

## School Improvement and Stakeholder Response: Unpacking Parental Perceptions and Interest

Siti Nafisah <sup>a,1,\*</sup>, Sunarto <sup>b,2</sup>, Nurul Asma Mazlan <sup>c,3</sup>

<sup>a,b</sup> Universitas Stikubank- Semarang, Indonesia; <sup>c</sup> Universiti Teknologi Mara- Malaka, Malaysia.

<sup>1</sup> sitinafisah0062@mh.unisbank.ac.id; <sup>2</sup> sunarto@edu.unisbank.ac.id; <sup>3</sup> asmamazlan@uitm.edu.my

\*Correspondent Author

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### KEYWORDS

School improvement strategies; Parental engagement; Family-school partnerships; Islamic junior high school; Stakeholder perceptions.

### ABSTRACT

This study examines the interconnected effects of school improvement programs, parental perceptions, and parental interest in supporting educational development at MTs Sadamiyyah. Employing a quantitative design with a structured survey approach, data were gathered from 144 parents using a total sampling technique. Validated questionnaires captured responses, and the data were analyzed using multiple linear regression and path analysis. The results demonstrate that school improvement programs have a significant positive influence on parental perceptions ( $B = 0.45$ ,  $p < 0.001$ ) and parental interest ( $B = 0.28$ ,  $p < 0.001$ ). Moreover, parental perceptions notably mediate the relationship between school programs and parental interest ( $B = 0.53$ ,  $p < 0.001$ ), suggesting an indirect effect that strengthens parental engagement. High mean scores were reported for key indicators such as facility quality, teacher competence, and the availability of extracurricular activities. These findings underline the importance of parental perception as a strategic component in maximizing the effectiveness of school improvement initiatives. The study advocates for enhanced communication and engagement strategies between schools and parents to cultivate sustainable support and elevate educational quality. Future studies are encouraged to examine sociocultural and policy-related variables that may shape parental involvement in the school community.

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## Introduction

Parental involvement in children's education is a key factor in determining the success of educational institutions, especially in Indonesia, which is rich in social, cultural, and religious diversity. In the context of Islamic education, the role of parents is not only limited to the academic aspect, but also includes support for the formation of character in accordance with Islamic values. Research shows that parents' perception of the quality of educational services, including facilities, educator competencies, and the relevance of school programs, greatly influences their decision to choose a school for their children (Waluyandi et al., 2020). Therefore, it is important to understand how parental perceptions are formed and how these factors affect their interest in supporting the school. MTs Sadamiyyah, as a modern pesantren-based madrasah in Jepara, is committed to improving the quality of educational services through various improvement programs. These programs include the improvement of physical facilities such as comfortable classrooms and adequate laboratories, as well as the development of teacher competencies through periodic training (Akiri, 2013). However, the success of these programs depends not only on their implementation, but also on how parents perceive the added value of these programs.

Previous research has shown that parents' perception of school quality plays an important role in shaping their interest in participating in school activities (Räty & Kasanen, 2013). The theory of planned behavior developed by (Yu et al., 2022) emphasizes that an individual's perception of an object or situation greatly influences their intentions and behavior. In this context, parents' positive perception of the quality of school services can increase their interest in supporting the school, both through the decision to send their child to the school and through active involvement in school activities.

Research by Zhang (2022) indicates that the educational attainment of parents plays a vital role in shaping the learning outcomes of their children, with family parenting practices acting as a mediating factor. This underscores the idea that parents' understanding and valuation of education directly influence the extent of their involvement in their children's schooling. Drawing upon social exchange theory, when parents perceive that a school offers genuine and beneficial improvements, they are more inclined to reciprocate through active support and engagement. Additionally, prior studies highlight that parents' participation is significantly shaped by their own educational backgrounds and the sociocultural lenses through which they interpret educational experiences, further reinforcing the role of perception as a subjective and experience-driven construct.

MTs Sadamiyyah presents a compelling context to explore this dynamic. As a pesantren-based Islamic junior high school that seeks to integrate traditional religious instruction with contemporary educational practices, the institution must navigate a complex array of parental expectations. Many parents prioritize strong Islamic character education while simultaneously expecting the school to equip their children with skills relevant to global challenges. To meet these multifaceted demands, MTs Sadamiyyah has implemented a series of comprehensive improvement initiatives, ranging from enhanced facilities to strengthened teacher professionalism (Wu et al., 2022). However, the perceived effectiveness of these programs remains a decisive factor in determining parental support.

