in the case of elementary school, one teacher reported that several infrastructures was built based on parents' agreement on collecting the fund to contribute to better the school facilities.

Participant 1: *“Yes, that part is directly communicated. It has been that way for a long time. Sometimes, for example in the past, like the construction of the school gate or wall, that was from parents' contributions, not from the government.”*

Interviewer: *“Oh, so it is a collective effort from the parents?”*

Participant 1: *“Yes, it is done together, parents are involved directly”*

(Participant 1)

Another case also was addressed by one teacher, where sponsorship and the local authority can help fund some events at school. The existing parent association in kindergarten and elementary school level was perceived positively by the teachers. The following is an example of what the teacher says when it comes to the establishment of this parent association recently and how it helps their children's learning process.

Once the grade-level-based parent association were established, that is when parents really started getting directly involved. For example, in terms of facilities, like now we have LKS (student worksheets). Well, the LKS actually contributes to improving quality, right? So now, parents are directly involved ... There has been some improvement ... sometimes before the material is even taught, the kids already fill it out. So, it shows they have already learned something in advance.

(Participant 1)

Meanwhile, the rest of school levels, teachers said that there is parent association already, but the result shows that the meeting is basically depending on the school committee as it can be seen in the following table of extracts from the interview.

Table 11. Extracts of Subtheme - Financial Considerations in Decision-Making

Participants	Extracts
Participant 2	"As for a specific parent association ... we delegate the responsibilities to the school committee."
Participant 4	"In our school, we do have something like that. We have a parent communication forum. It is under the school committee."
Participant 5	"that there has to be a parent forum, right? This parent forum is structurally under the school committee because the committee represents the community."

In short, the decision-making between the school and community are apparent. However, a variety of ways of implementation result in different outcomes, some schools depend on the established regulation, and some schools cooperate with a novel way of involvement.

Another finding obtained from this study is how the power dynamics among parents regarding the school decision-making process. The first case is the teacher who noted that the dilemmatic current school systems has resulted in a condition where students are made sure to pass the test and being promoted to the next grade to avoid potential harm to students' mental health. Ideally, the students who left behind should repeat where they have left, but in this the teachers with limited supports should make those students promoted to the next grade regardless of their capability.

Yes, there are cases like that. I teach third grade, and there is this student back then, we used to say that student would not move up a grade, right? But now, it is no longer allowed for a student to be held back, because of the potential impact on the child's mental health. If a child does not move up, it might damage their motivation, though for older children, it might be more about feeling ashamed. So yes, there is a child like that in my class.

(Participant 1)

Apart from that, parent meetings also become a way to discuss school regulations and consequences for students not adhering to rules and it also involves how the power dynamics play in this case. For example, in the kindergarten level, the teacher claimed that parents' connection is typically stronger because they accompany their children to the school intensively as it is mentioned earlier in the previous section. Furthermore, in this case, when there is a particular parent meeting at the school, some parents dominate discussions while others remain passive and it results some parents voice their opinions privately afterward. In this condition, the teacher becomes the mediator.

There are always pros and cons, you know. In such situations, it's usually the teacher who has to resolve the issue, I think ... For example, the leader insists that things must be done a certain way. So, the teacher ends up trying to mediate with the leader. Then they try to lobby again.

(Participant 3)

Furthermore, across all school levels, not all parents can attend meetings due to work or other commitments, which can further influence whose voices are heard most. The following table demonstrates how teachers portray it regarding this particular condition.

Table 12. Extracts of Subtheme - Power Dynamics Among Parents in Meetings

Participants	Extracts
Participant 1	"For things like that, communication is the key for those who don't attend. There will always be some who don't show up ..."
Participant 4	"... quite a few at our school are like that ... when they are invited, they do not come because they are busy working, earning money ..."

Participant 6	“The main challenge I have seen is, for example, when we organize an event at school, out of, say, 20 students, maybe only 50% of the parents will show up.”
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The power dynamics from the results represent that the pros and cons in the parents meeting is solved by the teacher as the mediator in this condition. One of factors that contribute to have this inequal power in the meeting can also be drawn to the absence of parents during the meeting as it can be seen from the teachers’ perception on table above.

Overall, the results answer the research question by recognizing the major barriers that rural parents face in participating in school “Decision Making”, Epstein's Type 5 (2018, p. 19). In this case, the results show that there is a structural reliance on committees for the decision-making process (Table 11) as the parent associations were attached hierarchically to school level committees that causes parents' indirect role in the involvement in decision making process. Apart from that, decision-making is usually compromised by power dynamics where powerful voices overshadow passive parents. It means that more passive parents' positions require a teacher as the mediator (Participant 3). Furthermore, logistical barriers, such as work, also contribute to low attendance (Table 12). Specifically, one participant noted that parents were not able to come because earning money was the priority, which then reduced the opportunity for parents to include diverse input (Participant 4). These barriers, such as the centralized decision-making structures, power dynamics and logistics issues, hinder collaborative work in which this case represents Epstein's suggestion of relational, inclusive, and equitable partnerships between parents and school.

4.5 Volunteering and Parental Contributions

The first finding when it comes to volunteering and parents’ contributions is how they involve in school maintenance and activities. As it is mentioned in the previous section that parents involve with schools in a school projects such as graduation events, parents meeting, and the project-based learning of the students. One specific case that is mentioned by one teacher is that one of students even successfully become an entrepreneur and has their own brand.

The most successful one so far, in terms of providing benefits to the student, is actually in X. There is my student, Y, who already has her own brand it is called Z. It is already quite well-known in many places ... in her area she is already started selling, placing

them in small stalls, shops, and it all started as a school assignment ... The product is dried chicken intestines and crispy snacks (basreng), so it lasts long. It is packaged in small portions, starting from 3,000, 5,000, 10,000 rupiah, up to half a kilogram for 20,000 and one kilogram for 40,000. It's now being sold in many places.

(Participant 5)

Regarding the school events, school has an annual festival called samenan (graduation ceremony). It provides the opportunities for parents to establish communication and collaboration with the school. The data of the interview with several teachers can be seen in the following table.

