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THE INFLUENCE OF COMMUNICATION AND ORGANIZATIONAL CLIMATE ON THE PARTICIPATION OF PARENTS IN THE PROVISION OF EDUCATION KINDERFIELD ELEMENTARY SCHOOL IN INDONESIA

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ABSTRACT: This study aims to determine the relationship between communication, organizational climate, and parent participation in the provision of education in schools. The number of samples used for this study was 162 teachers and principals spread across 11 Kinderfield elementary schools in Indonesia. This research uses a quantitative approach with a survey method. Data processing and data analysis in this study used the smartPLS-SEM application. Testing the validity of the sample is done with convergent validity consisting of loading factor test and Average Variance Extracted (AVE), and discriminant validity with Fornell-Larcker criterion and cross loading. Meanwhile, reliability testing uses an internal consistency test based on the composite reliability (CR) value and Cronbach Alpha value. Based on the test results, all variable indicator statements have met the validity and reliability criteria. Hypothesis testing is carried out based on the results of testing the Inner Model (structural model) which includes the original sample estimates (O) value to determine the direction of the relationship between variables, as well as t-statistics and parameters (p values) to determine the level of significance of the relationship. Original sample (O) values or Beta coefficients close to +1 indicate a positive relationship, while values close to -1 indicate a negative relationship. A t-statistic value of more than 1.96 or a p-value smaller than the significance level (<0.001) indicates that a relationship between variables is significant. The results of hypothesis testing with smartPLS-SEM (Structural Equation Model) show that: (1) communication has a positive and significant effect on parental participation; (2) organizational climate has a positive and significant effect on parental participation; (3) communication has a positive and significant effect on organizational climate; and (4) communication has a positive and significant effect on parental participation through organizational climate.

Keywords: Communication, Organizational Climate, Kinderfield Elementary School's

INTRODUCTION

The decline in Covid-19 cases in Indonesia has a significant impact on education policy, manifested through the Joint Decree (SKB 4 ministers) Number 01/KB/2022. This policy led to

the start of face-to-face learning (PTM) in response to learning loss identified in the Ministry of Education and Culture's research. Showing the serious impact of the pandemic on student literacy and numeracy, this policy is an important step in the recovery of education. However, policy changes from offline to online and back to offline created challenges for teachers, students, and parents, leading to difficult adaptation and impact on the quality of education.

The Covid-19 pandemic has also given rise to new adaptations in the teaching and learning process, where the balance between the quality and quantity of education must be maintained while maintaining health. Rapid changes in learning systems create a culture of shock and student stress, indicating the need for careful transition strategies. Parents, who since the beginning of the pandemic have been more actively involved in their children's education, have become a key element in creating a remote learning support environment. Adaptation efforts and effective strategies are needed to ensure children's educational success in the post-pandemic period.

According to (Đurišić & Bunijevac, 2017), parental involvement in student education starts from the parents' home which provides a safe and healthy environment, the right learning experience, support and a positive attitude towards the school. Parental participation is the involvement or participation of parents in the education of their children, namely the behavior of parents who are carried out consciously to take various actions optimally in supporting the success of their children's education both at home and at school.

The World Health Organization (WHO) explains that during this pandemic, some students may experience feelings of more isolation, anxiety, boredom and uncertainty. They may feel fear and sadness over the impact of the virus on their families. Parents must have a way to reduce children's bodidom while at home by planning creative and innovative activities that are carried out every day by children. The psychosocial needs of the child such as the need for affection, security, self-esteem and belonging, are important and need to be considered by parents of students (Rohayani, 2020).

Parents play a role as educators and perform teacher duties such as explaining material and accompanying children in learning. Parents not only provide learning facilities at home such as mobile phones, computers and the internet, but also in terms of managing learning at home, as well as providing rest periods and helping children to stay focused on learning (Weaver & Swank, 2021).

Elementary age children need direct involvement of parents as companions and motivators to take part in various Distance Learning (PJJ) (Lilawati, 2020), in this case, especially mothers who have an active role (Hapsari Sinta Maulida, Sugito, 2020). Sari in her research stated that "the highest average parental involvement

during PJJ is taking time to accompany children, amounting to 1.04% compared to other aspects" (Sari & Maningtyas, 2020).

Based on the results of research and analysis conducted by Sari et al, it can be seen that parental involvement in distance learning during the Covid-19 pandemic is categorized as good with a percentage of 83%. During the Covid-19 pandemic, due to the implementation of (2020)*work from home*, parents can generally spend more time accompanying children to study or just play. This is in line with Lase's research that as many as 54.17% of parents studied gave time to be involved in children's learning even though it was in a limited time, while 29.17% of parents interviewed, had free time to accompany children to study at home (Lase et al., 2020). But in reality, many parents are busier at work, so they do not check or supervise children's learning activities at home and provide assistance for children's learning activities to private tutors or other family members such as grandmothers, aunts or domestic assistants.