This study explores how such improvement programs shape parental interest, both directly and indirectly, through the lens of parental perception (Mihić et al., 2019). Anchored in a quantitative research framework, the study tests the hypothesis that perception serves as a mediating variable in the causal pathway between school improvement efforts and parental engagement decisions. This mediating role introduces a novel dimension to current scholarship, particularly within the context of Indonesian Islamic education, where stakeholder expectations are deeply rooted in both tradition and a desire for modern relevance.

The insights derived from this study are anticipated to guide educational institutions—especially pesantren-based madrasas—in designing improvement programs that align with stakeholder perceptions and values. These findings are expected to inform strategic decision-making at MTs Sadamiyyah and contribute to a broader theoretical understanding of how parental perception shapes school-community relations in Islamic educational settings.

## Theoretical Framework

This section focuses on three main areas that form the conceptual basis of the research, namely school improvement programs, parental perceptions, and parental interests. Each area is studied in depth by referring to relevant theories and previous research results to provide a comprehensive understanding of the relationships between the variables studied.

### 1. School Improvement Program

School improvement programs refer to a series of strategic initiatives designed to improve the quality of educational services. According to Curry & Holter (2019), an effective school is one that continuously improves three main aspects: the quality of facilities, teacher competence, and a curriculum that is relevant to the needs of students (Curry & Holter, 2019). In the context of madrasas, school improvement includes not only the academic dimension but also the spiritual aspect to integrate Islamic values into the learning process. The improvement of physical facilities, such as comfortable classrooms, adequate laboratories, and sports facilities, has a significant influence on the student learning experience. Research by

Goldberg & Smith (2014) shows that good school facilities contribute to an increase in students' motivation to learn and parents' positive perception of school. In addition, teacher competence is one of the important aspects in the school improvement program. Butler & Quarles (2024) asserts that competent teachers, with continuous training, have a direct impact on students' academic achievement and parents' trust in educational institutions. Extracurricular activities are also an integral part of the school improvement program. Reynolds et al. (2015) found that student involvement in extracurricular activities increased self-confidence, social skills, and motivation to learn, which ultimately influenced parents' positive perception of school. In the context of MTs Sadamiyyah, programs such as language competitions, sports, and art are the main attractions that distinguish this madrasah from other institutions.

## **2. Parental Perception**

Parents' perception of schools reflects their subjective evaluation of the quality of educational services provided. This perception is influenced by various factors, including the quality of facilities, teacher competence, and the relevance of school values. In the theory of perception by Alzayer (2016), perception is influenced by the individual's experiences, expectations, and the information they receive (Alzayer, 2016). Therefore, a well-designed school improvement program can shape a positive perception of parents. Research by Bramantoro et al. (2021) shows that parents' perception of school has a strong relationship with their level of involvement in children's education. When parents view schools as quality and relevant institutions, they tend to be more supportive of school programs and actively contribute to school activities. In the context of Islamic education, parents' perception of the integration of religious values in education is a key factor. Parents who feel that schools are able to teach Islamic values well tend to have a more positive perception (Abed & Shackelford, 2023).

## **3. Parental Interest**

Parents' interest in this context is interpreted as their desire to send their children to an educational institution, support school activities, and recommend schools to others. In the theory of planned behavior by Martinelli et al. (2021), a person's interest is influenced by attitudes, subjective norms, and perceptions of control over the behavior. In these cases, parents' interests are influenced by their perception of the quality of the school and their experience with the services the school provides. Research by Lindstrom Johnson et al. (2019) shows that when parents have a good perception of school, they tend to be more interested in sending their children to the school. In addition, parents' interests can also be influenced by their interactions with teachers, extracurricular programs, and previous student success. In the context of MTs Sadamiyyah, parents' interest can be influenced by the success of this madrasah in organizing programs based on Islamic values that are relevant to the needs of modern society (Berkowitz et al., 2021).

## **4. Relationship Between Variables**

The relationship between school improvement programs, parental perceptions, and parental interests can be explained through a mediation approach. School improvement programs are expected to influence parents' interests directly or indirectly through their perceptions. Research by Spruance et al. (2018) shows that parental perceptions play a significant mediating role in the relationship between the quality of school services and their trust in the institution (Spruance et al., 2018). In the context of MTs Sadamiyyah, a comprehensive school improvement program aims to build a positive perception of parents towards madrasahs. This positive perception, in turn, increases their interest in supporting the school, both through the decision to send their child to school and through active involvement in school activities. This relationship is relevant to be studied further, especially in the context of Islamic education which has unique characteristics (Yang et al., 2021).