Table 13. Extracts of Subtheme - Parental Involvement in School Maintenance and Activities

Participants	Extracts
Participant 3	"During the samenan (graduation ceremony), Alhamdulillah, the parents were very involved in helping out. For example, ... decorating the stage, providing the food."
Participant 5	"So, their participation is more in terms of support, supporting with funds or needed materials, rather than being directly involved in the activities ... for annual school events like graduation ... the attendance rate is very high."
Participant 6	"from events like farewell or graduation ceremonies, for example ... it is often the parents who are most involved. They help decorate the venue, and some even perform, like in a qosidah music performance."

When it comes to parental involvement in school activities, there is one case mentioned by one of participants that permission is also needed for students participating in extracurricular activities that extend school hours. It demonstrates a support from parents for their children's academic achievement.

So, we communicate with the parents like this: "Ma'am, it's important for your child to join extracurricular activities so they can achieve something". When a child starts to achieve, the parents naturally begin to feel proud. In fact, we've had parents asking, "Why was not my child invited to join the competition?" ... If, for example, a child wins a competition, usually the school offers a reward such as a reduction in tuition fees (SPP)

(Participant 6)

However, one case observed by one respondent, there was a case where the parent does not allow her child to join the extracurricular activity because her academic performance was assumed as decreasing based on the ranking position she gained in the classroom.

There was even an interesting case recently, a student was active in extracurriculars, like in the scout organization (Pramuka). But because the student did not make it into the top 5 rankings in the first semester, the mother told her to quit the extracurricular activity. She was told to stop participating and focus only on academics, just so they could get a high rank. The parent said, "You were always in the top 3 during junior high, why are not you even in the top 5 now?" So, the student ended up quitting Pramuka and focused entirely on academics, afraid that schoolwork would be disrupted by too many outside activities or from being tired. The parent was only looking at the ranking, even though during parent meetings, it was explained that ranking is not everything, it is just meant to motivate students to study harder. Still, there are some parents who only care about the ranking and prohibit their child from being too active elsewhere, which is really unfortunate.

(Participant 5)

From both cases, it depicts that the support of parents can also become one of determining factors for students' academic success, although as mentioned earlier that the ranking system can also create a more competitive environment and promotes inequality. Overall, parental involvement in school maintenance and activities are varied depending on the context.

The next finding on volunteering and parental contributions is the challenges that arises during the involvement itself. For the first case is that many parents struggled to consistently engage due to work commitments. This particular case makes difficult for schools to maintain parents' participation.

Table 14. Extracts of Subtheme - Challenges in Sustaining Volunteer Participation

Participants	Extracts
Participant 1	"The main challenge might be the time, especially for working parents. That's really a challenge, yes, the time."

Participant 4	"Yes, so sometimes we ask the children, <i>"Why didn't your parents come?"</i> and they answer, <i>"My mom is in the rice field"</i> , things like that. So economic factors are also what make some parents less attentive ..."
Participant 5	"... they have their own business, so to become volunteers or to spend time helping with school activities, their time is really limited."

Another challenge is in financial matter. One teacher recalled that there was a school event designed to encourage parental volunteering, but then it was discontinued because some parents found that the event to be burdensome for some parents who have financial issues.

Interviewer: *"Hmmm, I see, ma'am. Besides group events, are there other kinds of events? If I'm not mistaken, there used to be cooking events at school—I'm not sure whether those are still happening or not. And maybe there were other kinds of activities like that?"*

Participant 1: *"As for those cooking events, specifically at X, they have been stopped."*

Interviewer: *"Oh, okay."*

...

Participant 1: *"They stopped it because there were pros and cons, apparently."*

Interviewer: *"Oh, okay."*

Participant 1: *"Yeah, maybe for parents who did not have money at the time, they felt burdened."*

(Participant 1)

Another teacher suggested the strategy to maintain parents' participation in volunteering at school is understanding the character of each parent cohort.

First, from my experience, there are always people who enjoy being involved in programs, who enjoy being busy, and there are also those who just follow along. We have to first understand the character of the parents from each cohort because it is definitely different. No matter how big the program is, how much trust we give them, or how much money is involved, if we do not understand those parents, it will never work.

So, the key is to understand the character of the parents first. Maybe the character is such that the school needs to create the program, and the parents will just follow, okay, that is fine. The school guides the parents. But there are also parents who do not like being strictly guided by the school, they would prefer to take the lead. There are people who are naturally proactive, so we give them the trust and let the school follow their lead. So maybe it is not something we can generalize, it depends on understanding them first.

(Participant 6)

Based on the results shown above, the challenges arise in volunteering activities for parents, one teacher also describes how the school deals with this particular issue by paying attention first to the characteristics of the parent cohort in general (Participant 6).

Overall, the findings establish a clear answer to the second research question that aimed to identify the barriers faced by rural parents to engage and collaborate with the schools, including their decision making. This is aligned with the Epstein's model (2018) on "Volunteering" aspect (p. 19). The data found were around multiple barriers to parental engagement. Specifically, the teachers indicated that parents are often engaged in demanding jobs or in the field of agriculture when they mentioned that they were "*in the rice field*" (Participant 4). This condition makes them difficult to effectively volunteer in their children's school on a regular basis. In addition to time constraints, teachers also mentioned that parents also have financial hardships. As an example, one teacher assumed that one of regular volunteering activities in the school was discontinued because "*parents felt burdened*" by the costs (Participant 1). This data signifies that the economic and time have become the constraints on parental participation. Further, one of the teachers claimed that understanding the "*character of the parents*" is central to the design of volunteering activities (Participant 6). These findings suggest that the act of volunteering is related to parents' socioeconomic circumstances that may exist in this rural context.

4.6 Parenting and Support Structures

In this parenting and support structures, the finding on the school expectations and reality becomes the highlight. For instance, a junior high school teacher noted that there is a mismatched expectation between parents who want their children go to nearby schools and children who want to go for a school in the urban area can also affect behavior and engagement.

Especially because nowadays, the children look for schools that are what you might call “trendy”. They want a school with more of a city vibe so they can be stylish, ride motorbikes, and have broader social circles. So, the challenge for parents is that they cannot seem to steer their children properly. Parents want a school that is nearby for economic reasons, but the children want the school that are farther away, though closer schools may be of higher quality, they do not have that same “cool” atmosphere.

(Participant 6)

Technology like WhatsApp has improved school-family communication, but challenges persist with the fact that some parents are still not familiar with using smartphones, while others cannot afford sufficient internet data. This case leads to limiting their participation in volunteering in school activities. The following table shows how several teachers perceive this issue.

