

Synergy Between Families, Educators, and Communities in Improving School Quality: A Conceptual Analysis of The Book Multicultural Education by James A. Banks and Cherry A. Mcgee Banks

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ABSTRACT

This study describes the collaboration between communities, families, and educators to improve schools according to James A Banks and Cherry A Mcgee Banks. The main source for this study is the book Multicultural Education, while supporting sources are articles related to the research topic. Using content analysis for data analysis, this study found five concepts related to communities, families, and educators working together to improve schools, namely (1) family and community involvement as pillars of education, (2) the history and diversity of families in education, (3) teachers' concerns about parental involvement, (4) efforts to strengthen collaboration between schools, families, and communities. The importance of parents in their children's lives, recognizing the diversity of values and perspectives in society, providing the means to build collaborative problem-solving structures, and increasing opportunities for all students to learn. Historically, families were often solely responsible for educating their children. When the formal education system was established, parents continued to influence their children's education. The diverse faces of families involving parents in school mean that teachers must be prepared to work with a variety of parents, including single parents, parents with special needs, low-income parents, parents with special needs, and parents who cannot communicate using English as their first language. Teachers' concerns about parental and family involvement: Although teachers often say they want to involve parents, they may be suspicious of parents and unsure of what parents expect from them. Steps to increase parental and community involvement: Teachers should establish two-way communication with parents and community groups, obtain legitimate support from the community, and provide resources for parents to use in educating their children.

Keywords: Cooperation, Parents, Educators, Community

Introduction

The three centers of education are centers that influence a child's growth and development, namely education in the home, school, and community

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(Ma'sumah et al., 2024, p. 18). Parental involvement includes the skills and resources of parents to improve their own well-being, that of their children, and the educational programs carried out (Sabrina et al., 2024, p. 60). The family plays a role as the initial foundation of education and the instilling of good values, schools have a role in the learning process and character building, and teachers act as learning facilitators and guides, while the community provides social support and sets a good example for students (Endah et al., 2023, p. 554).

However, the reality shows cause for concern. In April 2024, a primary school teacher in Konawe Regency was reported to the police by a student's parents on charges of abuse, which sparked controversy (Muallifa, 2024). According to the Gorontalo Post, there are 25,000 children who do not attend formal school, one of the factors being economic (Husain, 2024). Based on the results of the I-NAMHS survey, one in twenty adolescents in Indonesia has suffered from mental disorders in the last 12 months (Gloriabarus, 2022). This phenomenon shows that the disconnect between family, school, and community can have a widespread impact on child development. The author believes that poor communication between teachers and parents, as well as a lack of community support for education, creates an emotional gap that hinders the creation of a healthy and collaborative learning environment. In fact, effective collaboration between these three parties is essential for developing children's potential holistically.

This issue is important to study and find a solution for, otherwise the lack of parental attention will have an impact on children's attitudes, including rebelliousness, mockery, shouting, and other deviant behaviors (Ananta, 2025, p. 152). Moreover, bullying can affect mental health, including PTSD (Post-Traumatic Stress Disorder), which also affects students' academic performance, attendance, and social interactions (Nadhira & Rofi'ah, 2023, p. 52). In the realm of teacher-community relations, the obstacles are the lack of teacher presence in the community, lack of socialization and communication between teachers and parents or the community (Yasin et al., 2023, p. 388).

Based on a phenomenological description of the problems occurring in education, the researcher assesses that the main problem behind the lack of educational interaction in Indonesia is the weak role of the family, school, and community as the three main pillars of education. Issues such as a decline in students' respect for teachers, poor communication between schools and parents, and an increase in violence and deviant behavior indicate a crisis in cooperation between families, schools, and communities. This reality shows that education in Indonesia is often still partial, with schools as the main responsible party for children's education, while families and communities play a passive role.

