



5 (2) (2019) 189-196

Journal of Nonformal Education
Terakreditasi SINTA 3

<https://journal.unnes.ac.id/nju/index.php/jne>



**The Concept of Innovation Classes Through
The Parent Partnership Model at School**

Pujiyanti Fauziah✉, Erma Kusumawardani

DOI: <http://dx.doi.org/10.15294/jne.v5i2.18432>

Universitas Negeri Yogyakarta, Indonesia

History Article

Submitted 11 March 2019
Revised 24 May 2019
Accepted 4 June 2019

Keywords

Peer parent; Mentoring;
Innovation; Parent Class

Abstract

This Study describes the concept of parent class innovation through peer parent mentor in high school. This research was conducted by a qualitative approach. A preliminary study was conducted in four high school and vocational schools in Yogyakarta. The focus of this research was on parent class activities that became one of the forms of a partnership model with a parent in school. Researcher as an instrument in this study by used guidelines interview, observation, and study documentation to collect data and information. The interactive analysis was chosen by the researcher as a technique in data analysis obtained. The result of this research was the concept of implementation of parent class in high school. Then the researcher makes a concept of peer parent mentor used a theory about mentoring. So, the concept peer parent mentor can use to optimize the implementation of the parent class. The implementation of these methods starts from the planning stage until evaluation.

✉ Correspondence Author:
E-mail: pujiyanti@uny.ac.id

p-ISSN 2442-532X
e-ISSN 2528-4541

INTRODUCTION

The success of education can not be separated from the function of the role of family, educational unit, and society as a tri education center. The family becomes the first and main educational institution, as well as the parents, are the first and foremost educator for the children. The family is the first & foremost environment that plays an important role in the growth and development of the child through care and care that meets the needs of “foster, upbringing, and sharpening”. As illustrated in the ecological theory of Bronfenbrenner that encourages family problems in fostering child growth, because children spend most of the time with family and the greatest emotional influence also comes from the family. According to BKKBN (2012), the family becomes the main and first vehicle for the development of family potential, social and economic development of the family, and the seeding of 8 family functions, namely religious, social, culture, love, law, social, education, economy and environment. Family is like a cell of a nation if the cells are not solid then the life of a nation becomes fragile.

Now, socio-economic changes and rapid technological developments are one of the factors causing and functioning of the family. Previously, children made parents as places to ask questions, holy places and sources of value. Not a function that is not played. According to William F Ogburn (Goode, 2007: 215), the rise in social change and technological development is further divided into opportunities for housewives for a career.

Wisdom (in the news of family friends, 2016) said the role of the pack in the education world is fading. Many people still have the same perspective of the child's educational responsibility to teachers and schools. Homesick, the child is the primary educator and the home is the first school for the children. The fading of the family role can be seen from the decreasing time of togetherness between the child and the family at home. Also, the amount of data indicates that children have participated in violence at home and school.

Based on data from the Indonesian Child Protection Commission (KPAI) states, violence in children is always increasing every year. KPAI monitoring results from 2011 to 2014, a significant increase. “In 2011 there were 2178 cases of violence, in 2012 there are 3512 cases, 2013 there are 4311 cases, 2014 there are 5066 cases,” said Vice Chairman of KPAI, Maria Advianti to Daily Publish, Sunday (14/06/2015). Even reinforced news from Republika that explains Indonesia

is the country with the highest-ranking cases of child abuse in school. As many as 84 percents of children in Indonesia experience violence in schools. This figure is based on data released by the Indonesian Child Protection Commission (KPAI) according to the International Research Center for Women Survey.

Social activist, Krisnina Maharani in the news family friend assessed the poor education of children in the family due to the lack of knowledge of parents in educating children. A lonely child. This is reinforced by the statement:

“... increasingly crowded parents' work activities, the more complex the complexity of society and the swift traffic of media and digital information, should the child need it more and the people themselves”.

The above statement gives the understanding of parents need to understand very well its role in the family. Because parents have such a great influence on the child. Parents need to be given opportunities to grow children not only affected by the family alone.

Awareness of the importance and strategic role of families and parents to educational success, by 2015 Government through the Ministry of Education and Culture (Kemendikbud) establishes Directorate of Family Education Development under the Directorate General of Early Childhood Education and Community Education (DGCE and Dikmas). The Directorate of Family Education Development has the task of preparing the formulation and implementation of policies in the field of family education development in order to strengthen the partnership between family, educational unit and the community as a tri center of education in order to build human and family education ecosystem that is able to grow character and learning culture. Such forms of involvement in high school are the homeroom meetings, the old class, see in the form of report cards, sharing classes, year-end shows, active in ‘paguyuban’.

