Social Innovation and Collaboration Skills of Parent Involvement: A Choice or a Need?

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Parents should have a paradigm following increasingly sophisticated demands. However, in reality, the classical paradigm is still inherent in parents to participate and be involved in the success of their child's education. Parental involvement is inseparable from partnerships with formal and informal education components. Collaboration skills become a significant effort in realising social innovation. Through participatory action research methods, this study seeks to develop a pattern of parental involvement and observe changes in the patterns developed. This action research was conducted in collaboration with elementary school education units in two districts, Daerah Istimewa Yogyakarta. The family engagement clinic is an embodiment of the pattern developed to be further seen as a choice or need. There are positive changes in the research target groups that can be measured and observed during the implementation process and mentoring.

Keywords: *parent involvement, social innovation, collaboration skills*

Introduction

The success of education in a country is not only based on quantity but also quality. The synergy between the three education centres, namely the family, education unit, and the community will influence the quality of education. As said by Ki Hadjar Dewantara that providinb an understanding that the function and the role of the three of central education centres are strictly related to the success of education. So education is the responsibility of the three components that are central to education. Improving the quality of education, especially in Indonesia, is the joint mission.

Child development is influenced by many environments described in the ecological theory (Bronfenbrenner, 1979). Viewed from the side of psychology, the ecological theory of educational paradigm of the environment stated that a person's behaviour does not stand alone, but with the impact of an individual's interaction with the environment outside of himself. An environmental change takes place very quickly and thoroughly in all kinds of aspects. This change affects one's development. The environment starts from the microsystem environment to the ecosystem. This ecological theory places the position of the child or nuclear family at the centre in the model that can directly interact with the surrounding environment, namely the microsystem environment which is the closest environment to the child being in, including family, school, peers, and neighbours. This model can also be applied based on a gender perspective, which is an environment that can encourage or inhibit environmental interaction with men or women, from infantancy, childhood, adolescent years, adulthood to old age.

Bornstein said that the association of parent-child is at the core of the concept of ecology. However, the parent-child relationship itself is embedded inside a mesosystem from a broader context, like a big family, peers, school, and neighbourhood. In turn, the shape formed by the family and the community in effect an ecosystem, including workplaces and the media in which it is embedded. So that a macrosystem of values, law, social class, and culture will also support and encourage cognition and parenting patterns of parent-child interaction. (Rubin, Root, & Bowker, 2010).

Ecological model theories hold high relevance for understanding family-school partnerships and their role in student development. In particular, school success is influenced by family contributions in children's educational success (Dewantoro, S. Susilawati, & R. Pradipta, 2018; Dowling, 2018). Family and school partnerships are best understood when they are based on an ecological model. Therefore, the ecological theory is the basis of theory in partnership activities between schools, parents, and the community. The environment that affects the development of children is as below:

The family as the smallest group of society becomes the first and foremost educational institution. Likewise, parents are the first and foremost educator figure for their children. However, socio-economic changes and rapid technological developments shift the function

and role of parents. The function of parents as a place to ask questions, consult, and a source of value are gradually displaced by a figure outside the family. It provides an understanding that social change and technological development are marked by the increasing opportunities for mothers to have a career; as a result, the interaction between parent and child becomes increasingly limited (Goode & Annin, 2007).

Then there is the tendency of the perspective of parents who still submit entirely the affairs of their children's education to the education unit. It is shown by the reluctance of parents to establish communication with the education unit related to the development of their children. One of the reasons behind this reluctance is the parents who tend to focus on earning an income to make ends meet. As a result, busy parents reduce the process of interaction and socialisation with children. Children rarely get an education full of love and patience. This is because of the density of parents' work activities, the increasingly complex structure of society and the rapid flow of media and digital information and children increasingly needing interaction and education from their parents (Siregar, 2017).

The above statement provides an understanding that with the more rapid development of science and technology, parents need to understand their role in the family. Parent's effect on their children is so significant so they need to remember that the child's activity not only in the environment family. Outside the family learning environment, this space is often referred to as non-family institutions such as day-care, playgroups, kindergartens and schools that aim to be a vehicle for children's growth and development also shifts the function and role of parents. Those non-family institutions take part in a child's life from the process in the family, as a result of changing the child's paradigm towards parents. With parents who became a role model figure of displaced children in the family as a social learning process of children. More children have role models outside the parent figure so that it causes disorientation in the process of mentoring learning at home by parents.