In general, the involvement of parents in Indonesia in the implementation or implementation of children's education is not optimal and is still very minimal (Kemdikbudristek, 2002: 1). Parental involvement tends to be mostly physical, non-academic, and it seems as if feeling that the entire responsibility of the child's education is the responsibility of the school. In fact, in Law of the Republic of Indonesia

Number 20 of 2003 concerning the National Education System article 8 which reads "the community has the right to participate in planning, implementing, supervising and evaluating educational programs." This shows that the involvement of parents is very important and significant in children's education and should be comprehensive.

Several factors that affect the participation of parents of students in children's education, including lack of knowledge (Tharp & Gallimore, 1998) and income factors (Lee & Bowen, 2006) Parents who have little knowledge about their children's education tend not to be involved with activities at school. Similarly, parents of students who have low incomes tend to trust teachers in educating their children in school compared to parents who have high incomes. In addition, there are also demographic factors (population in an area), psychology (psychology), teacher attitudes and school climate (Velsor &; Orozco, 2007: 17). In terms of demographics, parents living in rural areas tend to give their children's educational responsibilities to teachers in schools (Made Pidarta, Ministry of Education, 2007: 8). The community environment also affects the pattern of relationships between schools and parents (Wang, 2008).

RESEARCH METHODS
Population

Population is a generalized area consisting of objects / subjects

consisting of objects / subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2019, p. 126). The population of this study is school residents consisting of teachers, principals and parents of students at Kinderfield Elementary School spread across 11 different locations in Indonesia.

Sample

The sample is part of the number and characteristics possessed by the population. The sample of this study is 156 samples (Sugiyono, 2019, p. 126).

Statistical Hypothesis

Based on the study of the theory underlying this research variable and the framework described above, the statistical hypothesis is formulated as follows:

1. First hypothesis: Communication (X_1) has a significant effect on parental participation in education delivery (Y)
   Ho: $\beta 31 = 0$
   H1: β_{31} 0
   The hypothesis is rejected or accepted by performing a t-count test> t-table, p-value>0.05

2. Second hypothesis: Organizational climate (X_2) has a significant effect on parental participation in education delivery (Y)
   Ho: $\beta 32 = 0$
   H1: $\beta 32$ 0
   The hypothesis is rejected or accepted by performing a t-count test> t-table, p-value>0.05

3. Third hypothesis: Communication (X_1) has a significant effect on Organizational Climate (X_2)
   Ho : $\beta 21 = 0$
   H1 : $\beta 21$ 0
   The hypothesis is rejected or accepted by performing a t-count test> t-table, p-value>0.05

4. Fourth hypothesis: Communication (X1) has a significant effect on parental participation in the delivery of education (Y) through Organizational Climate (X2)
   Ho : $\beta 31 = 0$
   H1 : $\beta 31$ 0
   The hypothesis is rejected or accepted by performing a t-count test> t-table, p-value>0.05

Information:

H0 = Zero hypothesis

H1 = Alternative hypothesis

$\beta 31$ = Coefficient of influence of communication on parent participation of students

$\beta 32$ = Coefficient of influence of organizational climate on parent participation

$\beta 21$ = Coefficient of influence of communication on organizational climate

RESULTS OF RESEARCH AND DISCUSSION

Table 1
Results of Path Coefficients

Research Constellation	Original Sample (O)	Sample Mean (M)	Standard Deviation (STEDEV)	T statistics	p Values
Organizational Communication (X1) →Parent Participation (Y)	0,613	0,621	0,049	12,511	**0,000**
Organizational Climate (X2) →Parent Participation(Y)	0,787	0,789	0,032	24,457	**0,000**
Organizational Communication (X1)→Organizational Climate(X2)	0,727	0,732	0,037	19,907	**0,000**
X1→X2→ Y	0,608	0,612	0,051	11,807	**0,000**

To see if the hypothesis is acceptable or rejected, the researchers compare the t-count value with the t-table value. Because the number of samples in this study was more than 120, the value of the t-table in this study was > 1.96. The hypothesis is accepted if the t-count value is greater than the t-table, and the hypothesis is rejected if the t-count value is smaller than the t-table with the significance of the path coefficient test. Based on these provisions, the results of testing accepted and rejected hypotheses can be seen in the following table:

Table 2
Hypothesis Testing Results

Hypothesis		Result	t- table	Decision	Conclusion
H1	X1 → Y	β= 0,613 t-count= 12.511 p-value= 0.000	1,96	Ho was rejected	Accepted
H2	X2 → Y	β= 0,787 t-count= 24.457 p-value= 0.000	1,96	Ho was rejected	Accepted
H3	X1→X2	β= 0,727 t-count= 19.907 p-value= 0.000	1,96	Ho was rejected	Accepted
H4	X1→X2→Y	β= 0,608 t-count = 11.807	1,96		Accepted

p-value= 0.000	Ho was rejected

So based on the data from the results of hypothesis testing above, it can be explained as follows that:

a. The first hypothesis examines whether Organizational Communication (X1) has a significant effect on Parent Participation(Y). The test results showed a Beta coefficient value of 0.613 and a t-count of 12.511. From this result it is stated that the t value is significant because > t table = 1.96 with p value <0.05, so the first hypothesis can be accepted. This proves that communication has a positive and significant effect on the participation of parents in the implementation of education in schools.

b. The second hypothesis examines whether Organizational Climate (X2) has a significant effect on Parental Participation(Y). The test results showed a Beta coefficient value of 0.787 and a t-count of 24.457. From this result it is stated that the t value is significant because > t table = 1.96 with p value <0.05 , so the second hypothesis can be accepted. This proves that the Organizational Climate has a significant positive effect on the participation of parents in the implementation of education in schools.

c. The third hypothesis tests whether Communication (X1) has a significant effect on Organizational Climate (X2). The test results showed a Beta coefficient value of 0.727 and a t-count of 19.907. From this result it is stated that the t value is significant because > t table = 1.96 with p value <0.05, so the second hypothesis can be accepted. This proves that Communication has a positive and significant effect on the Organizational Climate.

d. The fourth hypothesis examines whether Communication (X1) has a significant effect on Parental Participation (Y) through Organizational Climate (X2). The overall test results (total effect) showed a Beta coefficient value of 0.608 and t-count of 11.872. From this result it is stated that the t value is significant because > t table = 1.96 with p value <0.05, so the first hypothesis can be accepted. This proves that through the organizational climate, communication has a positive and significant effect on the participation of parents in the implementation of education in schools.

Discussion of research results

Based on the results of the research obtained by the author, the following discussion can be carried out:

1. **Organizational Communication Significantly Affects the Participation of Parents in the Implementation of Education in Schools.**

After doing calculations with the help of smartPLS version 3.0 and statistical analysis, it shows that there is a significant influence between organizational communication on the participation of parents in the implementation of education in schools. The result of this calculation uses path analysis and obtains a t-count of 12.511 with a significance value of 0.000. This is a strong reason to accept H1 and reject Ho, because the value of t-$_{count}$ (12,511)> t-$_{table}$ (1.92). For value *standardized coefficient Beta* (β) of 0.613, the coefficient of determination of chi square (r^2) of 0.372 or 37.2%. So in this case, it can be concluded that organizational communication variables contribute moderately significantly to the participation of parents of students.

The results of the above calculations are in line with previous research, which stated that the communication methods used have a major impact on increasing parental involvement and student academic achievement (Reese, 2021). This is also in accordance (Endrika et al., 2020) research that states interpersonal communication has a significant effect on the involvement of parents in schools.

Parental involvement, including communication with staff at the school has an influence on student well-being, cognitive development and ultimately on student achievement (Plotkin & Safira, in

(Biber, 2018). The effect of involvement between parents on students' academic achievement is described in the research of Lenka (2012), Ahmad et. al. (2017), and (Pek & Mee, 2020).

Based on calculations, communication variables in this study consist of four indicators that can influence the participation of parents. The four indicators of communication are: 1) ease of obtaining information, 2) intensity of communication, 3) effectiveness of communication and 4) change in attitude. For indicators of the level of understanding of the message does not meet the requirements of the study, therefore it is eliminated. Each of these indicators has an influence value on the contact variable, where the indicator of ease of obtaining information is 0.770 (77%), the communication intensity indicator has a value of 0.742 (74.2%), the communication effectiveness indicator has a value of 0.821 (82.1%) and the attitude change indicator has a value of 0.759 (75.9%). Based on the achievement of the influence value of this indicator, the highest indicator is communication effectiveness of 0.821 (82.1%). This shows that it is important for school principals to continue to build effective communication in the delivery of education in schools. This is emphasized by Pauley (2010) in (Lunenburg, 2010) who said that the greatest responsibility of an

administrator is to develop effective communication.

To obtain more complete data, researchers also asked respondents two open-ended questions related to organizational communication variables that occur in the school environment from the perspective of teachers and principals.

a. First question :

"Based on your experience, are there any communication obstacles in conveying ideas/inputs/suggestions to the leadership/principal related to learning or in solving problems at school? If so, what are these obstacles? Explain the reason!"