Based on the results of a book review and previous research, a solution to overcome the above problems is the importance of the community, family, and educators working together to improve schools, as described in the book *Multicultural Education* by James A Banks and Cherry A McGee Banks. One of the activities of parents and teachers to optimize synergy is a forum for teachers and parents. The success of a meeting depends on communication skills and the shared goal of child growth and development (Khusniyah et al., 2023, p. 196). The implementation of school activities allows parents to participate in the process of educating their children, including parent education, communication, volunteering, family learning, and decision-making (Apriati & Widaty, 2021, p. 93).

The importance of the principal's leadership as a role model for all aspects of the school community can strengthen cooperation and influence between the school, family, and community in character building (Budiyono, 2023, p. 763). Cooperation between parents and teachers to enhance student creativity includes communication via mobile phones, home visits, and weekly or biweekly meetings (Khosiah et al., 2021, p. 71). Specifically, Islamic Education teachers can improve optimal synergy with parents to build good social morals, namely through coordination and consultation, greening and environmental preservation programs, correspondence between schools and parents, and accepting criticism and suggestions (Septa et al., 2023, p. 1990). In order for PAI teachers to improve religious character, synergy and cooperation between families, schools, and communities are needed to create a conducive educational environment (Rozak, 2023, p. 3).

Based on the above description, this article will explain how communities, families, and educators work together to improve schools. The purpose of this study is to examine the importance of the role of parents, the obstacles to the role of parents and the community, and the optimal synergy between parents, schools, and the community in improving schools. This will enable the establishment of good and communicative relationships that support the quality of student learning.

Method

This study uses library research methods (Sari Anita et al., 2023, p. 65). This study uses library research methods. Library research is research that uses written materials such as manuscripts, books, magazines, newspapers, and other documents (Rahmadi, 2011, p. 15). The emphasis of the literature review is to find various theories, laws, arguments, principles, opinions, ideas, and so on that can be used to analyze and solve the problems being studied (Sholeh, 2005, p. 63). Data collection tools using documentation with literature data collection in the form of books, journal articles, and other related documents. The main source in this study is the book *Multicultural Education* by James A Banks and Cherry A Mcgee Banks (Banks & Banks, 2013, pp. 333–347). Meanwhile, the supporting sources are articles from previous related studies. Data analysis in this study uses content analysis (Krippendorff, 2004, p. 3). The steps in data analysis are (1) reduce or sort books, articles, and other related documents that are relevant to the theme of the article; (2) display data that can be easily reduced in the text of the article; and (3) analyze the reduced data using theories from previous research.

Results

First, Family and Community Involvement as Pillars of Education

Parental involvement is important because it recognizes the importance of parents in their children's lives, acknowledges the diversity of values and perspectives in society, provides a means for building collaborative problem-solving structures, and increases opportunities for all students to learn at school. Parental and family involvement in school not only benefits students and teachers, but also parents and family members themselves (Banks & Banks, 2013, p. 333). Family members and community leaders can validate the need for educational reform and can provide the right forum to explore the importance of education.

They can also broaden the discussion on school improvement issues beyond the formal education network and can help generate support for schools in the wider community. Family members and community leaders can help provide the rationale, motivation, and social action necessary for educational reform.

Families have a very important role in shaping children for their future roles, starting from preparing the foundations for attitudes in life and other habits (Besari, 2022, p. 172). Families play an important role in children's education, starting from being role models in instilling values and ethics, exemplifying good habits in daily life, providing emotional support, teaching important values, creating a supportive learning environment, communicating with schools, providing guidance and direction, encouraging independence, and building good relationships (Ayub et al., 2024, p. 2304). The responsibilities of the family in children's education include setting an example that can be imitated and emulated by children, and teaching good habits (Rahmadian et al., 2022, pp. 60–61). The functions of the family include the reproductive function or the function of continuing the family line, the economic function, the educational function, the socialization function, the religious function, the protection or guardianship function, the entertainment function, and the control function (Lubis et al., 2021, pp. 97–100). Therefore, in order for children not to deviate from religious teachings and norms, parents can set aside or divide their time (Marzuki et al., 2022, p. 54). Community involvement in education is a strategic component in building a participatory and sustainable education system. Education cannot stand alone as a process limited to the classroom but requires strong social support from the environment in which students grow and interact. The community, in this case, serves as a forum for socialization and internalization of life values that enrich students' learning experiences outside formal institutions.