On the other hand, the government through the Directorate of PAUD and DIKMAS provides a foundation, priorities, and guidelines for activities for schools and parents for involvement in the learning process and to make the educational trip centre systematic. The foundation comes from Permendikbud Number 30 of 2017 / Perdirjen Paud and Dikmas Number 127 of 2017 concerning family involvement in the Education unit. This legal basis is essential because there are still some parents who ask for a legal basis that validates parental involvement in education units, and conversely, there are schools that feel uncomfortable with parental intervention. Priority activities also need to be determined because not all parents and schools can determine the types of rational activities that are needed within limitations. Signs are needed to reduce the risk of mismanagement and violations of other regulations governing school-community governance and obligations.

Detail of operating instructions was initially intended as a guideline can be turned into a standard but is not binding. This risk becomes apparent when looking at previous field

experience, for example, parental characteristics and geographical conditions. Characteristics of parents who are not academic with a weak economy and distance/travel time to attend school are far/longer; their involvement is different from academic parents, have a strong economy and have effortless location access. The situation is vulnerable to the emergence of difficulties in attitude for schools and parents. If regulations are not followed, they will undoubtedly lose some benefits.

Conversely, if forced to follow the rules, it is just as difficult with a potential unwanted burden. There needs to be a way out of this problematic state. The way out must be a way to work around the situation so that there is no disobedience to the regulations as well as to facilitate the implementation and ease the burden.

The focus of the preliminary study is on four priority activities that must be escorted from the ten forms of family involvement in the education unit: (a) attending meetings held by the education unit; (b) take a parent class; (c) be a guest speaker in activities in the education unit; and (d) play an active role in class performance activities at the end of the learning year. Although not an on-going study, the previous data gives a picture of family involvement in the education unit that has taken place. The most common form of involvement in the formation of class communities, is namely parents' groups in their children's classes, taking children on the first day of school accompanied by a meeting with the homeroom teacher, parent meetings in the context of discussions about financial support of student activities at school, and face-to-face parents with the teacher or principal related to the development of children's learning outcomes.

Based on the implementation of the preliminary study, the implementation of family involvement in the education unit in Yogyakarta so far: (1) there has been a socialisation of the involvement of parents and parents' groups in both schools; (2) the essence of objectives, principles and group activities has been realised in both schools; (3) the parents' meeting has been held at both schools, the atmosphere is pleasant, the discussion material is needed and useful, not all decisions can be carried out smoothly as intended, the presence of the parents is not yet complete, the costs are borne by the parents; (4) a new parent class is held at one school together with a parent meeting at one school, a pleasant atmosphere, materials as needed and useful, the parent's presence is not yet intact, the costs are borne by the parents; (5) inspiring classes have not yet been held in both schools; (6) the stage of the end of the class year has not yet been carried out, an appreciation of the excellence of some of the students has been done aboard the sister's farewell program, the end-of-year stage is the same as the graduation event stage, most of the costs are borne by parents; (7) parents and teachers want the involvement of parents not only around the school, but also at home and in the community, the activities are not yet structured integrated and comprehensive (Ellis, Lock, & Lummis, 2015).

The following are some of the problems that were found during the preliminary study, namely: (1) the incomplete presence of parents at the parent meeting causes information gaps and the determination of the community; (2) information gaps and determination to cause disruption in the implementation of activities that have been decided or agreed to through community meetings; (3) confusion of parents 'meeting activities with parents' classes, end-of-year performances with graduation stages, inspirational classes with extra-curricular activities that are helped by parents to obscure identity and program optimisation; (4) involvement of parents in the education unit derives the understanding that parents become busy taking care of activities at school due to limited school resources, forgetting that the most important part is taking care of family/household education at home and building a conducive atmosphere in the community to be synergistic with schools for the success of children's education; (5) the activity of parents in a school environment which is bound by children's day or school hours becomes an obstacle for those who have difficulty managing time to attend school; (6) the more activities that are programmed, the more parents spend outside the budget.