Of the 162 respondents, there were 5 people (3.09%) who did not answer the question. There were 113 people (69.75%) answered that there are no communication obstacles for teachers in schools and this means that it is very good for an organization if communication is smooth. The remaining 44 people (27.16%) answered that there were obstacles with various answers, including differences of opinion in understanding a problem, hesitation towards superiors, difficulty finding the right time to meet the principal/leader because of a busy agenda, long enough bureaucracy, and a long time to follow up something. In addition, there is also an assumption that

leaders are less objective in providing assessments, making teachers reluctant to convey ideas, input / suggestions to superiors. As well as miscommunication in understanding a problem, or a 1-way communication flow and requires a dialogue space between teachers and leaders / principals. For more details, can be seen in the appendix.

b. Second question:

"What kind of communication is there to expect in the school environment where you are in charge?"

Of the 162 respondents, there was 1 person (0.617%) who did not answer this question, while the remaining 161 people (99.38%) answered with various answers. Communication that is expected to exist in the school environment includes communication that is honest, direct, open / transparent, two-way, clear, effective, responsive but still polite and respectful. Communication that is expected to exist in schools is also mutually constructive, involves the entire community and is routinely carried out between top management and teachers, also no less important is consistency. The answers to this question can also be seen in the appendix sheet.

From the answers to the open instrument above, in line

with the opinion of Y.Friedman in Biber (2018) who stated in his research that effective communication between parents and teachers, as well as the existence of open communication channels are very important and have a positive influence on problem solving that can improve the quality of education, a sense of belonging and success of children in school.

Direct, personalized, and quality relationships between teachers and parents are an absolute requirement for optimal parental involvement in school life (Friedman in (Biber, 2018)) and are considered very important for the family, school and wider community systems (Stamatis, 2013 in (Chatzinikola, 2022)).

The importance of communication is to step towards better parental involvement for parents, teachers, and administrators to work together in the delivery of education in schools (Pek & Mee, 2020).

The quality of education is not only determined by results, but also by educational inputs and processes. In the implementation of quality education, parents hold an important position in terms of awareness of parental responsibility and attention. So that parental participation is important for schools. For this reason, schools need to develop innovation strategies and programs that involve parent participation. When schools have a commitment to involve parents in educational programs at school, the more tangible the impact will be on quality education at the school (Kinanti & Trihantoyo, 2021).

In this study, for the variable of parent participation, it consists of 5 indicators, namely: 1) contribution/dedication, 2) trust, 3) responsibility, 4) quality and quantity of input, and 5) decision. For indicators of concern because they do not meet the requirements, they are eliminated in this study. Each of these indicators has an influence value on its variable construct, where the contribution/dedication indicator has a value of 0.804 (80.4%), the trust indicator has an influence value of 0.832 (83.2%), the responsibility indicator has a value of 0.771 (77.1%), the quality and quantity of input indicators has an influence value of 0.854 (85.4%) and the decision indicator has an influence value of 0.782 (78.2%). From this data, it shows that trust indicators are very important in developing the participation of parents in the implementation of education in schools. The role of school administrators and management in communication is to create positive interpersonal

relationships and foster trust (Koutsouveli & Geraki, 2022).

Parents and family have a great influence on the success of the educational process and upbringing. Schools and administrators can provide a friendly and comfortable atmosphere for children and parents at school. It is necessary to foster intense communication between parents and schools and not just when problems arise(Đurišić & Bunijevac, 2017).

There are several factors that affect the involvement of parents in education, consisting of 3 groups, namely those derived from parents, school factors and student factors. Based on the literature analysis conducted by Javarof (2015), it can be concluded that the factors that influence the involvement of parents in education are: parental educational background, lack of knowledge about the curriculum, lack of time, attitudes and environment of school staff, school demands, children's invitation, teacher invitation, desire to be independent, level of parental opinion, family structure, parental guidance style, grandparents' involvement, residual age, gender of students, student achievement, parental beliefs about parental duties and responsibilities and parental culture.

Sahin (2019) conveyed that the gender of the parents did not affect the type of participation, but rather because of the social status and educational background of the parents. It can be said that the higher the social status of parents, the lower the level of parental participation , this can happen probably because of the level of parental trust in the school. Schools with higher social status can meet parental expectations and do not require active participation. The thing that needs to be underlined and become an obstacle in parental participation is the existence of pessimism and indifference among some parents (Sapungan & Sapungan, 2014).

To find out the participation of parents in the implementation of education at Kinderfiel Elementary School, the author asked 2 open questions to respondents. Here are the questions:

a. First question :

"What are the roles / contributions / involvement made by parents in your school? Explain!"