## **Research Methods**

This study uses a quantitative approach with a survey method to answer research questions about the relationship between school improvement programs, parental perceptions, and

parental interests. This approach was chosen because it allows the measurement of relationships between variables objectively using numerical data. This section will explain in detail the type of research, population and sample, operational definition of variables, data collection techniques, data analysis techniques, model and hypothesis tests, and research ethics.

### 1. Types of Research

This study uses a causal explanatory design, which aims to explain the cause-and-effect relationship between the independent variable (school improvement program), the mediator variable (parental perception), and the dependent variable (parental interest). This design is particularly relevant to explore the role of parental perception as a mediator in the relationship between independent and dependent variables. Using this approach, the study can provide an in-depth understanding of the mechanisms that link school improvement programs to the interests of Nurit's parents (2024).

### 2. Population and Sample

Population in this study are all parents of students in MTs Sadamiyyah, which totals 144 people. The school was chosen because it has a comprehensive improvement program, including improved facilities, teacher training, and the development of extracurricular activities based on Islamic values. This study uses a total sampling technique, where the entire population is used as a research sample. This technique was chosen because of the relatively small population size, allowing for thorough data collection to produce representative results (Jaiswal, 2018).

The inclusion criteria for the sample are: 1) Parents who have children enrolled in MTs Sadamiyyah in the current school year; 2) Parents who are actively involved in school activities; and 3) Parents who are willing to participate in the study by signing an informed consent form.

### 3. Operational Definition of Variables

This study involves three main variables, namely school improvement programs, parental perceptions, and parental interests. Each variable is operationally defined to ensure valid and reliable measurements.

#### a. School Improvement Program (Independent Variable)

The school improvement program includes systematic efforts made by schools to improve the quality of educational services. - Indicators: - The quality of the facilities (e.g., classrooms, laboratories, and sports facilities). - Teacher competence (academic qualifications, training, and teaching experience). - Extracurricular activities (variety of programs and levels of student involvement) (Sitaresmi et al., 2020).

#### b. Parental Perception (Mediator Variable)

Parents' perceptions reflect their assessment of the quality of school services. - Indicators: - Satisfaction with the facilities. - Trust in teacher competence. - The relevance of school values (especially Islamic values) (Mendes Lobão et al., 2018).

#### c. Parental Interest (Dependent Variable)

Parents' interest is interpreted as their desire and willingness to support the school, including the decision to send their children to the school. - Indicators: - The desire to send children to school at MTs Sadamiyyah. - Support for school activities. - Recommendations to others (Kim et al., 2021).

### 4. Data Collection Techniques

Data is collected using a structured questionnaire that is prepared based on the indicators of each variable. This questionnaire uses a 5-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (5).

#### a. Steps to Prepare a Questionnaire:

- Identify variable indicators based on literature review.
- Preparation of statement items that represent each indicator.
- Test the validity and reliability of questionnaires in a small group of respondents (Simkhada, 2019).

#### b. Questionnaire Distribution:

The questionnaire was distributed directly to the parents of students through the help of teachers. An explanation of the purpose of the research and how to fill it out was delivered to the respondents to ensure a good understanding of the questionnaire.

## 5. Data Analysis Techniques

Data analysis is carried out using SPSS statistical software to test the relationship between variables. The analysis techniques used include:

- a. Descriptive Analysis: To describe the characteristics of the respondents and the average value of each variable.
- b. Multiple Linear Regression: To test the direct influence of independent variables on mediator and dependent variables.
- c. Path Analysis: To evaluate indirect influences through mediator variables (Schmidt et al., 2020).

## 6. Model and Hypothesis Tests

- a. Research Model Test:

The research model was tested using several goodness-of-fit indices, such as chi-square value, RMSEA (Root Mean Square Error of Approximation), and CFI (Comparative Fit Index) (Hungo & Casinillo, 2023).

- a. Hypothesis testing:

- o The t-test is used to test the significance of the direct relationship between variables.
- o The Sobel test is used to significantly measure the influence of mediating parental perception (Adiputra et al., 2019).

## 7. Research Ethics

This research adheres to the principles of research ethics, including:

- a. Respondent Consent: Respondents are provided with a consent form explaining the purpose of the research, their right to opt out of participation, and a guarantee of data confidentiality.
- b. Data Confidentiality: The identity of the respondent is kept confidential and the data is only used for research purposes.
- c. Compliance with Research Standards: This research was conducted in accordance with ethical guidelines applicable in the field of social sciences (Coulter et al., 2020).