Root of the problem: (1) understanding the form and essence of the Ministry of Education and Culture Number 30 the Year 2017 / Perdirjen Paud and Dikmas Number 127 the Year 2017 have not been institutionalised/rooted in the school and the parents/students' community, so it is less agile in the application and involvement of parents; (2) the units of parental involvement activities in the education unit have not been synergistic, comprehensive, intact, integrated and systematically and systemically structured, so it is less efficient compared to its effectiveness; (3) the still developing structure of activities incorporated in the learning system involving curriculum processing and the application of learning methods makes the use of school budgets inefficient and wastage of parents' movements and time so as to inflate time, energy, thought movements and costs that parents must overcome.

The phenomenon is a social problem that can be solved in a way that is creative and innovative through social innovation. Social innovation is a new idea or ideas that can address the social problems of society by involving changes in institutional relationships (collaboration), increasing the capacity and welfare of the community, as well as increasing the chances gathering and sustainability. The criteria of social innovation includes 1) overcoming social problems, 2) creating new institutional relationships (collaboration), 3) increasing capacity, 4) Improving welfare and 5) sustainability. Collaboration skills become a significant effort in realising social innovation related to the shift in the meaning of parental involvement (Nicolò, 2012). Thus social innovation in this study is focused on the second criterion, namely, changes in institutional relationships (collaboration)(GUO, 2017).

The development is a commitment between how many components each need their resources or obtained through philanthropy or strategic partnerships that help in the development of social innovation processes (MORAIS-DA-SILVA, TAKAHASHI, & SEGATTO, 2016).

Social l innovation cannot be separated from the means of the ends, but positions the needs and problems inherent in social relations. This is because it involves changing the relationships through the adoption of new social practices, institutional arrangements, and / or forms of collaboration. Therefore, after analysing the problem, the research objective is to develop a model for involving families in primary school education units. The aim is to increase the activity of parental involvement in engagement activities in the education unit. So that together with the school, the quality of children's education can improve.

Research methods

This research is an action research method that were chosen because in addition to finding a research model is expected to do corrective action state. To emphasise the characteristic of the participant's active role, the selected treatises are thoughts of participatory action research. Participatory Action Research (PAR) is an approach to research that focuses on recognising and building the capacity of impacted people to participate in all aspects of the research process. It emphasises action towards social change and improvement in the lives and settings of the research participants (Kemmis, McTaggart, & Nixon, 2013). The action research planner focuses on critical participatory action research. It seeks the "enhancement of human flourishing, emancipation, democracy and the empowerment of Reviews those Involved through critical reflection" (Wittmayer & Schäpke, 2014). The style of this research stems from the three keywords, namely participation, research and action process. Stephen Kemmis depicted this in a spiral-like cycle model and each cycle has four stages: plan, action, observation and reflection. Observation itself is undoubtedly carried out while processing and the cycle itself may not always repeat the same thing because the situation is already changing.

Various data collection methods can be used in Participatory Action Research. For each specific problem or situation, researchers and participants collaborate to establish appropriate methods for collecting data (Gillis & Jackson, 2002; Stringer & Genat, 2004; Whitehead & McNiff, 2006). However, it is recommended that at least three of the techniques chosen do not go beyond the limits of each individual so that they can triangulate data and produce more effective problem-solving. Focus Group Discussion (FGD), observation of participants, interviews, and questionnaire technique are useful for generating data used in Participatory Action Research. This research was conducted in two elementary schools, Yogyakarta Special Region. The target groups in this study are the parents of students and class teachers.

Research result

Based on preliminary studies and theoretical reviews above, models can be formulated as an alternative solution to the root problems of implementing parental involvement in education units. The parent involvement clinic in the education unit using the workgroup approach as a learning strategy is the development of parental involvement in the basic education unit. Family involvement in education units is nothing but a partnership relationship between families and schools. Parent partnership is a general principle and approach for involving

parents in making decisions about their parties, their children, the services expected to be obtained, and those that can be provided by them and the community.

The involvement of parents in various activities carried out by parents and teachers both at school and at home is a way for them to work together to support children's education (White & Coleman, 2000). Building partnerships with parents is carried out with the following stages: 1) Starting a partnership, 2) Building a partnership, 3) Developing a shared vision, 4) Implementing planning into collaborative action ("Preparing Educational Leaders for Community Partnerships: A Workshop Agenda," n.d.). The group is defined as two or more individuals who interact, are interdependent and joined together to achieve specific goals. Another opinion explains that a group is defined as a collection of two or more people who interact with each other in such a way that a person's behavior or performance is influenced by the performance or behaviour of other members.