Table 15. Extracts of Subtheme - Expectations and Reality in Parental Involvement

Participants	Extracts
Participant 3	“But the challenge is that since we live in a village, not all parents have mobile phones. And even if they do, not all of them understand how to operate them. That’s the challenge we face.”
Participant 4	“For example, not all of them own mobile phones or gadgets, so sometimes it’s difficult for us to share information with everyone effectively.”
Participant 5	“That is sometimes the issue, parents might not have data or internet quota, you know? At school, there’s Wi-Fi, but at home, they use their own data.”

Furthermore, another specific challenge was also addressed by one teacher in the kindergarten level. The issue is parents often push academic expectations and they want their children to be able to read and count to prepare for elementary school, although teachers communicate with them that children should mainly focus on play and learn with fun activities at this stage. The teacher, in this case, claimed that in the elementary school, the children who are struggling with read and count have a separated classroom.

But now, children entering SD (elementary school) are expected to already know those things. That is the situation. Parents expect their kids to already be able to read and do basic math ... So, for us TK (kindergarten) teachers, parents often say things like, “Do not enroll your child there, they will have trouble reading!” For them, success in TK is

measured by whether the child can read. And that is a challenge, because early childhood education should actually involve a lot of play, but we teachers end up having to push them to read all the time.

(Participant 3)

This finding illustrates that while some expectation in parenting and support structures has implemented. Another challenge arises. It signifies that there is a need to anticipate further what would be the consequence if parents decide on certain things.

Most teacher perceive that many parents face a dilemma, where they need to balance their jobs and their responsibilities on taking care of the children. There are some findings already demonstrated in the previous section starting from parents who needs to leave for work earlier before their children go to school, the complexity of subjects as they move to higher level because of parents' educational background, until the pursuit of ranking for their children. The general case here is the financial issue where several teachers perceive that the BOS is not even sufficient to cover the necessities of those students who are in need of financial assistance. The following table shows how teachers perceive this case.

Table 16. Extracts of Subtheme - Emotional Well-Being and Mental Load of Parents

Participants	Extracts
Participant 1	"But with the current situation here, the school's economic condition is what it is. There's BOS funding for school operations ... very limited. So, for activities like giving out incentives, there's nothing available for that."
Participant 2	"... even though we now have free education programs and BOS (school operational assistance), those still come with other costs, like meals or transportation. So economic factors definitely play a role."
Participant 4	"For example, graduation events, those cannot be funded with BOS (school operational assistance) money, so the parents take charge of organizing and funding those."

Additionally, the increasing dependence on smartphones creates new pressures, several parents rely on their children to manage phone use due to limited technological ability of parents. Thus, it leads to inappropriate behaviors that parents find difficult to address from their children. In this case, one participant suggested that

[Parents] need to monitor their children not only in terms of daily behavior but also in how they use social media. Because if it is left unchecked, what children do on social media can be risky, too. The challenge is that many parents do not understand social media at all, especially older ones, so they end up letting their children use it freely without monitoring them.

(Participant 5)

From this case, the emotional well-being of parents is coming from these overlapping pressures. The other issues that are mentioned in the previous section also contribute to this particular issue on emotional aspect.

The last finding is more into addressing why it is significant to provide parenting classes and guidance in this particular rural area. First, one noticeable parenting class is from one of the teachers, where she stated that

That actually is usually conveyed during the parents' class held on Friday. It is often paired with a religious perspective as well, especially emphasized by the principal. So yes, it is delivered during the Friday parent class sessions, and we try to integrate religious values into the approach.

(Participant 3)

In general, these parenting programs are implemented across the different school levels noted in the study. However, as it is mentioned earlier, the parenting classes on each school are varied. Basically, the intensity of meeting is stronger at kindergarten compared to high schools. Another case is that in this particular rural context, the teachers said there is no cooperation yet regarding school and local community in parenting education program. The following information the detailed data taken from the interview.

Table 17. Extracts of Subtheme - Role of Parenting Classes and Guidance

Participants	Extracts
Participant 1	"Regarding that, not yet. If we look at the current situation, it has not got to that point. There has not been any initiative like that from the local authority to involve the school in parenting matters."

Participant 4	"So far, it's still separate, there are not any community groups in the village that collaborate directly with the school ... For now, they are not available yet."
Participant 6	"Yes, in the health sector. And from the police sector (Polsek), maybe in terms of security. But as for involving parents, so far, no, we have not done that yet."

Several efforts are made to provide parenting support. In this case, one of them is having a parenting class, like what the school from where the teacher has taught (Participant 3). However, when it comes to collaboration in parenting education program between school with local authority, as several teachers reported above, this kind of collaboration is still not established yet. It shows that there is still room to strengthen parents' involvement through accessible parenting guidance in this rural area.

Overall, this finding answers the first research question on how teachers perceive parents' existing capacities for supporting their children's learning at home, specifically with regard to Epstein's Type 1 on "Parenting" and clearly indicate that parents are paying attention and supporting their children in learning but still lack the practical knowledge or resources to do so (Epstein, 2018, p. 19). For instance, the kindergarten teacher, mentioned parents are pushing their children toward academic expectations including reading and counting, while teachers emphasize the value of playing around based learning at the kindergarten stage (Participant 3). Such comments show disconnection between parents' expectations of age-appropriate learning and limited knowledge on developmental needs. In addition to the limited knowledge, financial difficulties further limit parental involvement at home and digital illiteracy also presents another barrier. For instance, two teachers noted parental difficulties to use smartphones and limited access to the internet because of the financial reasons (Participant 4 and Participant 5). This condition demonstrates a pressing need to improve parenting knowledge and supports for parenting education in rural contexts, especially in terms of educational knowledge for parents on student's academic expectations and the current situation they face.

5 Discussion

In this section, an overview of the findings on communications between schools, parents and the rural community was provided. The findings are organized around key themes that highlight both the challenges and opportunities for improving communication, focusing on ideas from school-community collaboration and the effects of digital or traditional communication with parents. This section is to discuss the findings of this study in terms of previous research. Specifically, how the findings answer the earlier predetermined research questions. For example, the researcher synthesizes the two themes, communication between schools and parents and school-community collaboration, and further discuss the implications of these areas to both research questions. Apart from that, this section then implies these findings to the Epstein framework, using the same considerations of communication and community collaboration. Finally, there is one section that addresses the implications of parenting education for rural schools and the way teachers explicitly and implicitly perceive parental involvement. All of the discussion are supported by several previous research. In short, the researcher offers issues concerning both the communication strategies and the nature of community collaboration in rural education by analyzing the findings of the study against the research questions.