Family and community involvement is an important foundation for sustainable education that focuses on character building and student social welfare. Families and communities not only play a role as external supporters, but also as co-educators, contributing to shaping children's values, norms, and moral orientation. Banks' view, which recognizes the community and family as integral parts of educational reform, is relevant to the educational landscape in Indonesia, where the success of schools is highly dependent on collaboration between stakeholders. Community involvement has a direct impact on increasing social participation, moral support, and public trust in schools. Therefore, researchers emphasize that strengthening the relationship between schools, families, and communities must be formulated in education policy and implemented through sustainable two-way communication mechanisms.

Second, The Historicity and Diversity of Families in Education

In the early history of the nation, families were often solely responsible for educating their children. When the formal education system was established, parents continued to influence their children's education. During the colonial period, schools were seen as an extension of the home. Schools reinforced the values and expectations of parents and society. As society changed and education moved further away from direct influence, responsibility shifted from the home and community to schools (Banks & Banks, 2013, p. 334). As the student population becomes more diverse, the diversity of parents/families also increases. Involving parents in school means that teachers must be prepared to work with a

variety of parents, including single parents, parents with special needs, low-income parents, parents with special needs, same-sex parents, and parents who do not speak English as their first language (Banks & Banks, 2013, p. 335).

In line with James Banks' statement, in prehistoric Indonesia, there were no schools as formal education, so teaching was carried out by parents using background material related to daily life, such as attitudes, beliefs, education for making a living, and education on community and mutual cooperation (Prasetyo, 2021, p. 179). Preparing children to enter formal elementary school education is an aspect that parents need to pay attention to in order to become educators, providers of social support, emotional support, and encouragers of social skills, independence, and moral behavior (Wiraadi et al., 2023, p. 144). Parents spend more time with their children than teachers do, so they need to position themselves as role models, educators, and teachers to teach, assess, and evaluate their children because early childhood development depends on the environment and family (Hasni et al., 2021, p. 200). Parents who take the initiative to contribute to their children's education and provide a comfortable learning environment at home motivate their children in the learning process (Anggriani et al., 2023, p. 275). Teachers also work together with parents to overcome children's learning problems until they find solutions that are suitable and acceptable to teachers, students, and parents (Indria et al., 2021, p. 45).

Each family implements education and parenting styles that reflect the values, culture, and beliefs held by each family. Familiarity with various families with diverse values can facilitate the development of an understanding of respecting diversity and supporting optimal child development amid societal change (Asman & Mursyidah, 2024, p. 448). The hardiness attitude (control, commitment, and challenge) possessed by late adolescents can minimize the effects of single parenting (Christine et al., 2024, p. 60). Despite the many obstacles faced by single parents in raising children, they still strive to protect their children's rights, such as seeking help from the community and scholarships at school (Wulandari, 2024, p. 35). Teachers have a role to play in creating an inclusive environment, introducing different cultures, and holding open discussions about cultural diversity with students, while parents can encourage their children to interact and respect cultural differences and accept them. Both roles can educate children to live harmoniously in a multicultural society (Awaru & Bandaso, 2023, p. 1147). It is also important to establish open communication between parents and teachers regarding children's socialization with their environment and the instillation of multicultural values so that children develop attitudes of sympathy, respect, and appreciation (Hutagalung & Ramadan, 2022, p. 4982).

The shift in educational responsibility from families to formal institutions reflects complex social dynamics. Teachers and schools must develop cultural sensitivity (cultural responsiveness) in building relationships with parents from diverse backgrounds. This is not only a form of tolerance, but also a prerequisite for creating a fair and humane educational ecosystem. Therefore, an understanding of the historical nature and diversity of families must be manifested in pedagogical practices that respect differences and strengthen social solidarity.

Third, Teachers' Concerns about Parent Involvement

Although teachers often say they want to involve parents, they may be suspicious of parents and unsure of what parents expect from them. Some teachers think parents may disrupt their routines, may not have the skills necessary to work with students, may be uncomfortable in the classroom, and may only be interested in helping their own children, not the entire class (Banks & Banks, 2013, p. 338).

