

The Secret to Successful Investment in Children's Education: Active Parental Involvement in Education

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ABSTRAK

Permasalahan dari penelitian ini lebih menekankan tentang seberapa besar pengaruh orang tua dalam memberikan pendidikan kepada anak untuk mencapai keberhasilannya. Sehingga tujuan dari artikel ini berfokus kepada bagaimana mengetahui dan memahami dampak dari faktor-faktor yang dimiliki orang tua, seperti status sosial ekonomi orang tua, rencana masa depan anak-anak melalui pendidikan yang telah dibuat oleh orang tua serta rasionalisasi nilai akan pendidikan dapat berpengaruh terhadap keberhasilan pendidikan anak. Populasi dan sampel penelitian merupakan orang tua yang saat ini memiliki anak usia sekolah kelas XII di Kota Malang, dengan total populasi sebesar 19,501 responden dan total sampel sebesar 377 responden. Teknik pengambilan sampel menggunakan Cochran, teknik pengumpulan data melalui kuesioner dengan skala likert 7-point, dan teknik analisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa baik secara simultan maupun parsial, diketahui bahwa EP, EC dan VR mampu mempengaruhi kesuksesan investasi pendidikan anak. Sehingga, perlu adanya tindakan selanjutnya terkait hal ini, baik dari sisi orang tua maupun pemerintah agar dapat mendukung terlaksananya investasi pendidikan yang optimal sehingga mampu meningkatkan potensi anak secara maksimal.

ABSTRACT

The problem of this study is more emphasized on how much influence parents have in educating children to achieve success. The purpose of this article focuses on how to know and understand the impact of factors owned by parents, such as parents' socio-economic status and children's plans through education that parents and rationalization have made of the value of education can affect the success of children's education. The population and sample of the study were parents who currently have school-age children in grade XII in Malang City, with a total population of 19,501 respondents and a total sample of 377 respondents. The sampling technique used Cochran, data collection techniques through questionnaires with a 7-point Likert scale, and analysis techniques using multiple linear regression. The results showed that both simultaneously and partially, it is known that EP, EC, and VR can influence the success of children's education investment. Thus, further action is needed from the parents and the government in this regard to support the implementation of optimal educational investment to increase the child's potential.

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1. Introduction

Parental involvement in children's education is crucial for their academic and behavioral development (Toraman et al., 2022). Various studies show that parents' active participation in their children's education can lead to better outcomes, such as communicating with teachers, collaborating with the education community, volunteering in educational institutions, and being involved in decision-making (Kanwal et al., 2022). This means that support and guidance from parents are important in education, as they are the main pillars in directing their children. The parent's responsibility is to provide lessons to children and build a comfortable and conducive environment so they can focus on learning. In addition, several studies have also shown that parental involvement can improve the effectiveness of teaching and learning in schools, regardless of parents' educational background or social position (Yaro et al., 2016; Ikram et al., 2023). By actively participating in their child's education, parents can positively impact their child's academic success and overall well-being, as it ensures that their child will get the support and guidance they need to succeed academically and personally (Barger et al., 2019).

However, many parents still do not provide full support for their children's education, especially in the Malang region of East Java, Indonesia, causing many children to not continue to higher education or even not continue their education at the level they are currently taking. This can be seen from the statistical results at the Indonesian Central Bureau of Statistics Malang Region, which shows a significant increase in the pattern of school dropouts at the age of 16-18 years or the senior high school level or equivalent (BPS, 2023). So, there needs to be a strong synergy between parents, educational institutions, and the government in realizing better education because, with good education, optimal human resource improvement will also be realized (Bokayev et al., 2021). This is because, although the government has made a lot of progress in providing educational facilities, many parents still encounter obstacles when providing optimal support for their children's academic growth. The difficulty in providing school supplies and paying tuition fees are some of the factors caused by economic limitations because the economy of parents, which is part of socio-economic status, is one of the benchmarks and the most important part in realizing support for children's education (Cooper & Stewart, 2021).

This is because there is a significant relationship between family economic stability and the ease of gaining access to educational resources, such as the availability of books, good learning facilities, and also opportunities to develop themselves through various kinds of tutoring and extracurricular activities that are used in supporting the improvement of academic success (Hardy & Marcotte, 2022). Therefore, families with higher socio-economic status will tend to invest more of their time, money, and energy in their children's future, meaning that parents will pay considerable attention to their children's school success and are more likely to be involved in their children's education (Tlučáková et al., 2019). However, although parents' socio-economic status will have a certain impact on children's educational success, children's academic success is also influenced by several other factors, such as parents' educational planning (Yasuoka, 2018) and rationalization of value actions (Schofer et al., 2021).