5.1 Supporting Education beyond the School Community

Building upon the findings presented above, this particular section explores on how the current findings on parenting structures and learning support at home are aligned with some previous studies conducted in different contexts. In general, the study findings on how technological advancements like WhatsApp groups and available parenting resources online idealistically can assist with children's learning processes, demonstrate a positive shift. This case-based study reinforces previous research on Teachers and Parents as Partners (TAPP) in a rural area by Sheridan et al., (2017), which they addressed that the existing technological tools has a "promise as potential sources for supporting partnerships (pp. 283-284). However, in reality, socioeconomic challenges, limited educational backgrounds, and emotional pressures becomes the new challenges in any way for parents' engagement in their children's education. Apart from that, in several context, the use of WhatsApp is not a common tool for communication between parents and schools. For example, in Finnish context, they use Wilma for "day-to-day communication" between family and school (Savaloja, 2024). Sheridan et al. (2017) also highlighted some literatures to demonstrate that there are also some challenges, including the 'distance' between school and home, the inequality with the possession of 'resources' itself,

and the 'lack of training' of parents to support children's learning (p. 275). Another point worth noting is that based on the study finding, it suggests that the reliance on smartphones, without proper monitoring, introduces new risks that may counteract intended support efforts. Specifically, it further supports the idea of negative effect on 'social development' (Indriatie et al., 2022). These researchers conducted a correlational analytic study which found that parents there is a significant correlation between children who utilized phone under parents monitor and their social development. These findings from previous research and current study imply that while initiatives to strengthen school-parent partnerships exist, they must be adapted to the current reality, including parents' current capacities and their limitations in this rural context. Success in children's learning, therefore, cannot be assumed only by offering access, but also it must come with understanding, appropriate interventions, and trust building between schools and families.

This case study finding answers how Epstein's framework operates in practice (Epstein, 2018). In this case, it answers the research question on how teachers perceive parents' current capabilities in supporting their children's learning at home. In the "Parenting" domain, schools attempt to assist families in establishing supportive home environments, shown through home visits and WhatsApp communication. Home visits become a significant element in bridging communication between school and family. In this case, students who need more attention due to certain conditions, can be understood by the school side. This result of study is consistent with the previous and recent study conducted by Wulancahyani et al. (2023) in a homeschooling case. The result showed that home visit strategy has a significant effect on students' motivation. Another finding of this study is WhatsApp communication as the tools for communication. This particular result demonstrates how dependent parents and teachers are on this platform for communication purposes. This research further validates the work of Supriadi et al. (2020), where they also found that WhatsApp became the main platform to communicate in an academic environment, in this case during Covid-19. However, these findings, at the same time, address that parents' ability to benefit from these efforts is influenced by their educational background, confidence levels, and technological access. As mentioned previously, promising technology with all the 'potentials', but also comes with its challenges (Sheridan et al., 2017, p. 283).

These both findings on home visits and WhatsApp communication are at least assist children within the domain of "Learning at Home" based on this Epstein Framework. Despite of it, the challenge remains between intended parental involvement and actual practices due to

socioeconomic pressures and lack of parenting knowledge. Similar challenges have been documented in prior study in African context by Mncube et al. (2023), where they emphasize the needs for both teachers and parents to encourage government for fund to improve the quality of education in their rural community. Overall, while structures to encourage parenting and learning at home exist indirectly, the findings suggest that stronger, more parenting approaches are required to realize the two elements of Epstein's framework, parenting and learning at home, especially in rural contexts.

The findings also implies that there is a need for structured parenting education, particularly in rural school contexts. For example, teachers implicitly acknowledge the necessity of parenting support by inviting parenting experts and forming communication groups. This finding specifically supports the work of Santoso and Asfuri (2024), where they recently studied on parenting program class in Physical Education and found that there is a positive result on students' characters. Apart from that, in rural areas, where educational levels and technological access are often lower, the gap between school expectations and parental capacity becomes even more evident. As highlighted by Mncube et al. (2023), solving this issue requires funding support from the government to hold a particular parenting program for parents in the rural area. Moreover, based on the findings on current study, including parents' emotional burdens, financial struggles, and limited educational resources gives a signal that there should be an empathetic and practical approach to parenting education. It also has been argued in one case study on digital parenting workshop for parents (Rahmawati et al., 2019). The study found that there was a significant increasing skill of parenting among people after this training program in that rural area where they live. In short, it suggests that parenting programs should not only focus on providing information but also aim to build parental confidence, technological literacy, and emotional resilience.

5.2 Dealing with the Challenges in Rural Education

When it comes to how parents engage in both decision-making and volunteering at school, this particular context of study demonstrates unique conditions and its challenges. The first finding on the presence of parent association shows a positive effort to foster collaboration. However, for several schools the reliance on school committee rather than establish an independent parent association to collaborate the school makes it more rigid. There is a necessity where the school committee allows more rooms for autonomous or independent volunteering activities. This independent activity may enhance their relationship more tightly with less control from the

school committee. In this case, earlier study by Hansen and Roza (2005) have similarly emphasized this issue on decentralization decision-making for schools, where they suggested that “[d]ecentralizing decision-making as close as possible to the organizational level ... , inside and outside of education, as a way to increase efficiency and spur adoption of more-effective means of reaching performance goals”. In this particular context, it signifies that lessening the control from school committee can be a way to enhance efficiency as the parents would decide easily to execute any projects in a school as the volunteers. Another finding is addressing the need of inclusive communication strategies. The inequality and hesitance of parents in voicing their opinion suggests that there is also a need for particular parenting program so that parents can understand the significance of their voices. This is also the reason Mncube et al. (2023), in their study mentioned that “the government should encourage collaboration between rural schools and communities by funding ... after-school programs, and parent-teacher organisations (p. 25)”. Overall, these findings imply that while parents are willing to engage and schools are ready with the change, the government also needs to pay attention on this issue of parenting education.