Of the 162 respondents, there were 3 teachers (1.85%) who did not answer this question, while the remaining 159 teachers (98.15%) answered with various answers. The involvement of parents in

schools can generally be divided into 2, namely academic and non-academic. Academically, among others: being a resource person, attending educational seminars or workshops, attending teacher and parent meetings, taking children's report cards, accompanying children to study at home, accompanying children in doing homework, also checking student agendas (student diary). Provide ideas / input / input to schools about school programs, also consult teachers and counselors regarding the development of their children. While non-academically, parents participate in material (financial needs) and non-material (mental and spiritual) support, providing learning facilities at home, such as cellphones, laptops, and the internet. Parents are also actively involved both in the committee and as participants in participating in school activities / events such as PMI Fund Month, Charity Week, Blood Donation, August 17 event, teacher health screening, class separation, graduation graduation, etc. In addition there is 1 parent organization known as PSG (Parent Support Group), which consists of parent representatives per class. PSG is actively involved in school programs. From the answers to this open instrument shows that the involvement of parents at Kinderfield Elementary School is in accordance with research (Epstein, 1995 in (Sahin, 2019), namely the existence of facilities and infrastructure needed in learning, communication with the school, participating in various activities at school, monitoring children's education at home, making decisions related to children's education at school, for example the subjects studied, Also involved in organizations outside of school that support children's education, such as providing additional tutoring related to lessons or other activities.

b. Second question:
"How is the participation/involvement of parents expected by you as a teacher/principal?"

Of the 162 respondents, there were 3 teachers (1.85%) who did not answer this question, while the remaining 159 teachers (98.15%) answered with various answers. The participation of parents expected by teachers / principals is to be more active, provide constructive ideas or

suggestions, parents can work well together and synergize well in supporting school programs. Teachers and principals hope that parents can accompany students in studying or doing homework at home, and can teach *basic life skills* at home, such as how to throw garbage, how to fold clothes, and how to tidy up books considering that many elementary school children still cannot do it. Teachers expect parents to stimulate children to read diligently and study hard. Teachers also hope that parents can be more communicative, responsive and proactive in guiding children who have academic obstacles. In addition, teachers also hope that parents will be supportive of school policies. For more details, you can see the attachment sheet. The results of the answers on this instrument are commensurate with the research (Epstein, 1995 in (Sahin, 2019)).

2. **Organizational Climate Significantly Affects Parent Participation in School Education.**

After calculating with the help of smartPLS version 3.0 and conducting statistical analysis, it shows that there is a significant strong influence between organizational climate on parent participation in the implementation

of education in schools. The results of this calculation used path analysis and obtained a t-count of 24.457 with a significance value of 0.000. This is a strong reason to mcoefficient the correlation of energy H1 and reject Ho, because the value of t_{count} (24,457)> t_{table} (1.92). For value *standardized coefficient Beta* (β) of 0.787, the coefficient of determination of chi square (r^2) of 0.619 or 61.9%. So in this case, it can be concluded that organizational climate variables have a significant effect on student parent participation.

This is in line with the results of previous studies (Pourrajab et al., 2015)(Endrika et al., 2020)(Koutsouveli & Geraki, 2022), which stated that there is a significant relationship between school climate and parent involvement. Schools that have a positive organizational climate and have good relationships with parents have a direct effect on the well-being of students and staff.

Based on the calculation of organizational climate variables, it consists of 7 indicators that also affect the participation of parents of students. The seven indicators are: 1) responsibility, 2) sense of belonging(identity), 3) warmth, 4) support, 5) conflict, 6) appreciation and 7) commitment. Each of these indicators has an influence value on its variable construct, where the responsibility indicator has an influence value of 0.783 (78.3%), a

sense of belonging indicator of 0.852 (85.2%), a warmth indicator of 0.885 (88.5%), a support indicator of 0.786 (78.6%), a conflict indicator of 0.795 (79.5%), a reward indicator of 0.735 (73.5%) and a commitment indicator of 0.900 (90%).

McEvoy & Walker, 2000 in (Pourrajab et al., 2015) showing 5 dimensions of school climate, namely a safe environment, sequential curriculum, commitment, elimination of practices that students cannot achieve, affirmation and celebration of achievement. Although different from the research of McEvoy & Walker (2000), there are similarities in indicators with what is calculated by researchers, namely indicators of commitment. From this data, it shows that commitment indicators have the highest influence on school organizational climate variables. This is in accordance with data obtained earlier that the tenure of the most teachers at Kinderfield Primary School is 6-10 years. This shows that Kinderfield Elementary School teachers are quite loyal and feel comfortable working at Kinderfield Elementary School.

Hopson and Lee (2011) in (Pourrajab et al., 2015) dividing the quality of school climate into 4, namely, interaction between students, interaction between students and teacher staff, interaction between fellow staff teachers, and interaction between teachers, parents and the community. Schools that

support the creation of a conducive school climate, interpersonal relationships and opportunities for all staff teachers and students to develop their behavior and performance will also increase (McEvoy & Walker, 2000 in (Pourrajab et al., 2015).

The level of learning varies from one school to another. This depends on the school's climate, which helps shape and create relationships among teachers, students, parents, principals, and the community. Therefore it is the duty of principals to create a positive climate in their schools (Ramdass&Lewis, 2012 in (Pourrajab et al., 2015)).