Workgroup is a collection of two or more individuals, working for a common goal and being interdependent (Kondalkar, 2009). They interact to achieve a group objective. Thus, the working group is a group that interacts to share information and make decisions to help each member in their area of responsibility. Furthermore, the characteristics of groups according to Reitz are the existence of two or more people, the interaction with each other, the feeling of sharing some of the same goals, and having the awareness that he is part of a group. The design of the family engagement clinic below is summarised in the keywords: shared needs, active involvement, group collaboration and mutual process.

Based on clinical engagement model diagram the education unit is understood that the family, school and community educational centers tri influencing and shaping the character of children. The tri education center always synergises will have an impact on the progress of children's education. The formation of parents' groups, the readiness of schools that have received socialisation about family involvement, and the participation of the community are the basis for developing patterns of family involvement. This is also inseparable from the need for skills in the industrial revolution era 4.0 based on the US-based Partnership for 21st Century Skills (P21), identifying critical thinking skills, creative thinking skills, communication skills, and collaboration skills as competencies needed in the 21st century (Skills, 2011). This competence is known as 4C competency. Critical thinking skills are fundamental skills in solving problems. This skill is essential to have in finding the source of the problem and how to find the right solution for the problem at hand.

Creative thinking skills are skills related to the skill of using a new approach to solve a problem, innovation, and discovery. Communication skills are the skills to express thoughts, ideas, knowledge, or new information held either in writing or orally (Stahl & Kapinus, 2001). These skills include listening, writing and public speaking skills. Skills in collaboration is a skill to work together effectively and show respect for the diverse team, coached smoothness and a willingness to make the necessary decisions to achieve a common

goal (Mulhern, 2003; Stahl & Kapinus, 2001). Skills for working in groups; are leadership, decision making, and collaboration. Therefore, the family engagement clinic is one of the efforts of social innovation by continuing to focus on the concept of partnership which is also related to the need for skills in the era of the industrial revolution 4.0, namely collaboration skills.

Strategy approach working group (WG) is used to activate further the role of parents in children's education is divided into some form of action. The actions of the working group approach that can be done by the school are through giving inspiration, aspirations, intervention, collaboration, observation, evaluation and technical guidance. The following is a description of one of the actions given in the target group:

Tabel 1. Steps of Integrated Role Each Work Group

INTEGRATED ROLE OF EACH WORKGROUP			
POKJA1	POKJA2	POKJA3	POKJA3
1. Organising parent meeting activities as a parent meeting 2. Guide the synchronization of the pokja agenda 2,3,4 3. Arrange a schedule and agenda for parenting meetings	1. Together with class teacher compile the theme, resource persons and the parents class schedule 2. Coordinate and synchronize with other pokja 3. Concluding parents' classes	1. Together with class teacher compose the theme and resource of inspiration class 2. Coordinate and synchronise with other pokja 3. Together with class carry out class inspiration	1. With the class teacher planning the end of year performance 2. Coordinate and synchronise with other pokja 3. Together with classroom teacher focus in the main theme 4. Carrying out the end of year performance

The division of the working group of the model is expected to increase the awareness of parents in the upbringing of children, so that parents have no difficulty in providing support to children while in the house. The forms of parental support at home are habituation, academic and self-concept. (1) Habituation, which includes establishing communication with the teacher, attending school activities, engaging with the organisation around and building connections with the community, (2) academically, including providing learning support

materials, helping children make decisions, making mutually agreed rules and discussing with children about education, (3) self-concept, including establishing emotional interactions, engaging in recreational activities together, nurturing and building communication with children. Thus, the purpose of intermediaries in this model is to be able to create children of character and achievement.

The process of preparing an action in location I

When the first cycle, one of the teams started by giving a technical explanation of the stages of the trial run. The developer also informed the trial participants that the development team had revised the family involvement clinic model book and 4 working groups based on the previous conceptual model trials. The title of the model is the family involvement clinic in the education unit supported by four manuscripts, which are guidelines for working groups of parents' meetings, parent classes, inspirational classes and end of year performances. Then the development team gives the applicant time to match the participants in observing the book.

The applicant guides the participants to look at the concept of the model. Classroom settings are different from conceptual tests. Initiatives to sit in a circle with the group each - each done by the participants so discussion is more effective. The groups are the same as those already formed and agreed upon during the conceptual test. Accompanied by a brief explanation of the applicant, parents pay close attention to the text. In between explanations applicants provide open opportunities for parents to ask questions that cannot be understood. Then proceed with discussing and providing input and making future plans about activities that are tailored to the contents in the supporting books.