Anderson and Berla (in Richard W. Riley, 1994) have reviewed and analyzed eighty-five studies that have documented the overall benefits of parental involvement in children's education. A parent involvement that is planned effectively and properly implemented will bring enormous benefits to parents, educators, and schools. The benefits of parental involvement for children are: (1) children tend to be more understanding, regardless of ethnic or racial background, socioeconomic status or parental education level, (2) in general, children get better grades, grades and attendance presentations, (3) children consistently

do their homework, (4) children have better self-esteem will be more disciplined and show opinion and motivation to go to school, (5) children's positive attitudes about school will always succeed in improving good behavior in school as well as reducing disciplinary offenses, (6) minimize the number of students placed in special education and remedial classes, (7) children from diverse cultural backgrounds easily blend in as parents and professional employees work together to bridge the boundary between home culture and culture in school, (8) for junior and senior high school students whose parents are always involved will easily overcome the transition period and reduce the dropout rate.

Based on the phenomenon and observations from the author, as described by social activists, krisnina maharani that the poor education of children in the family due to the lack of knowledge of parents in educating children. Thus, the parent class is a form of partnership engagement that has a considerable impact on improving parenting knowledge, but today some parents still ignore it. Due to time constraints, activities outside the work of parents and other factors. The parent class or often referred to as parenting is now an important activity for parents. Why is parenting important? Rules are an important part of everyday life, which allows us to mingle with each other. If children do not learn how to behave, they will find it difficult to get along, difficult to learn in school, will have a bad personality and may become unhappy and frustrated. Keep in mind that a school to be a parent can only be created from the consciousness of the parent itself. So, parents need to continue to add insight into parenting. Parenting not only stops when a child enters a certain period but parenting for children is lifelong. Thus, the existence of parent class activities into a container for parents to increase supplies and improve insights about parenting in line with the development of science and technology and issues of contemporary issues.

As children age, social interaction will be wider and more and more things outside the family environment that affect children. Although it seems that high school / vocational school is "big enough" and does not seem to require parents, the role of parents is still the first and main. Parents will be faced with situations of upbringing that are defeated by the child's ego. Also, along with the easier the children - children in getting information through a world that has no boundaries and distance of time. Then the challenges that will be faced by parents will also be more complex. Thus, the implementation of the parent

class can be a more positive impact on children, parents, and educational units. The concept is needed to further optimize the implementation of parent classes, especially in high school.

METHOD

This research uses a survey method with data collection techniques with observation, interview and documentation study. The survey was conducted in four high schools that have been socialized and have been carrying out two-year partnership modeling activities since the policy of the directorate of coaching and family education was issued. Surveys were conducted in both senior and vocational high schools. The instrument used in this study is the researchers themselves with assisted by guidelines for observation, interviews, and documentation that has been prepared before. This research uses an interactive analysis technique.

RESULT AND DISCUSSION

The tendency of parents who still have the old paradigm, ie entirely hand over the affairs of education of his children to the unit of education. Being one of the causes of the lack of communication between parents and educational units associated with child growth through the process of learning in school. It is not apart from the majority of parents who still prioritize busyness to be able to meet daily needs. Finally, the phenomenon of the busy work of parents who reduce the process of interaction and socialization with children. Though parents have an important role that is the basic layers of child education and child preparation in life.

Based on a preliminary study of the implementation of parent classes in senior high school, it was given to understand that the growing social influence of media at all times is one of the factors that diminish parent and child interaction. Although on the other hand, the development of Science and Technology facilitates the interaction of unlimited space and time. The easier the child in accessing various information through social media, the easier the child will also interact with many new people. Events that are sometimes not expected can happen, if not balanced with the strengthening of the family.

On the other hand, parents will be faced with situations of parenting that can be defeated by the child's ego. Children who are in their teens and will enter adulthood tend to be more fun in the search for identity and tend to prefer figures

outside the parents. Also, the tendency of parents to give freedom to children in opinion and make decisions because of the age of children who are deemed to have been able to make decisions appropriately. So some parents of children entering adolescence experience vagueness in parenting. However, the underlying issue of the above problems can not be separated from the parents' awareness of the importance of their functions and roles for the children. Therefore, a new method is needed as innovation in optimizing the implementation of parent class so that can be a solution to the problem.