The Epstein’s framework on “Decision Making” and “Volunteering” are relevant aspect to discuss based on the abovementioned findings (Epstein, 2018, p. 19). For the first case, the observed teachers’ perception on parent-school partnerships through formal associations reflects on the Epstein’s concept of “decision-making”. The findings demonstrates that families are involved in school governance and policy formation. However, the issue is in terms of power dynamics where several parents voice their opinion passively and several teachers’ assumption that there is also an influence of social hierarchies and other factors leading to giving a signal that the democratic participation is questionable. Such challenges are not unique to this case, they have been well-documented in several previous research. Looking at the from the other point of views, there was a research conducted by Mncube (2009) on parents’ perspectives of their role in democratic voice in a school which found that the school governance is also the one that needs to be considered. In this case, the school itself which can also be on the questionable side. The next study on parent participation in a Spanish school context by Cobano-Delgado (2015) was also a relevant point to address, where the study found that teachers and school administrators often hold more authority and it builds an environment where parents become hesitant to voice their opinions. In short, to realize this Epstein’s element on decision-making, the schools in this particular context must work on providing equitable participation and understand how the power dynamics play in education.

5.3 Improving Communication between School and External Supports

The finding of this study demonstrates that in this rural context, communication is established already between school and parents. Several modern and traditional approaches have been implemented, but still there are challenges arise. In this case, as mentioned in the previous discussion, WhatsApp has become one of the main tools for teachers and parents in communication, but there are still some problems starting from technological issue, financial issue, until accessibility to smartphones (see also Mncube et al., 2023; Supriadi et al., 2020). Similarly, when it comes to traditional methods in-person meeting during events or casual meetings in local shops has also helped them in maintaining communication, particularly in early education levels. The recent previous research conducted by Bencivengo (2024) has also studied this approach, which is also relevant to reinforce the current context. However, in the study, the researcher stated that the school face challenges in gaining parental involvement. Several factors like work and home responsibilities restricts parents' ability to attend the events. Aside from that, the parental engagement declines as students move to higher grade. It is because the geographic spread which influences parents' involvement with the schools. This difficulty encountered by the school and family has been similarly discussed in the past study by Sheridan et al. (2020), where parents in rural areas demonstrate less engagement compared to the urban context. It also signifies that geographic location can affect how involved parents feel and are able to be in their children's education. Therefore, there is a need to establish a more holistic strategy which integrate digital tools, community events, and targeted parental outreach to support more inclusive and effective communication and collaboration.

The themes explored in this study align with Epstein's framework of parental involvement, particularly in the domains of "Communicating" and "Collaborating with the Community" (Epstein, 2018, p. 19). Moreover, Epstein explained that communication should be two-way, consistent, clear, and accessible and in this case, the rural schools attempt through WhatsApp, home visits, and parent-teacher meetings. However, the success of these approaches relies on the digital competence and availability of the parents (Mncube et al., 2023; Rahmawati et al., 2019). Aside from that, informal interactions and engagements in several events give a signal that the meeting needs to be contextualized specifically. This results align with the previous work by Bencivengo (2024), where the parents are invited to engage with schools for some parenting programs, but only several parents who come to the event (p. 26). When it comes to collaboration with the local community, the involvement of local health center (Puskesmas), small local businesses, and school committees shows that the partnership is beyond the school.

These collaborations do not only support school resources, but also reinforce the collective responsibility for students in their learning processes. Specifically, this study confirms recent work on a literature study about school and community partnership by Afrianti et al. (2024), where they explained that with a structure collaborative support, it can improve the whole learning environment for students to succeed in their academic pursuit. Regardless, the limited logistical and funding issues needs to be more systemic to fully realize the Epstein's model on communication and community collaboration aspects.

5.4 Limitations and Future Research

As previously explained in the methodological limitation section, the generalizability of this qualitative case study is limited. The researcher did not work with a large number of varied participants (as noted previously, only six teachers). This case limits the broader representation of the findings across the more varied educational population of Indonesia. Further, other themes, such as the educational backgrounds of the parents and their levels of engagement, are dependent on a subjective interpretation. For example, in the finding section, the teachers often thought that parents who exhibited low confidence also had low educational backgrounds. In reality, it is possible that more educated parents also exhibit hesitancy in working with teachers due to other contextual aspects. Finally, the participants' perceptions may be shaped by individual instances that may not apply to other settings and circumstances. Indeed, these limits to generalisability do not signify the negative value in the study, rather it provides in-depth description in relation to their socio-economic context the findings are situated in its inquiry. The found themes provide meaningful and reasonable interpretations related to parenting education in rural schools. However, they are socially, culturally, and economically situated in only one context.

Another important limitation is the depth and consistency of the data analysis. The data analysis used for this study is thematic coding. The credibility of the data analysis results could be affected by not having any peer debriefing. For example, the interpretation that parents are unwilling to support learning at home because of economic hardship or technological illiteracy could be different factors that impact this case, which neglects the overall family dynamics perspective. The nuances, for instance like absenteeism, whether it is because of economic strain, or relations between the school and family, cannot be added completely into only family dynamics perspective. Also, there could be some unconscious gender bias from the teacher and researcher, notably because all of the conversations about emotional burdens and parenting

expectations carry normative elements. The opportunity for triangulation through observations or follow-up interviews was limited by time and the logistics in this study. Nonetheless, this study remains credible as it presented first-hand accounts of experiences with enriched contextual details.

Future research should conduct the study on family education in various contexts in terms of geography and socio-economic because it can allow comparisons among rural and urban school settings. From this case, it can deepen an understanding of parental engagement across geographical and socio-economic contexts. Furthermore, collaborative action research that includes parents, teachers, and local government could shape an understanding of how to develop a family education program that is inclusive in the unique context of the parents' culture and community. Apart from that, the way in which parenting education for marginalized parents with low education and support could also be studied. This might mean that providing more accessible parenting education initiatives can give them the educational supports and also integrate the education with technology in it. Future research might also consider longitudinal design on parental engagement before and after formal the interventions were implemented. It would be informative to study teacher preparation programs to train educators develop pedagogical and disciplinary knowledge under these systemic conditions to consider their expertise added with family education theories and practices. Moreover, to provide insight into how family-school engagement may affect learning, future research can also expand its focus beyond the voices of parents and teachers, in this case, the study can also focus on the voices of the students. In short, this research direction would contribute to the holistic and equitable development of education in the rural communities.