In addition, education planning that involves parents will put them in a psychological and financial position to help their children continue their studies. Psychological preparedness includes providing an environment conducive to learning and making learning a daily activity, such as helping children overcome their difficulties in schoolwork and, thereby making them more confident, providing encouragement to bring out the sparks of curiosity (Williams et al., 2019). Meanwhile, financial conditions include finding the right resources for education costs, such as books and school supplies, or additional courses to enrich their learning experience (Puccioni et al., 2019). In addition, sometimes, many parents do not fully understand their role in supporting their children's educational development due to limited understanding and time (Wati & Sahid, 2022). Thus, with careful and continuous planning, parents can provide a strong foundation that propels their children toward educational success.

Another factor impacting educational success is the rationalization of value actions parents take. This is because the values instilled by parents are closely related to and influence how parents act in children's education, affecting decisions about value in action. It can change how parents prioritize money to ensure children get a good education (Ritzer, 2010). This means they may be more prepared to sacrifice some of their needs or wants to ensure their children get the best education. Therefore, values such as understanding the importance of education motivate parents to seek better education, even if it requires more money or financial problems. Still, they do it all because good learning will improve children's potential and future well-being (Brown et al., 2020).

In addition, changing the way of thinking about value actions can also influence how parents perceive the long-term value of education investment (Deming, 2022) so that they will change the view that sending children to school is a necessary endeavour to support changes in children's future well-being, as it will provide long-term benefits such as better jobs or a better life for their children (Psacharopoulos & Patrinos,

2018). Therefore, a key factor in the educational investment decision-making process is recognizing and appreciating the importance of these values, which involve financial considerations and long-term benefits for children's overall integral development as adults (Wagner & Walstad, 2019). Thus, parents' actions will rely on values as a basis for prioritizing and making sacrifices to invest in their children's future education.

Therefore, active parental involvement benefits a child's academic performance and fosters a supportive and protective educational environment. By enforcing rules at home and following them up at school, parents can further contribute to their child's academic success. Thus, parents' involvement in various aspects of their children's education suggests that parents' active participation plays an important role in shaping better educational experiences for their children (Tan et al., 2020). This is because active parental involvement in their child's education is a very important and dominating behavior in academic success and overall child development (Yuliandoko et al., 2023).

From the research on various theoretical studies that have been conducted, a problem arises, namely, how much influence parents have in providing education to children to achieve success. So, the purpose of this article is to emphasize how to know and understand the impact of factors owned by parents, such as the socio-economic conditions of parents, children's plans through education that parents and rationalization have made of the value of education can affect the success of children's education through educational investment.

2. Method

This study uses quantitative methods to see how the relationship between the ability of factors originating from parents can affect the success of children's education. The population and sample of the study are parents who currently have children of school age in class XII in Malang City. The determination of the population and research sample in Malang City is because, according to data from the Pusat Data Statistik shows that there are still many children aged 18 years or currently in the XII grade high school education level experiencing an increase in school dropouts in the last four years, namely 14.80% in 2020, 15.70% in 2021, 17.77% in 2022 and 19.10% in 2023 (BPS, 2023). The total population in this study was 19,501 respondents, and with the Cochran (1977) sampling analysis technique, the research sample was found to be 376,840/377 respondents. As for the calculation of the total sample of respondents used can be seen in Fig. 1.

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}} \quad \text{where} \quad n_0 = \frac{t^2 pq}{d^2}$$

$$n_0 = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2} \qquad n = \frac{384}{1 + \frac{384 - 1}{19,501}}$$

$$n_0 = \frac{384.16}{0.0025} \qquad n = \frac{384}{1.019}$$

$$n_0 = 384.16 / 384 \qquad n_0 = 376.840 / 377$$

Figure 1. Calculation of Research Sample

The variables in this study consisted of socio-economic conditions, educational planning, and value rationalization as independent variables and educational investment as the dependent variable. A 7-point Likert scale was used to determine respondents' responses to the research variables. By using data collection techniques through questionnaires and the help of Google form, it is expected to be able to answer the problems of this research. The analysis technique to be used is multiple linear regression. In contrast, the basis for decision-making used is the significance value on $t_{count} < 0.05$ and $F_{count} < 0.05$, and the prerequisite test consisting of normality test, multicollinearity test, linearity test, and homoscedasticity test

with the basis for decision-making normality test is Asymp. Sig (2-tailed) > 0.05, the multicollinearity test is VIF < 10, the linearity test is dL > 0.05, and the heteroscedasticity test is the distribution of all data above and below zero (Sugiyono, 2019).