With this structured methodology, the research is expected to produce valid, reliable, and relevant findings to answer research questions and contribute to the development of school improvement strategies in Indonesia.

## Results

This study aims to explore the relationship between school improvement programs, parental perceptions, and parents' interest in schools through multiple linear regression analysis and path analysis. The results of this study are presented in two main parts: (1) the statistical description of the research variables, and (2) the results of multiple linear regression analysis and path analysis to test the relationship between variables.

### 1. Statistical Description of Research Variables

Statistical descriptions provide an overview of the distribution of data and the characteristics of each variable studied. The table below presents the results of statistical descriptions for school improvement programs, parental perceptions, and parental interests. Each indicator of these variables was measured using a 5-point Likert scale, and the mean value and standard deviation were calculated to analyze how strong the parents' perception of each aspect was.

Table 4.2. Statistical Description of Research Variables

Variable	Indicator	Mean	SD	Interpretation
School Improvement Program	Quality of Facilities	4.25	0.72	Excellent
	Teacher Competence	4.30	0.68	Excellent
	Extracurricular Activities	4.18	0.75	Good
Parents' Perception	Satisfaction with Facilities	4.20	0.70	Good
	Trust in Teachers	4.28	0.65	Excellent
	Relevance of School Values	4.35	0.62	Excellent
Parental Interest	Desire to Send Children to School	4.33	0.66	Excellent
	Support for Activities	4.27	0.69	Excellent
	Recommendations to Others	4.31	0.64	Excellent

From the results of the statistical description, it can be seen that most of the indicators have a mean value above 4, which shows that parents have a very positive perception of the quality of school services. The school's improvement program, which includes the quality of facilities, teacher competence, and extracurricular activities, is rated very well by parents. Parents' perception of school is also very good, especially in terms of the relevance of school values related to Islamic values. Parents' interest in school is also very high, with indicators such as the desire to send their children to school and support for school activities showing excellent scores.

## 2. Multiple Linear Regression Results

Multiple linear regression analysis was carried out to test the direct influence between variables, namely the influence of school improvement programs on parental perceptions and parents' interests, as well as the influence of parents' perceptions on parents' interests. The results of multiple linear regression show that there is a significant relationship between these variables.

Table 4.3. Multiple Linear Regression Results

Relationship Between Variables	B	t	p-value	Interpretation
Parent Perception → Improvement Program	0.45	6.32	0.000	significant
Parents' Perception → Parents' Interests	0.53	7.15	0.000	significant
Improvement Programs → Parents' Interest	0.28	4.02	0.000	significant

Based on the table above, it can be seen that all intervariable relationships have a very low p-value ( $p < 0.001$ ), which indicates that all intervariable relationships are significant. Specifically, school improvement programs have a significant effect on parents' perceptions ( $B = 0.45$ ,  $t = 6.32$ ,  $p < 0.001$ ), which means that the better the school improvement program, the more positive parents' perception of the school is. In addition, parental perception also had a significant effect on parental interest ( $B = 0.53$ ,  $t = 7.15$ ,  $p < 0.001$ ), which showed that parents' positive perception of school increased their interest in supporting school. Finally, school improvement programs also had a significant effect on parental interest ( $B = 0.28$ ,  $t = 4.02$ ,  $p < 0.001$ ), although this effect was smaller compared to the influence of parental perception.

## 3. Results of Path Analysis

To test the indirect influence or mediation of parental perception in the relationship between school improvement programs and parental interests, a path analysis was conducted. Path analysis shows that parental perceptions act as partial mediators between school improvement programs and parental interests. This means that the influence of school improvement programs on parents' interests is largely mediated by parental perceptions.

Table 4.4. Path Analysis Results

Mediation Pathway	Direct Effects	Indirect Effects	Total Effects	Information
Improvement Program → Perception → Interest	0.28	0.24	0.52	Partial Mediation

Based on the results of the path analysis, it can be seen that the direct effect of the school improvement program on parental interest is 0.28, while the indirect effect mediated by parental perception is 0.24. The total effect produced was 0.52, which shows that parental perception has an important role in increasing parents' interest in school. In other words, school improvement programs not only directly affect parents' interest, but also affect their perception, which in turn increases their interest in supporting the school.