Review from the model development team and summarise the results of the participants' discussion, and present the agenda of the second day's activity, namely the presentation of the planned activities of each group starting from the working groups 1-4.

The result of the first cycle discussion were; 1) Understanding of the concept of the model is easy enough after the guidebook has been revised and a more complete explanation of each activity of each working group. 2) The confusion of understanding is still felt by Working Group 1, in terms of organising other activities from Working Group 2 to 4. So that giving understanding to Working Group 1 or Working Group meetings, parents are accompanied by stimulus forms or concrete actions that can be taken. 3) There is an additional point that participants must tell the truth whether the book really can help or is more based on experience when organising activities. The answer to this question was taken into consideration by the development team in improving the script.

The second cycle begins with the presentation of each working group. Implementation of the next activity is a presentation by each group, to report the results of discussions from each group about the planned activities that will be carried out at school. The discussion takes

place dynamically, where each group presents a plan that has been adapted to the ability of participants to be able to realiwe the activity. Opinions and input for the concept of the model and the four supporters was carried out verbally. Further, the team guides a joint review and analysis of the planned activities that have been prepared by each group. During The next stage, participants provide an assessment of the model concept paper and the working group guidelines through a prepared questionnaire. After observing on the second day, there were still a few working groups who re-matured their concept. Then the team delivered the agenda on the third day, which was to arrange the agenda of all working group activities in one calendar for one semester. Then delivery of the experience of each participant in writing based on the activities was carried out. Is there any contribution of the book in the activity planning process? Is there a change in attitude to be more involved in school activities? Can this development model can apply to parents in other classes as well as in other schools?

The result of the second cycle discussion; 1) Review the results of examining the book if there are still questions or provide input on the book. Participants gave a statement that the book was better than the book during the conceptual test. Because the description in the book is more detailed and more easily understood. 2) Based on the exposure of each group, some still need to be matured. Like a class of parents who should not be upside down with an inspiration class. Activities can also be done in synergy with the problems discussed during parent meetings with the homeroom teacher. Then for the final year working group, do not rush to the final farewell stage for the 6th graders. Because the activities can be done simply in each class first. Furthermore, the working group meeting for parents emphasises on making the agenda of the activities of all working groups starting from working group 1 itself, 2, 3 and 4.

The third cycle begins with submission of the usefulness of the book and experience. Presentations were given by representatives of each working group. Starting from the working group 1 to 4. Then proceed with the appreciation and response. The presentation was repeated by each representative with different people regarding the possibility of applying the model in another class or school. Giving appreciation to the participants occured.

The next stage is giving a number of questions to find out the opinions of the participants is about; 1) whether parents feel involved in this activity? 2) Does having a discussion together and seeking mutual understanding lighten the burden or become burdensome? 3) Are there differences after forming groups in carrying out parent involvement activities at school? Subsequently agenda of all groups working for one semester.

The result of the third cyle discussion; 1) The existence of model books and Pokja books can help parents to understand and make it easier to plan activities. So the concept of the family engagement clinic can also be understood by parents and even other schools. However, there is a need for socialisation and assistance from teachers to be able to work together. 2) The existence of this activity has a positive impact on parents. Starting from adding insight to parents, strengthen ties of friendship and increase enthusiasm to be involved in children's

education. 3) Parents feel involved because starting from the submission of questions both because of incomprehension and input and also filling in the questionnaire became the basis involved in compiling and refining the concepts and supporting books. 4) The existence of these activities relieves parents in engaging in school activities. Even though there is one working group that feels heavy, it is precisely the responsibility of wanting to learn to understand the activity.

The process of preparing an action in second location

With the first cycle, one of the development teams started by giving a technical explanation of the stages of the trial run The developer also informed the trial participants that the development team had revised the clinical engagement model manuscript and 4 working group guidance texts based on the trial of the previous conceptual model. The title of the model is the family involvement clinic in the education unit, supported by four manuscripts, namely the parent work group guidance script, the parent class, the inspiration class and the year-end stage performance. Then the development team gives the applicant time to match the participants in observing the book.