3. Results and Discussion

Results

The data collected from 377 respondents shows that the normality test is at the Asymp. Sig (2-tailed) > 0.05, which is 0.198 (Table 1), meaning that the data that has been collected has a normal distribution so that it can strengthen the reliability of using the regression analysis method in answering research problems. In addition, the results of the classical assumption test also show that the research data have multicollinearity, linearity, and heteroscedasticity values following the basis for decision making, namely the multicollinearity value has a VIF value < 10 [VIP T_EP: 1.002, VIP T_EC: 1.003 and VIP T_VR: 1.003], linearity value dL > 0.05 [Value dL: 0.917].

Table 1. Summary of Classical Assumption Test Results

	Normality		Multicollinearity		Linearity		
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		Deviation from Linearity (dL)	
	Statistic	df	Sig.	df	Sig.	Sig.	
Unstandardized Residual	.098	377	.198	-	-	-	
Model							
1	Socio-economic Conditions [EP]	-	-	-	.998	1.002	-
	Education Planning [EC]	-	-	-	.997	1.003	-
	Value Rationalisation [VR]	-	-	-	.997	1.003	-
	Between Groups	Deviation from Linearity				.917	

As for the results of heteroscedasticity (Fig. 2), it can be seen that all data have a data distribution that is in the range of predicted values (null values) and does not describe a certain pattern, so it can be interpreted that all data are not identified as heteroscedasticity. From the results of this classical assumption testing data, it can be seen that the data that has been collected can be used as data for further analysis tests.

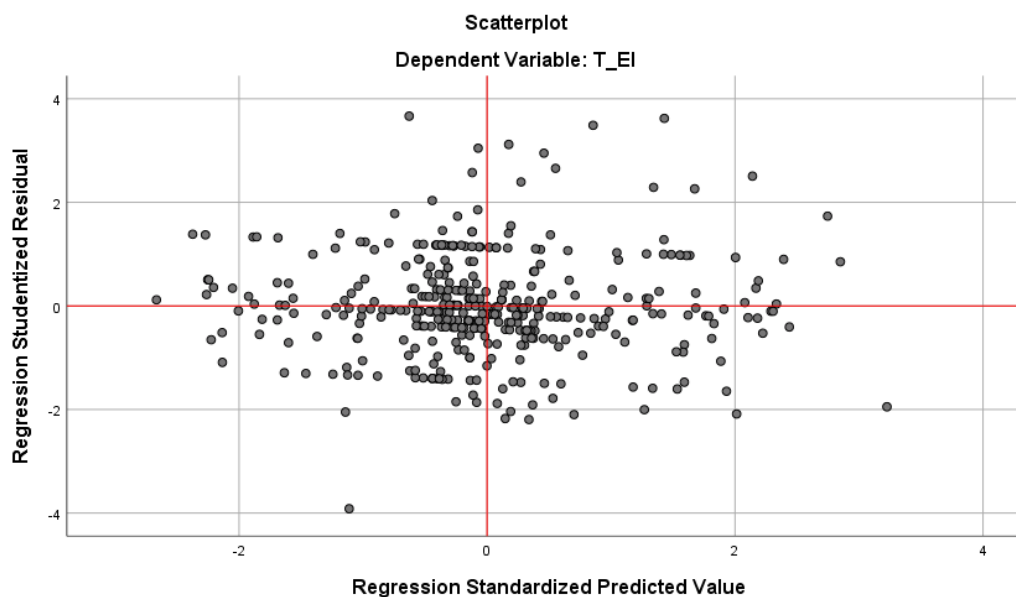


Figure 2. Heteroscedasticity Test Results

After conducting the classical assumption test and getting the decision value per the predetermined basis, the next step is to conduct a linear regression test to answer the research problem. The results of the regression test showed that the contribution of socio-economic conditions, education planning, and rationalization is very strong to the education investment variable, this is due to the R-Square value of 0.873 (Table 2) because if the R-Square value is closer to 1 then the contribution made by the EP, EC, and VR variables to the EI variable is very strong. In addition, the analysis results also show that the EP, EC, and VR variables simultaneously influence the EI variable, this can be seen from the F_{count} value <0.05 , which is 0.001.