6 Conclusion

This research was conducted on three main questions of teachers' perceptions about parenting education in rural schools. The finding shows that teachers viewed several parents as paying attention to their children, but somehow limited from being able to support their children in learning at home because these parents are either technologically illiterate or are burdened by financial issues. Besides, parental participation was hindered by technological illiteracy, lack of time, or reluctance to engage. The teachers see that the parenting education could be enhanced if communication and cooperation with the community could be initiated. The scope of this study was grounded to a qualitative, multiple case study approach that brought rich contextual findings from interviews with six teachers. Additionally, thematic analysis generates six major themes based on the predetermined framework, Epstein Framework, that presented challenges and opportunities on parenting education in a rural area. Generally, the study provides knowledge into parental involvement in rural education in Indonesian context and how teachers make to adapt strategies within their limited capacity to try to engage with families and facilitate student development.

In conclusion, this thesis explored the multidimensional elements of parenting education through the experiences of rural school teachers in Indonesian context. This study presented the context and the relational aspects of the school-family relationship which focuses on collaboration, communication, and contextual reasons of working together. The study suggested that despite experiencing frequently and formally limited time and resources, teachers often display creativity, motivation, and commitment towards engaging with parents and their children in this rural community. Strengthening parenting education with the use of digital applications, community events, or even parent/teacher educational programs could help improve student outcomes while expanding the relationship between schools and the local community. Rural education develops over time and this research offers helpful groundwork to future attempts to strengthen supports for parents, teachers, and to improve the holistic growth of the students.

AI tools were utilized to assist with the editing process to improve language use, particularly grammar. The tools were not used for generating ideas, and no personal information was inputted to them.

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Appendices

Appendix 1 Consent Form

Consent for Participation in the Research

Research Title: Teachers' Perspectives on Parenting Education in Rural Schools: A Case Study in the Indonesian Context

Responsible Researcher: Yadi Supriadi, yasupr@utu.fi

Institutional Contact: University of Turku
FI-20014 University of Turku, Finland
+358 29 450 5000

1. Purpose of the Study

The study aims to explore the teachers' perspectives on their profession in parenting education.

2. Description of the Study

In this study, I will request your participation in a one-on-one interview session, approximately 40 minutes long. During interview session, you will be asked to provide answers to a series of questions. These questions are designed to delve into your identity as a teacher in alternative school, and the reasons that led you to make the decision to be a teacher in alternative education.

3. Potential Risks

No known risks.

4. Confidentiality

I would like to interview you and the interview will be recorded, which allows me to identify you in any publications resulting from this research. However, I won't use your real name in any quotations or reports. Instead, I'll use a pseudonym of your choice, and any identifying details will be omitted or obscured.

The video recordings and any electronic or printed transcripts will be stored in encrypted files on the university's web drive. These files will be protected with a username and password. Two years after the publication of this research, all files will be deleted.

5. Voluntary Participation and Authorization

Your decision to participate in this study is fully within your control and completely voluntary. You have the right to choose whether or not you want to be involved in this research. If you decide not to participate, you do not need to provide any reason, and please be assured that it will not have any negative impacts or consequences for you.

6. Withdrawal from the Study and/or Withdrawal of Authorization

You have the right to withdraw your consent and discontinue participation at any time without any penalty or loss of benefits to which you might otherwise be entitled. If you decide to withdraw from the study, any information collected about you up to the point of withdrawal will continue to be used for the purpose of understanding the research question and will not be removed.

Authorization

I voluntarily agree to participate in this research.

Yes

No

Name of Participant:

Signature of Participant:

Date (dd/mm/yyyy):

Appendix 2 Interview Questions

Type One: Parenting

1. From your perspective as an educator, how do you see parents' current capabilities in supporting their children's education at home in this school?
2. What challenges do you think the parents face, and how can you, as an educator, guide them in overcoming these challenges?
3. How do you see your role as an educator in helping parents develop skills to better support their children's growth and education?
4. In what ways do you think parents' involvement in their children's education affects student outcomes, from your perspective as a teacher?
5. How do you think teachers can build trust with parents to help them engage more in their children's education?
6. What specific challenges have you observed among rural parents when it comes to understanding their role in education?
7. What support or training do you think teachers need to better educate parents about their responsibilities at home?

Type Two: Communicating

1. How would you describe the communication between teachers and parents in this rural community, specifically in this school?
2. In your role as a teacher, what strategies have you used or could you use to improve communication with the parents?
3. In general, what can school and teachers do to make communication more effective and consistent with the parents?
4. What methods have you found effective for initiating communication with parents, especially those who are less engaged?
5. How do you handle situations where parents may not respond to school communication efforts?

6. What role do you think communication plays in building partnerships between teachers and parents?
7. How can this school support teachers in using new or different communication tools to reach parents more effectively?

Type Three: Volunteering

1. In your experience, how involved are parents in school activities, and what factors affect their participation?
2. How can teachers encourage parents to take a more active role in school events or programs?
3. What do you think this school can do to support teachers in engaging parents as volunteers?
4. How do you think teachers can create opportunities for parents to volunteer that align with their skills or availability?
5. What have been the most significant challenges in encouraging parents to participate in volunteer activities at school?
6. How can the school make volunteering more accessible to parents who have limited time or resources?
7. What role do you think teachers can play in helping parents see the value of volunteering in school programs?

Type Four: Learning at Home

1. How do you, as a teacher, view parents' involvement in their children's learning at home?
2. What strategies can teachers use to help parents feel more confident in supporting their children's education outside of school?
3. What resources or training do you think would benefit parents in helping their children learn effectively at home?
4. What strategies have you used or seen to help parents understand the importance of their involvement in home learning?

5. How do you think teachers can help parents balance their work and home responsibilities while supporting their children's learning?
6. What role should teachers play in providing parents with practical tools or ideas to support learning at home?
7. How can schools and teachers assess whether parents feel confident and equipped to support their children's learning?

Type Five: Decision-Making

1. From your perspective, how involved are parents in school decision-making processes?
2. What role do you think teachers can play in helping parents feel more empowered to contribute to school policies or decisions?
3. How can schools create structures that enable teachers to work with parents on shared decision-making?
4. How do you think schools can encourage parents to participate in decision-making processes?
5. What role do you think teachers can play in preparing parents to contribute meaningfully to school decisions?
6. What challenges do you think parents face in participating in school decision-making, and how can teachers help address these challenges?
7. How can schools ensure that teachers and parents work together as partners in making decisions about school programs?