The groups are the same as those already formed and agreed upon during the conceptual test. Observation activities began with asking the understanding of each working group representative about what was understood. Then were then are welcomed to ask questions. The response is given by the applicant and the development team. If it was felt that they did not understand at all, a re-explanation is given in accordance with the Pokja book. Followed by discussing, providing input and making future plans about activities that are tailored to the contents in the supporting books. Review from the model development team and summarisation of the results of the participants' discussion, and present the agenda of the second day's activity occured, namely the presentation of the planned activities of each group starting from the working groups 1-4.

The result of the first cyle discussion; 1) An understanding of the concept of the model is easy enough to understand after the guidebook has been revised and a more complete explanation of each activity of each working group. 2) The confusion of understanding is still felt by Pokja 1, in terms of organising other activities from Pokja 2 to 4. This was realised after the applicant asked questions personally. Because the representatives from the working group meeting the parents are still reluctant and do not dare to convey, so the applicant also explained personally. 3) The atmosphere at the discussion attempted to be conducive even though there were some distortions, namely the number of mothers who brought babies to the meeting.

In the second cycle, implementation of the next activity is a presentation by each group, to report the results of discussions from each group about the planned activities that will be carried out at school. The discussion takes place dynamically, where each group presents a

plan that has been adapted to the ability of participants to be able to realise the activity. Opinions and input for the concept of the model and the four supporters carried out verbally. Furthermore, joint review and analysis of the activity plans that have been prepared for each group are guided. Participants provide an assessment of the model concept book and Pokja book through a questionnaire that has been prepared.

After observing on the second day, there were still a few working groups who re-matured their concept. Then the development team delivered the agenda on the third day, which was to arrange the agenda of all the working group activities in one calendar for one semester. Then also delivery of the experience of each participant in writing based on the activities was carried out. Is there any contribution of the book in the activity planning process? Is there a change in attitude to be more involved in school activities. Can this development model can be applied to parents in other classes or in other schools?

The result of the first cyle discussion; 1) Review the results of examining the book if there are still questions or provide input on the book. Participants gave a statement that the book was better than the book during the conceptual test. Because the explanation in the book is more detailed and easy to understand.2) Based on the exposure of each group, some still need to be matured. Like the parent class group, the inspirational class and the year-end stage which have not been detailed about the concept of activities that will actually be carried out such as the theme to be raised, what equipment is needed, sources of funds and who is the resource person. Furthermore, the working group meeting for parents emphasises on making the agenda of the activities of all working groups starting from working group 1, 2, 3 and 4.

Third cycle, presentations were given by representatives of each working group. Starting from the working group 1 to 4. Then proceed with the appreciation and response from the development team. The presentation was repeated by each representative with different people regarding the possibility of applying the model in another class or school. Appreciation from the development team to the participants.

Giving a number of questions from the development team to find out the opinion of the participants namely regarding; 1) do parents feel involved in this activity? 2) does having a discussion together and seeking mutual understanding lighten the burden or become burdensome? 3) are there differences after forming groups in carrying out parent involvement activities at school?

The discussion of the results are; 1) The presence of guides working group can help parents to understand and make it easier to plan the activities. But also use their own experience. The manuscript of the model was not really felt, because more attention was absorbed in the work guide work script. 2) Model testing activities have a positive impact. Parent tighten silahturahmi and makes it more clear about the parents association. 3) Parents also feel they have the opportunity to prepare a guideline for community activities that will later be used by

parents in other schools. 4) Parents find it easier to express their opinions, not hesitate because they better understand the community and receive responsibility in developing the program, and 5) for the group administrators and class teachers, the trial model gives a breath of fresh air to not burden in taking care of the community. The school committee itself becomes lighter in communicating and cooperating with parents in each class.

Discussion

Based on observations when participants try to understand the concepts that have been improved from previous tests, it can help participants understand the concepts of the model. This was proven when participants explained the results of group discussions. Each group dared to express all opinions about the activities of the working groups. This is supported by the group sitting arrangement in the form of a circle that makes it easy to interact with one another. Then the implementation flow directly involves the 4th-grade teacher as the applicant. So it can learn from each other. Allowing parents to ask questions allows things that are not yet understood also get a response. From this it is easy to understand the shortcomings of the model is compiled (Mulasari, Sukesi, & Sulistyawati, 2017).