Table 2. Summary of Multiple Linear Regression Test Results

Model	Variable	R-Square	F_{count}	Sig.	t_{count}	Sig.
1		0.873	31.281	0.028		
	Socio-economic Conditions [EP]	-	-	-	1.935	0.047
	Education Planning [EC]	-	-	-	2.473	0.028
	Value Rationalisation [VR]	-	-	-	2.951	0.031

a. Dependent Variable: Education Investment

From the results of the regression analysis above, it can be concluded that both simultaneously and partially, several factors from parents that are used to determine how much influence parents have on the success of investing in children's education do play an important role, in addition to other factors that will influence but have not been studied in the current study.

Discussion

This study shows that parental participation in children's education is proven to create a conducive environment for learning and will also significantly impact children's growth and development. This follows the research results, which state that parents who can be actively involved in children's education can be a key factor in encouraging children's academic achievement and overall potential development through education (Nurlaiva & Bambang Sumarsono, 2018). In addition, other studies have also revealed that it is not only the active role of parents in formal education that will support their children to achieve maximum productivity in education but it is also influenced by parental involvement in education outside formal education, be it family education or informal education (Muzee & Endeley, 2023). This means that parents' involvement in children's education, whether related to family, formal or informal education, will determine the success of children's education.

This success will also not be maximized without the role of parents' socio-economic conditions. This is because the socio-economic conditions of parents have factors that will directly affect their children's access to resources that support their education (Cooper & Stewart, 2021). This means that children from families with high socio-economic conditions will have excellent access to all the infrastructure that can support the improvement of their educational success. In contrast, children who do not come from families with high socio-economic conditions, namely from low socio-economic conditions, may face significant obstacles to access in obtaining various supports that can be used in supporting the improvement of their educational success. Thus, stable education and employment of parents will tend to influence optimal support and guidance in children's academic development (Hoff & Laursen, 2019).

The socio-economic conditions that parents have will affect how well parents plan for the success of their children's education (Marginson, 2019) because active parental involvement in planning children's education tends to create a supportive environment, not only supporting children's academic development but also supporting their personal and social development (Yasuoka, 2018). This means that by being actively involved in the child's education process, parents can provide more optimal emotional and social support, creating positive motivation towards learning. Therefore, planning education is about financial support and creating an environment that motivates, stimulates, and facilitates the development of children's potential (Budiharso & Tarman, 2020). So, through their role in planning children's education, it is hoped that parents can optimally cooperate with schools and teachers in helping children increase their potential and achieve success in education.

With the education planning that needs to be done by parents, parents also need to have thoughts about the value rationalization of education itself. This is supported by the results of research, which reveal that parents' value rationalization has a role in the success of children's education through educational investment decisions (Wati et al., 2023). The rationalization of values that parents have instilled, such as discipline, responsibility, hard work, and integrity in children when in family education, will create a solid foundation related to morals and ethics and create a solid character base in children, which is expected to be used to face educational challenges. In addition, other research results also explain that value rationalization toward education will help children form positive attitudes toward learning and school (Watermeyer et al., 2022). This means that parents' understanding of value rationalization towards education will be able to shape children's positive attitudes towards learning, so that the role of value rationalization owned by parents is not only limited to the moral aspect but also plays a very significant role in shaping motivation in children and positive mental attitudes to support the overall success of education.

4. Conclusions and Suggestions

Active parental involvement benefits children's academic performance and fosters a supportive and protective educational environment. Therefore, the purpose of this study is to emphasize how to know and understand the impact of factors owned by parents, such as parents' socio-economic conditions, children's plans through education that parents and rationalization have made of the value of education can affect the success of children's education through educational investment. The results of the analysis reveal that simultaneously and partially, it turns out that the impact caused by parents' socio-economic conditions, educational plans made, and rationalisation of actions based on values can significantly influence the success of educational investments made by parents. Therefore, this study's implications emphasize the opportunities education provides in developing children's skills and interests. So, with diverse learning, it is hoped that children can find and develop their potential and talents to the fullest. In addition, the successful investment in education, driven by several factors from the parents' side, will help children plan a career or educational path that suits their interests and inclinations. Thus, it can be said that this educational investment functions as a strong foundation in children's career development, especially in preparing them to enter the world of work and compete in an international environment.

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