Several factors that contribute to the lack of parental involvement in education include family economic factors, socio-cultural factors, time constraints, the nature and number of children, and the school (Tiara et al., 2023, p. 219). Parents are too busy working, so they have limited time, and the lack of communication between schools and families also contributes to low parental participation (Hendra, 2024, p. 276). Factors that influence parental participation in early childhood education in rural areas include economic factors, parental education, time, distance from home to school, and socialization (Mulia & Kurniati, 2023, p. 3670). Different expectations of parents and teachers for their children and mismatched expectations can hinder the partnership between the two (Simamora et al., 2023, p. 20). Parental involvement can take any form, such as financial assistance to support development, but if there are economic constraints, parents can participate by providing ideas or suggestions that support school change (Rahman, 2023, p. 765).

Fourth, Efforts to Strengthen Collaboration between Schools, Families, and Communities

To build an effective parent/community program, teachers must establish two-way communication with parents and community groups, obtain legitimate support from the community, and provide resources for parents to use in working with their children (Banks & Banks, 2013, p. 346).

In line with James Banks' opinion, solutions to overcome the lack of cooperation between parents and teachers include opening good conversations through regular meetings, various digital platforms, involving parents in the education process, acting as volunteers, and creating a network of parents who help each other (Susanti et al., 2024, pp. 26851–26852). Collaboration has the potential to improve the quality of learning through activities such as forming class associations, communicating about learning plans, and involving parents in school activities (Amelia & Yuliani, 2024, p. 116). Good synergy between teachers and students can support and complement each other to improve the quality of education. Students can provide an inclusive, supportive learning environment, where teachers usually openly accept input from parents, thereby improving the quality of their teaching, which has a positive impact on student learning (Maya et al., 2024, p. 259). Psychoeducation programs aim to increase parental involvement in the growth and development of children's emotional intelligence, raise parents' awareness of positive parenting, and apply the language of love in children's emotional growth (Syahril et al., 2025, p. 5132). Parents can be role models, schools can serve as formal educational institutions, and the community can act as a social environment to support children's growth. All of these are interrelated and

have a positive influence on children's development. Solid synergy between parents, schools, and the community is expected to shape a future generation with good character, ethics, and positive values (Saputri et al., 2024, p. 782).

Strengthening collaboration between schools, families, and communities is a strategic step in building a participatory and equitable education system. This collaboration is not merely administrative coordination, but rather a meaningful relationship oriented toward a common goal, namely the holistic development of students. In this context, teachers have a responsibility to act as mediators and facilitators, creating space for open communication, parental participation, and community support. Effective collaboration requires a supportive institutional structure, such as school-community communication forums, education committees, or community outreach. Thus, this collaboration will create a learning community that can encourage collective responsibility to improve the quality of education and strengthen student character in accordance with humanitarian and national values.

Conclusion

Based on the analysis and discussion of the concepts presented by James A. Banks and Cherry A. McGee Banks in their work "Multicultural Education: Issues and Perspectives," it can be concluded that the success of education is highly dependent on the integration and synergy of three main elements: family, school, and community. These three elements cannot function independently, but must work together to build an educational environment that supports the holistic development of students in cognitive, emotional, and social dimensions. The family plays a very important role as the place where children's norms, character, and moral habits are first formed. Schools function as formal institutions that deepen knowledge and skills, while the community acts as a practical social environment where students internalize the values of togetherness and responsibility. The collaboration of these three elements creates an educational ecosystem that focuses on humanity and social justice. In a diverse and ever-changing community environment, such as that in Indonesia, cooperation between families, teachers, and communities is essential to strengthen social unity and foster mutual respect among individuals. Banks' thinking states that multicultural education not only pays attention to respect for diversity, but also requires the active involvement of all parties in the educational process. Thus, community and family participation is not just external support, but also an integral part of the education system that serves as a means of shaping social awareness and national values.

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