#### 4. Interpretation of Results

Based on the results of the analysis, this study shows that school improvement programs have a significant influence on parents' perception and parents' interest in supporting the school. The success in improving the quality of facilities, teacher competence, and extracurricular activities at MTs Sadamiyyah contributes to the positive perception of parents towards the school. In addition, parents' perceptions are also very influential in increasing their interest in continuing to support and send their children to the school.

In addition, the study also confirmed that parental perceptions act as mediators in the relationship between school improvement programs and parental interests. This means that although school improvement programs have a direct influence on parents' interest, the influence is stronger when parents' perception of the school is positive. This shows the importance of communication and parental involvement in improving the quality of education in schools, as well as the importance of maintaining parents' perceptions so that they are increasingly interested in supporting schools.

Overall, the results of this study provide empirical evidence regarding the important role of school improvement programs and parental perceptions in increasing parents' interest in supporting schools. These findings can be used as a basis for the development of school improvement strategies and efforts to increase parental involvement in children's education.

## Discussion

The results of this study show that school improvement programs, parental perceptions, and parental interests have a significant relationship. These findings support the hypothesis that the quality of school improvement programs can influence parents' perception of schools, which in turn will increase their interest in supporting schools. The following discussion will elaborate in more depth on the relationship between the variables found, as well as the implications of the findings of this study in the context of education at MTs Sadamiyyah.

### 1. The Influence of the School Improvement Program on Parents' Perception

The school improvement program carried out at MTs Sadamiyyah has a significant influence on the perception of parents. Based on the results of multiple linear regression analysis, school improvement programs contribute greatly in shaping parents' positive perceptions of schools. This can be seen from the value of  $B = 0.45$ ,

which shows that the quality of facilities, teacher competence, and extracurricular activities offered by schools are directly related to parents' perceptions. School improvement programs that touch on various aspects, from physical infrastructure, teaching quality, to the development of extracurricular activities, have a significant impact on how parents view the school. The good school facilities contribute to increasing students' learning motivation and parents' positive perception of school. If schools can provide adequate facilities, competent teachers, and a wide selection of relevant extracurricular activities, parents are more likely to feel satisfied and trust in the quality of education provided. This is in line with the findings by Butler & Quarles (2024), who affirmed that competent teachers, with continuous training, have a direct impact on students' academic achievement and parents' trust in educational institutions. Thus, the quality of educational services in schools not only has an impact on students, but also affects parents as the main stakeholders in the child's education process. This positive perception is an important asset in building a closer relationship between schools and parents, which can increase collaboration and support for school policies and programs. Research by Lindstrom Johnson et al. (2019) also shows that when parents have a good perception of school, they tend to be more interested in sending their children to the school. Therefore, it is important for MTs Sadamiyyah to continue to carry out a comprehensive and sustainable school improvement program, in order to build trust and support from parents. Reference:

## **2. Parental Perception as a Mediating Factor**

One of the interesting findings in this study is the role of parental perception as a partial mediator in the relationship between school improvement programs and parental interests. Based on the path analysis, it was found that parental perception mediates the influence of school improvement programs on parents' interest in supporting the school. This means that although school improvement programs have a direct influence on parents' interest, the influence is stronger when parents' perception of the school is positive. These findings show the importance of the role of perception in shaping parents' interest in being more deeply involved in children's education. Parents' perception of schools is not only influenced by the quality of facilities and the competence of teachers, but also by the extent to which they feel that the values taught in schools are in line with the values they embrace. Research by Yang et al. Yang et al. (2021) showed that parents' perception of the school climate can vary based on the cultural context and education system, which suggests that this perception is strongly influenced by personal experiences and values that parents embrace. When parents feel that the school supports the development of the character and values they consider important, they tend to be more interested in supporting the school and inviting others to participate. This is in line with the findings by Sheridan et al. (Sheridan et al., 2019), which show that parental involvement is related to children's achievement through its influence on children's motivation and involvement in education. Therefore, schools need to pay more attention to aspects that affect parents' perceptions, such as transparent communication regarding the quality of teaching, school activities, and students' academic achievement. Effective communication between schools and parents can help build trust and increase parents' positive perception of the school. Research by Brown et al (2024) emphasizes the importance of the relationship between school counselors and parents in increasing parental involvement, which in turn can have a positive impact on children's educational outcomes. Thus, good communication strategies and active involvement of parents in the educational process can strengthen their positive perception of the school, which will increase their interest in supporting existing programs.