Type Six: Collaborating with the Community

1. In what ways do you think this rural community can support parenting education, and how can the teachers help facilitate this collaboration?
2. How do you see your role as a teacher in connecting parents with the rural community resources or initiatives?
3. What kind of partnerships between schools, teachers, and this rural community do you think would strengthen parent involvement?

4. How can teachers advocate for stronger connections between schools and the rural community organizations to support parenting education?
5. What role do you think teachers play in helping parents access the rural community resources for education and parenting support?
6. How can schools and teachers work together to build partnerships with local businesses or organizations to benefit parents and students?
7. What have been the most successful examples you have seen of schools, parents, and communities working together, and what lessons can be learned?

Appendix 3 Privacy Notice

Information for participants of the research project *“Teachers' Perspectives on Parenting Education in the Rural Schools: A Case Study in the Indonesian Context”*.

You are taking part in a scientific study conducted at the University of Turku. This notice describes how your personal data will be processed in the study.

1. Data Controller

University of Turku, FI-20014 Turku, Finland

2. Parties involved in research conducted as a collaboration project and division of responsibilities

Responsible Researcher: Yadi Supriadi, yasupr@utu.fi

Research Supervisor: Hanna Laalo, Postdoctoral Researcher, hmlaal@utu.fi

3. Research project leader or responsible group

Yadi Supriadi, yasupr@utu.fi

4. Description of the study and the purposes of processing personal data

Data for the research *“Teachers' Perspectives on Parenting Education in the Rural Schools: A Case Study in the Indonesian Context”* is collected from interviews with teachers working in the rural schools in Indonesia. The purpose of the research is to explore the teachers' perspectives on their profession in parenting education.

The research data is solely used for research purposes. For identification purposes, participants' names are collected, but pseudonyms are used to protect their identities. The participants will select their own pseudonyms. Information regarding participants' experiences, feelings and views will be collected. Participants can decide how much of their personal data they will express in data collecting session.

5. Contact details of the Data Protection Officer

The Data Protection Officer of the University of Turku is available at contact address: dpo@utu.fi.

6. Persons processing personal data in the study

Yadi Supriadi, yasupr@utu.fi

7. Name, nature and duration of the study

- 1) Name of the study: *“Teachers' Perspectives on Parenting Education in the Rural Schools: A Case Study in the Indonesian Context”*

- 2) Participants will respond to interview questions about their perspectives on parenting education in the rural schools in Indonesia.
- 3) Duration of the processing of personal data: The research data will be retained until 2027, for a total of two years. Only the principal investigator will have access to this data. The electronically stored data will be kept on a web drive provided by the University of Turku. The main researcher can access it using a personal username and password.

8. Lawful basis of processing

Personal data is processed on the following basis, which is based on Article 6(1) of the General Data Protection Regulation:

- data subject's consent;
- processing is based for the performance of a contract;
- compliance with a legal obligation to which the controller is subject;
- processing is necessary in order to protect the vital interest of the data subject;
- performance of a task carried out in the public interest or in the exercise of official authority vested in the controller:
- scientific or historical research purposes or statistical purposes;
- archiving of research materials or cultural heritage materials;
- legitimate interest pursued by the controller or by a third party.

9. Personal data included in the research materials

Only data from participants who have consented will be used in the research. Directly identifying information will be collected from the participants, including their name, gender, school experience, teacher experience. The main questions will focus on teachers' perspectives on parenting education in rural schools in Indonesia.

At the end of data collection, all direct identifiers will be removed. The controller will collect email addresses and phone numbers and store them separately from the rest of the research data, following the University of Turku's data security guidelines. The results will be reported in a manner that prevents the identification of individual respondents. Pseudonyms will be used to protect the identities of the participants.

The pseudonymized research data will be stored until 6/2027. Access to the research data will be limited to the University of Turku, who are involved in the *"Teachers' Perspectives on Parenting Education in the Rural Schools: A Case Study in the*

Indonesian Context” study. The electronically stored data will be kept on a web drive provided by the University of Turku, which the researcher can access using a personal username and password.

10. Sensitive personal data

There is no sensitive personal data that will be processed in the study.

11. Sources of personal data

The personal data is collected directly from the participants.

12. Transfer and disclosure of the personal data to third parties

The personal data will not be transferred to other recipients outside the University of Turku/research group/researcher.

13. Transfer or disclosure of personal data to countries outside the EU/European Economic Area

Personal data will not be transferred outside the EU/ European Economic Area.

14. Automated decisions

No automated decisions are made. Safeguards to protect the personal data:

The data is confidential.

Protection of manual material:

Written material is pseudonymized.

Personal data processed in IT systems:

Materials that are pseudonymized are stored behind a username and password.

other:

Processing of direct identifiers:

Direct identifiers will be removed in the analysis phase

The material to be analysed includes direct identifiers.

Reason:

15. Processing of personal data after the completion of the study

The research material will be deleted in 2027.

Where will the material be archived and for how long: The research data is securely stored on the University of Turku servers, accessible only to the researchers conducting the study. It is protected by a username and password. The data will be kept for two years, until 2027.

16. Your rights as a data subject, and exceptions to these rights

Right to Lodge a Complaint

As a data subject, you have the right to lodge a complaint with the supervisory authority if you believe that the processing of your personal data has violated applicable data protection legislation.

For inquiries, you may contact the Data Protection Officer of the University of Turku via email: DPO@utu.fi.

Requests to exercise the rights of a registered individual will follow the controller's data request process.

Exceptions to Data Subject Rights

Under the General Data Protection Regulation (GDPR) and the Finnish Data Protection Act, exceptions to data subject rights may be applied when personal data is processed for scientific research. These exceptions are considered when fulfilling the rights would render the research objectives impossible or significantly impaired.

The necessity of exceptions is assessed on a case-by-case basis. In this study, exceptions may apply to the following rights:

- Right of Access (GDPR Article 15)
- Right to Rectification (GDPR Article 16)
- Right to Erasure (GDPR Article 17)
- Right to Restriction of Processing (GDPR Article 18)
- Right to Data Portability (GDPR Article 20)
- Right to Object (GDPR Article 21)

Reasons and Scope of Exceptions

Exceptions may occur when data processing and analysis have progressed to a stage where:

- It is impossible to extract an individual respondent's data due to anonymization.
- Extracting such data would significantly disrupt the research process.