To obtain more complete data, researchers also asked respondents two open-ended questions related to organizational climate variables that occur in the school environment from the perspective of teachers and principals.

a. First question:

"Do you feel a positive organizational climate that supports professional development at school? Explain the reason!"

Of the 162 respondents, there were 156 people (96.29%) who answered feeling a positive organizational climate that supports the professional development of teachers in schools. This is indicated by the answers given, such as: teachers are given the opportunity to

develop themselves professionally, attend trainings / training both initiated on their own initiative and on school initiatives such as from the Head Office (HO), both regularly or routinely or not routinely, the principal is very supportive and provides good feedback to teachers, colleagues work together and respect each other, There is positive motivation and energy from the leadership, as well as the availability of teaching materials and learning media.

There are 3 people (1.85%) respondents who still feel the organizational climate is less positive and less conducive, this is because there are still teachers who work less professionally, so schools need to pay attention to the quality of teachers during the recruitment process. In addition, there are still teachers who think that the friendship between teachers has not melted as it should, it is still compartmentalized according to preferences. In addition, there are still opinions that feel that self-development is not only about training, but also other things, not explained further related to other things.

From the answers to the open instrument, there are also 3 people (1.85%) respondents who do not feel a conducive organizational climate in professional teacher self-development at school. This is indicated by the answers given, namely that there is still limited information on teacher self-development from outside the organization, there are still things that unprofessional teachers do that are subjective, and still feel that schools do not provide opportunities for teachers to be more creative in developing abilities and lack of school appreciation for good quality teachers.

Based on the answers to the open instrument above, it can be concluded that the organizational climate at Kinderfield Elementary School is very positive and conducive to supporting teacher self-development professionally.

b. Second question:
"What is the school climate that you hope to develop in this school in the future?"

Of the 162 respondents, there were 3 people (1.85%) who did not give an answer, while the rest, namely 159 people (98.15%) answered with various answers. The school climate that is expected to be realized at Kinderfield Elementary School in the future includes a better organizational climate than now, a conducive, transparent, warm, dynamic, not rigid, harmonious, friendly,

cheerful, optimistic and caring school climate. The organizational climate expected by teachers is an organization in which teachers, principals and students can respect each other, support each other, can work together, can provide freedom in creation, full of kinship, and grow mutual trust. Another hope is that this school can provide appreciation for teachers, both material and non-material, and provide welfare to teachers. A more complete answer can be seen in the appendix. From the answers given, it shows that there is awareness from the principal and teachers on the importance of a positive and conducive school climate and there is hope to develop even better.

For the variable of parent participation, it consists of 5 indicators, namely: 1) contribution/dedication, 2) trust, 3) responsibility, 4) quality and quantity of input, and 5) decision. For indicators of concern because they do not meet the requirements, they are eliminated in this study. Each of these indicators has an influence value on its variable construct, where the contribution/dedication indicator has a value of 0.792 (79.2%), the trust indicator has an influence value of 0.822 (82.2%), the responsibility indicator has a value

of 0.769 (76.9%), the quality and quantity of input indicators has an influence value of 0.870 (87.0%) and the decision indicator has an influence value of 0.789 (78.9%). From this data, it shows that indicators of quality and quantity of input (criticism and suggestions) from parents that aim to improve the quality of education in schools, are very important in developing parental participation in the implementation of education in schools.

A positive school climate is related to school success, academic achievement, parental involvement and student development (Cohen, et al, 2009 in (Pourrajab et al., 2015)). The headmaster is responsible together with the teacher for establishing a form of personal communication with parents to encourage and motivate parents to actively participate in the school (Koutsouveli & Geraki, 2022).

3. Organizational Communication Significantly Affects Organizational Climate

Based on calculations using smarPLS version 3.0, communication variables in this study consist of four indicators that can influence student parent participation. The four indicators of communication are: 1) ease of obtaining information, 2) intensity of communication, 3) effectiveness of communication and

4) change in attitude. For indicators of the level of understanding of the message does not meet the requirements of the study, therefore it is eliminated. Each of these indicators has an influence value on contact variables, where the indicator of ease of obtaining information is 0.786 (78.6%), the communication intensity indicator has a value of 0.732 (73.2%), the communication effectiveness indicator has a value of 0.811 (81.1%) and the attitude change indicator has a value of 0.765 (76.5%). Based on the achievement of the influence value of this indicator, the highest indicator is communication effectiveness of 0.811 (81.1%).

For organizational climate variables, it consists of 7 indicators that also affect the participation of parents. The seven indicators are: 1) responsibility, 2) sense of belonging(identity), 3) warmth, 4) support, 5) conflict, 6) appreciation and 7) commitment. Each of these indicators has an influence value on its variable construct, where the responsibility indicator has an influence value of 0.796 (79.6%), the sense indicator of 0.853 (85.3%), the warmth indicator of 0.879 (87.9%), the support indicator of 0.776 (77.6%), the conflict indicator of 0.793 (79.3%), the reward indicator of 0.737 (73.7%) and the commitment indicator of 0.901 (90.1%).