Observations starting from the beginning of the visit at the school to the implementation of operational test activities were made. Researchers obtained several things that became supporting factors from the development of this program. Namely parents' varied background did not affect the parents' awareness to be involved. Awareness of parents to get involved arises because there is mutual awareness among parents (DePlanty, Coulter-Kern, & Duchane, 2007; Georgiou & Tourva, 2007; Hornby & Lafaele, 2011). Besides, the role of the cooperative school principal is also quite influential on the enthusiasm of parents. Parents can implement four principles of parental involvement, include starting from mutual cooperation and togetherness, fostering mutual care, complementing and strengthening each other, as well as alignment and mutual respect.

Broadly speaking, the development of the model is considered successful if the results and the process shows the following characteristics: 1) The profile or posture of the model effectively and efficiently (quickly, cheaply and cheerfully) helps parents' groups (class associations) in realising family participation in the education unit so that regulations can run and changes in circumstances for the better. 2) With this model, the parents' group (the class community) itself can be a systematic vehicle for involving the family in the education unit. 3) The Family Involvement Clinic in the real education unit has a strategic position and role in the practice of the educational center. 4)   Parents associations (class associations) and other "wiyata mandala" can be involved in the process of developing the model they need (Auerbach, 2012; DeBruin-Parecki, 2009; McCurdy & Daro, 2001; Oyserman, Brickman, & Rhodes, 2007).

Based on these indicators, changes in family engagement innovation through family engagement clinic activities are observed from the benefits felt by each component. The benefits of each component are as follows: 1) For Parents. The benefits of parental

involvement for parents themselves are increasing parental participation as a form of support, forming a supportive learning environment both at home and at school and increasing parental knowledge and skills in assisting and educating children. 2) For Students. The existence of support and more considerable attention from parents can motivate children to be more active in learning and achievement in academic and non-academic achievements. With the many achievements achieved by students, it will raise the name and image of the school. 3) For Schools. The benefits of parental involvement for schools are improving communication between parents and school, improving the quality of the teaching process and also increasing the role of school residents to realise students following the vision of the school.

Analysis of the results of research and concepts related to parental involvement can be deduced that the understanding of parents about their involvement in children's education will have an impact on the activity and actions taken in support of children's education. Parents who realise that their involvement is a form of responsibility towards children will be more sincere in supporting children's education. Parental involvement can be seen in the form of support at school and support provided at home in children's education. The concepts of the types of parental involvement, in this study are grouped into three components in parental involvement both at school and at home, namely habituation, academic and self-concept (Bauch & Goldring, 1995; Grolnick, Benjet, Kurowski, & Apostoleris, 1997; "Parental Involvement Strategies Help Hawaii School Meet State Standards," 2004; Sénéchal & LeFevre, 2002; Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey, 2005).

The commitment of parents to always be involved in children's education is also based on several reasons for parents. So it is like the concept of an adult who always takes action based on his needs and experiences. The existence of parental involvement in children's education provides benefits for many parties including parents, students and schools. Thus, the results of this study can be one of the social innovations in involving parents in the education unit by focusing on the concept of partnership and the need for skills in the era of the industrial revolution 4.0 (Deslandes & Bertrand, 2005; Muller, 2018). The results of this study can be used as a reference both for parents, education units and education stakeholders to be able to continue to develop the program. It also can be a reflection together whether a social innovation that focuses on the needs of skills in the era of the industrial revolution in the activity of involving parents becomes a choice or a necessity.

Conclusion

The clinical engagement model of the family as an innovation-focused on collaboration skills can already be applied in two locations. The treatment is not much different from the characteristics of different parents, giving the same recommendation to the development team, namely that the concept of family involvement clinic can also be applied in classrooms and other schools with socialisation from the community that already understand the process of

family involvement clinic. Support and assistance, as well as the role of leaders, are supporting factors in increasing parental awareness to be actively involved in family engagement clinic activities. Changes can be observed from the target group's enthusiasm by describing the results of the planned program activities of each working group. However, the role of each working group that is felt is still not balanced, especially in the working group meeting, there are still multitasking roles. It turns out that after giving a reasonably in-depth explanation, parents can understand and plan according to the guidebook. Thus there was an improvement in the preparation of the parents community guidebook based on analysis in the conceptual test, as there was a greater understanding of the community. So it looks different in the role and function of the parents' group as a whole and the specific workgroups within the community so as not to reduce the role of the parent meeting working group.

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