Right to Lodge a Complaint with the Data Protection Ombudsman

If you believe your personal data has been processed in violation of data protection laws, you have the right to file a complaint with the Data Protection Ombudsman.

Contact Details:

Office of the Data Protection Ombudsman

- **Visiting Address:** Lintulahdenkuja 4, 00530 Helsinki
- **Postal Address:** P.O. Box 800, 00531 Helsinki, Finland
- **E-mail:** tietosuoja@om.fi

- **Switchboard:** +358 (0)29 566 6700

Appendix 4 Tables

Table 18. Analyzed Subthemes, Color coding, Participants and Utterances Calculation

Subthemes	Color Code	Total of Participants	Total of Coded Utterances
Use of Digital Platforms for Communication	Red (HTML Color Code #FF0000)	6	59
Alternative Communication Strategies	Yellow (HTML Color Code #FFFF00)	6	90
Parental Hesitancy in Engaging with Teachers	Green (HTML Color Code #008000)	6	60
Variability in Parents' Educational Background	Blue (HTML Color Code #0000FF)	6	51
Alternative Learning Methods at Home	Pink (HTML Color Code #FFC0CB)	6	81
Community Events as Educational Opportunities	Violet (HTML Color Code #EE82EE)	6	74
Teacher as Community Bridge	Teal (HTML Color Code #008080)	6	95
Obstacles in Establishing Collaboration	Turquoise (HTML Color Code #40E0D0)	6	69
Financial Considerations in Decision-Making	Dark Blue (HTML Color Code #00008B)	6	65
Power Dynamics Among Parents in Meetings	Dark Yellow (HTML Color Code #8B8000)	6	70

Parental Involvement in School Maintenance and Activities	Dark Red (HTML Color Code #8B0000)	6	70
Challenges in Sustaining Volunteer Participation	Bright Green (HTML Color Code #66FF00)	6	53
Expectations and Reality in Parental Involvement	Light Gray (HTML Color Code #D3D3D3)	6	57
Emotional Well-Being and Mental Load of Parents	Gray (HTML Color Code #808080)	6	66
Role of Parenting Classes and Guidance	Light Blue (HTML Color Code #ADD8E6)	6	54

Table 19. Analysis of Subthemes Examples

Potential Subtheme 1	Potential Subtheme 2	Potential Subtheme 3
Use of Digital Platforms for Communication	Variability in Parents' Educational Background	Teacher as Community Bridge
Participant 1: "... their education here is at the high school level. So, some support it, right, while others are still somewhat lacking..."	Participant 1: "... not all parents seem to be like that yet, yeah, maybe because of their educational background too."	Participant 1: "Actually, now it is provided by the government ... for example, go to workshops... there are a lot of topics, right. So maybe the teachers there learn, maybe through coaching or something like that."
Participant 2: "But specifically, the relationship we've built so far, we have a WhatsApp group with the parents ..."	Participant 2: "many of them came from a time when education was difficult to access. So yes, there are still many whose education is below senior high school ..."	Participant 2: "... It is hard to gather parents together because they all have their own busy schedules. From what I've observed at school, even holding a meeting once or

		twice a year already feels like we're kind of forcing it ...”
Participant 3: “Sometimes, when it is hard for us to manage it directly, we send videos through the WhatsApp group for the parents, so they can help their children reduce screen time at home ...”	Participant 3: “In my opinion, the ability of parents to educate their children varies widely. It depends on various factors like their educational background, culture, and also their traditional customs ...”	Participant 3: “Yes, three times a year there are parent meetings, and during those events we include parenting material ...”
Participant 4: “... Then, we also have a WhatsApp group to share information through that ...”	Participant 4: “First, as mentioned earlier, the educational background of parents in rural areas is still quite low. In the past, education wasn't as accessible in the villages.”	Participant 4: “Yes, first we have meetings like that. Then we also have a WhatsApp group where we can share information. Third, parents are involved in school activities.”
Participant 5: “... Right now, I mostly coordinate with parents through the WhatsApp group, like: “Mom, please pay attention to this or that regarding your child ...””	Participant 5: “Yes, yes, and in rural areas, many parents are indeed not very knowledgeable. Some only finished elementary school, or even less, there are quite a few older parents who did not finish elementary school at all ...”	Participant 5: “Yes, the parents are invited, and then we hold a discussion, especially about the costs ...”
Participant 6: “... But we have what you could call a second plan. That second plan is by creating a WhatsApp group ...”	Participant 6: “If I look at it now, the challenge for parents is that they cannot seem to guide their children ...”	Participant 6: “... And of course, with parents, if there are programs in the village, and if we're close to the village officials, we can entrust things to them or coordinate through them.”

Table 20. Themes Categorization

Themes	Definition	Subthemes
Communication between Schools and Parents	Strategies and challenges in facilitating dialogue between schools and families, namely digital platforms, alternative	Use of Digital Platforms for Communication
		Alternative Communication Strategies

	methods, and engagement barriers.	Parental Hesitancy in Engaging with Teachers
Learning Support at Home	Parental efforts to supplement children's education at home, addressing diverse educational backgrounds and alternative learning approaches.	Variability in Parents' Educational Background
		Alternative Learning Methods at Home
School-Community Collaboration	Partnerships between schools and communities to enhance education through events, teacher involvement, and overcoming collaboration obstacles.	Community Events as Educational Opportunities
		Teacher as Community Bridge
		Obstacles in Establishing Collaboration
Parental Involvement in Decision-Making	Parental participation in school decisions, addressing financial considerations and power dynamics among stakeholders.	Financial Considerations in Decision-Making
		Power Dynamics Among Parents in Meetings
Volunteering and Parental Contributions	Parental involvement in school activities and maintenance, alongside challenges in sustaining volunteer engagement.	Parental Involvement in School Maintenance and Activities
		Challenges in Sustaining Volunteer Participation
Parenting and Support Structures	Realities of parental responsibilities, emotional well-being, and access to support systems like classes for effective parenting.	Expectations and Reality in Parental Involvement
		Emotional Well-Being and Mental Load of Parents
		Role of Parenting Classes and Guidance