Furthermore, statistical analysis was carried out, showing that there was a significant influence between organizational communication and organizational climate. The results of this calculation used path analysis and obtained a t-count of 19.907 with a significance value of 0.000. This is a strong reason to accept H1 and reject Ho, because the value of t-$_{count}$ (19,907)> t-$_{table}$ (1.92. For value *standardized coefficient Beta* (β) of 0.727, the coefficient of determination of chi square (r^2) of 0.582 or 52.8%. So in this case, it can be concluded that organizational communication variables have a moderate significant effect on organizational climate.

The results of the calculation above are in line with previous research (Lannes, 2021) which states there is a significant relationship between communication and organizational climate. More specifically in school, (Sapian et al., 2020a) showing that there is a positive relationship between the principal's communication style and the school climate. The findings of this study have implications that school principals have a role in implementing suitable communication to develop a positive school climate. This is consistent with previous research showing that the school climate is fundamental to achieving school goals and that the principal's communication skills are crucial ((Mousena & Raptis, 2016)(Aman et al., 2019) (Rahmadani & Dalle, 2020).

In their research (Sapian et al., 2020a), stated that a positive school climate promotes a better learning environment, collaborative decision-making processes and equal divisional relationships. View aspects of the school climate such as leadership and motivation of leaders as factors that can improve the quality of its members (Sapian et al., 2020a).

A positive school climate is characterized by warmth, active interest in students and adult participation, the setting of acceptable or unacceptable behavioral boundaries, and the presence of positive examples from adults (Dan Olweus, in (Lannes, 2021)). There are several factors that influence a positive school climate, namely: the amount of interaction between teachers and students; school environment such as classrooms, school buildings and student learning facilities as well as students' perceptions of their environment; student academic achievement; a sense of security for all school residents; the existence of trust and respect for teachers and students (Marshall, 2004 in). The school climate can also be disrupted from some external factors such as natural phenomena (adverse weather conditions or natural disasters) or social events (such as conflicts or transition periods), or internal factors such as teacher behavior, number of students, student attitudes, and so on (Mousena & Raptis, 2016).

The headmaster as the highest leader in the school has a great responsibility to create a positive and conducive school climate. The principal must have good communication skills, be democratic, and encourage teamwork. Understanding the attitudes and behaviors of educators is one of the requirements for school leadership. The headmaster must be emotionally intelligent, in other words able to read the emotions of those he works with. This is confirmed in further research which states that there is a significant relationship between teacher Emotional Intelligent (EI) and school climate. Teachers who have emotional intelligence will be able to know, feel, understand and apply emotional sensitivity to all school residents (Rahmadani & Dalle, 2020).

Communication is an important factor in helping to create a conducive school climate. In other words, communication is the lifeblood of school activities. With communication, it allows coordination, instructions / orders, giving advice and information and so on can be conveyed quickly and clearly so that organizational goals can be achieved (Suwatno, 2019). When viewed from communication indicators, namely the effectiveness of communication reaches the highest value of influence on its

construct variables, thus contributing to the formation of a conducive organizational climate.

4. **Organizational Communication Significantly Affects the Participation of Parents in the Implementation of Education in Schools through the Organizational Climate.**

After going through statistical calculations in stages, based on Table 4.19, it is known that:

1) the direct effect of organizational communication (β_{direct}= 0.725, *p-value=0.000*<0.001) is significant on the organizational climate,
2) the direct effect of organizational communication ($\beta_{direct=}$ 0.080, p-value=*0.295*>0.05) is significant on parental participation,
3) the direct effect of organizational climate (β_{direct}= 0.727, *p-value*=0.000<0.001) is significant on parental participation,
4) The influence of organizational communication through organizational climate ($\beta_{indirect}$= 0.527, *p*-value=0.000<0.001) significant to parental participation, and
5) The effect of total organizational communication ($\beta total$= *0.608*, p-value=0.000<0.001) was significant on parental participation.

The value of the chi square coefficient of determination (R^2) shows the contribution (moderate) of organizational communication to the organizational climate is 52.6%, while the contribution (moderate) of organizational communication and organizational climate to parental participation is 62%, while 38% comes from other variables that are not measured in this study.

The results of this study show that organizational communication has a significant positive effect on parent participation through organizational climate. When we juxtapose directly between organizational communication, organizational climate and parent participation together, the communication process has an indirect effect on student parent participation, this can be interpreted if we want to increase student parent participation in the provision of education, then the principal needs to improve a conducive school climate. If the school climate is conducive, then parental participation/involvement in the implementation of education in schools will increase. This is in accordance with the results of research through that communication has a significant positive effect on the school organizational climate. School climate is an important predictor. Thus, principals and teachers should consider effective communication strategies to improve the school climate.