## **3. The Influence of Parents' Perception on Parents' Interest**

The results of this study show that parents' perception has a significant effect on parents' interest in supporting the school. With a value of  $B = 0.53$ , this relationship

shows that the more positive parents' perception of school, the greater their interest in participating in school activities and supporting existing programs. These findings are in line with research by Lindstrom Johnson et al. (2019), which indicates that parents' positive perception of school contributes to their increased involvement in children's education. Parents' perception is not only an evaluation of the school, but also a driver for them to be more involved in their children's education. Parents who have a positive perception of school tend to be more open to school activities and are committed to providing greater support. This is reflected in their more proactive attitude in sending their children to the same school, providing support for extracurricular activities, and even recommending the school to others. Research by Jaiswal (2018) shows that parents who are satisfied with the quality of education provided by schools are more likely to be involved in school activities and support existing programs. Therefore, schools must be able to maintain this positive perception by providing good quality education, as well as establishing effective communication with parents to ensure they feel valued and involved in the child's education process. According to Sheridan et al. (2019), good communication between schools and parents can increase parents' trust in schools and encourage them to participate more actively in educational activities. Thus, effective communication strategies and improving the quality of education are key to strengthening parental support for schools.

#### **4. Parental Interest as a Key Factor in Improving the Quality of Education**

Parental interest has a very important role in improving the quality of education in schools. The findings of this study show that high parental interest can increase their involvement in supporting various school activities, both related to the learning process and student character development. Research by Jaiswal (2018) indicates that parental involvement in children's education is closely related to their interest in sending their children to the institution, as well as recommending this school to others. Parents' support for school activities plays a big role in creating a more conducive educational environment. When parents are actively involved in school activities, they can provide useful input for improving the quality of education and creating a more enjoyable learning atmosphere for students. Research by Sheridan et al. (2019) shows that parental involvement not only improves students' academic outcomes, but also strengthens the relationship between schools and society, thereby creating a sense of belonging and shared responsibility in improving the quality of education. Therefore, schools need to design programs that can increase parents' interest in participating. According to Lindstrom Johnson et al. (2019), regular communication programs, joint activities between parents and students, and parental involvement in decision-making related to school policies can be effective strategies to increase parental involvement. Thus, creating open communication channels and inviting parental participation in various aspects of education will be very important in efforts to improve the quality of education in schools.

#### **5. Implications for the Development of Education Policy**

The results of this study have important implications for the development of education policies in Sadamiyyah MTs and similar schools. First, schools need to focus more on efforts to improve the quality of existing educational programs, both in terms of facilities, teacher competence, and extracurricular activities. Research by Butler & Quarles (2024) shows that the improvement of teacher competence and educational facilities contributes significantly to student learning outcomes. By improving the quality of educational services, schools can create a positive perception among parents, which in turn will increase parents' interest in supporting the school. Second, effective and transparent communication between schools and parents is essential in building positive perceptions. Schools need to provide clear information about the programs

they run, student achievements, and efforts to improve the quality of education. According to Berkowitz et al. (2021), good communication between schools and parents can increase parental involvement and strengthen their trust in educational institutions. This will help parents feel more involved and trust in the decisions taken by the school. Third, schools must create opportunities for parents to be more actively involved in various school activities. Programs that involve parents, such as seminars, workshops, or regular meetings, can increase parents' interest in supporting the school. Research by Jaiswal (2018) shows that parental involvement in school activities can strengthen the relationship between schools and parents, which ultimately has an impact on improving the overall quality of education. Thus, creating open communication channels and inviting parental participation in various aspects of education will be very important in efforts to improve the quality of education in schools.

## Conclusion

This study reveals that school improvement programs that include improving the quality of facilities, teacher competence, and extracurricular activities have a significant influence on parents' perception of the school, which in turn affects parents' interest in supporting the school. Parents' perceptions have been proven to act as partial mediators that strengthen the influence of school improvement programs on parents' interests. The results of this study confirm that a positive perception of school can encourage parents to participate more actively in school activities, such as providing support for educational programs and recommending schools to others. Therefore, it is important for schools to continue to improve the quality of their educational programs and establish effective communication with parents to strengthen the relationship between the two. Education policies that actively involve parents in supporting schools can have a positive impact in improving the quality of education and creating a more conducive learning environment for students. These findings also open up opportunities for further research to further explore the factors that affect parents' perceptions and interests and how their involvement can be further optimized in order to improve the quality of education in schools.

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