Communication is a key factor in a positive school climate (Mousena & Raptis, 2016). Hoy and

Miskel define communication as a process that transmits messages using symbols, signs and contextual cues to express meaning between two parties. If communication is good, clear, open, transparent, and smooth, the school climate will be conducive (Sapian et al., 2020).

In this study, the author looked at the school climate from the perspective of the principal and teachers using indicators of ease of obtaining information, intensity of communication, effectiveness of communication and changes in attitudes of people in school organizations (Mousena & Raptis, 2016). This is in contrast to previous research that focused on the role of the principal in the organization. Because the headmaster must communicate with all fronts, the principal must have good communication skills, be democratic and encourage cooperation. Understanding educators' attitudes and behaviors is one of the requirements for school leadership. School principals need to have high intelligence in order to have high awareness, empathy, social responsibility, current orientation, socialize and control themselves well (Mousena & Raptis, 2016). Good communication will result in a good school climate as well (Rahmadani & Dalle, 2020). Lannes said there is a significant relationship between communication and organizational climate. More specifically in school,

(Sapian et al., 2020b) howing that there is a positive relationship between the principal's communication style and the school climate.

While communication can affect the school climate, the school climate can also affect the participation of parents. These results are in accordance with the results of research which states that there is a significant positive influence between school climate and parent participation (Pourrajab et al., 2015);(Koutsouveli & Geraki, 2022); (Endrika et al., 2020). Schools that have a positive organizational climate and have good relationships with parents have a direct effect on the well-being of students and staff.

A positive school climate is related to school success, academic achievement, parental involvement and student development (Pourrajab et al., 2015). If the school climate is positive and conducive, open, clear, there is a sense of belonging, there is support, full of warmth, there is appreciation, and there is a shared commitment in teamwork, then the participation of parents in the provision of education in schools will increase.

From the explanation related to communication affects organizational climate and organizational climate affects student parent participation, it can be concluded that there is an indirect influence of communication on student parent participation

through organizational climate. This conclusion is in line with previous research conducted by Endrika et. al partially stated that there is a significant relationship between socioeconomic status, interpersonal communication and organizational climate on the participation of parents in education in Bejiharjo village, Gunung Kidul, DI.Yogjakarta.

Furthermore, if communication in the school organization takes place clearly, easy to access information, the intensity is frequent, the communication is delivered in accordance with its purpose, the message conveyed can be understood and understood well and has implications for changes in attitude in a good direction, then the organizational climate will take place conducively and positively and has implications for the growth of parental trust so that they want to be involved or participate in education at school.

Based on the correlation coefficient value, the effect of communication on parental participation of students controlled through organizational climate was 0.608, while the correlation value of the influence of organizational climate on student parent participation was 0.727. When compared with these correlation values, it can be concluded that the organizational climate on student parent participation has a greater correlation than the influence of communication on parental participation controlled through organizational climate. Although the correlation value is lower, it still has a correlation with parental participation. The results can be seen from the indicator values contained in each variable.

From the results of table 4.19, the total effect of organizational communication on student parent participation is βindirect = 0.608, p-value = 0.000<0.001. Meanwhile, based on the value of the coefficient of determination, it is known that the moderate contribution of communication to the organizational climate is 52.6%, while the moderate contribution of the organizational climate to parental participation is 62%.

For the results of direct influence, communication on parent participation is lower, this is due to ease of obtaining information, intensity of communication, effectiveness of communication and changes in attitude have little impact on the involvement or participation of parents in education. When viewed from communication indicators, the highest influence is the effectiveness of communication, namely the message conveyed can be well received by parents without misperception. This shows that if communication is more effective, then parental involvement in the provision of education at Kinderfield Primary School will also increase. Vice

versa, if communication is less effective, then the participation of parents is also quite low.

When viewed from the organizational climate indicators, there is an influence between responsibility, belonging, warmth, support, solutions to conflicts, respect between teachers, students and parents and commitment has a direct impact on parent participation in the provision of education at Kinderfield Primary School.

CONCLUSION

Based on the results of research and data analysis using smartPLS-SEM, it can be concluded that there is a significant influence between organizational communication on the participation of parents in education at school. The calculation results of the path analysis showed a t-count of 12.511 with a significance value of 0.000, indicating a moderately significant contribution of organizational communication to student parent participation. In addition, organizational climate also has a strong and significant influence on parent participation, with a t-count of 24,457 and a significance of 0,000. Organizational communication also had a significant effect on organizational climate, with a t-count of 19.907 and a significance of 0.000, indicating a significant moderate contribution. Furthermore, in the measurement together, organizational communication had a significant positive effect on parental participation

through organizational climate, with a contribution of 62%, while 38% came from other variables not measured in this study.

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