The solution offered to the problem is to optimize the implementation of the parent class through methods in the process of exchanging ideas and experiences. Based on the problems found in the field and the characteristics of the target class of the parents. The method used is the method of learning through small group discussions that become tentor is peers. So the author gives the term method with Peer Parent Mentor. In particular, the proposed solution is expected to: (a) build parental awareness of the importance of its role in children's education, (b) build parental confidence through the knowledge and skills of parenting, and (c) increase parental support and care in children's education. The concept of the peer parent method of this mentor is the mentoring method that will be done by a fellow parent or walimurid. So peer parent mentor is a learning method in which people learn actively become learning center, it means that peer parent mentor involves citizens learn from each other and mutual benefit, because involved the sharing of knowledge, ideas, and experiences between citizens learn that the emphasis is on the learning process, including the emotional support that citizens offer to learn from each other.

As explained above, the focus of this research is on the parent class that is held in high school. In addition to the preliminary studies that have been conducted through surveys, the selection of settings in the upper secondary education unit is also based on the results of research from Alyssa R. Gonzalez-DeHass and Patricia P. Willems (Gonzalez-dehass & Willems, 2003), that there are still obstacles in the involvement parents in educational units include: (1) some parents lack the desire or conviction to get involved, (2) some educators do not consider parental involvement, (3) preconception of educators about parental intelligence, (4) domestic scheduling conflicts, (5) conflicting beliefs about how parents should be involved, (6) unclear parental involvement during adolescence, (7) lack of educator preparation and

administrative support.

The results above reinforce the authors to innovate parent class in high school because there is still uncertainty of parental involvement during adolescence. The parent's point of view that fully entrusts the child in the educational unit in addition to the psychological condition of the child entering the age of adolescence who will step on the age of adulthood. So, there is still a lack of awareness of the role of parents to face the challenge of being a parent in those days.

Furthermore, the parent class becomes a form of education for parents related to parenting in children's education. As described in the guidance of parent education from Director General of PAUD and DIKMAS, parent education as non-formal education and conductor in informal education have some characteristics that is (1) parental education as non-formal education; (a) experience and knowledge of learners as part of the learning resources; (b) the process centers on the exchange of experience (sharing) of the internalization of experiences and knowledge that parents have as a learning citizen, (c) educational material only as a reinforcement to the experience and knowledge that already exists in the citizens of learning with respect to assisting and guiding all growth, paying attention, time and support of physical, emotional and social needs, housekeeping skills; (d) gradual and sequential educational materials, but presented on the basis of the need for problem solving/ learning of learners. (2) parental education as the delivery of informal education in the family: (a) parents finished learning will serve as facilitators, resource persons, teachers for their children and/or other family members; (b) preparing parents with minimum ability as a family education designer, first and foremost family educator in knowledge and methodology to assist and guide all growth, paying attention, time and support of physical, emotional and social needs, housekeeping skills;

Since the target of the parent classroom activity is adults, then the planned innovation is more on the learning method adapted to the adult learning orientation. Adult education alone can not be equated with the education of children in school. Like a glass, an adult is a glass that has been filled with various kinds of water. Thus, it can be said that adult education encompasses all forms of learning experience that adults need from the intensity of their participation in the learning process. According to Knowles (2003), there are four assumptions about adult education: (1) adults have an independent self-concept and do not depend on self-direction, (2) adults

accumulate an ever-expanding experience, which becomes a rich resource in learning circumstances, (3) adults want to learn about the issues they are dealing with and are considered relevant, (4) the adult orientation is problem-centered and less likely to be subject-centered.

Concerning learning activities, the selection of learning approaches becomes important. Because the selection of learning approaches can present the appropriate learning materials and following the learning program. A learning approach is said to be effective and efficient if the strategy used can achieve goals with a shorter time than other approaches. One form of learning strategy that is described from the method that will be used.

Based on the problems found in the field, the theory reinforces and the characteristics of the targeted activities. Then the method used is the method of learning through small group discussions that become tentor is peers. So, the author gives the term method with Peer Parent Mentor. Because that will be the tentor in the mentoring method of parent or walimurid own. So peer parent mentor is a learning method in which people learn actively become learning center, it means that peer parent mentor involves citizens learn from each other and mutual benefit, because involved the sharing of knowledge, ideas, and experiences between citizens learn that the emphasis is on the learning process, including the emotional support that citizens offer to learn from each other.

Understanding mentoring in mentoring guidelines, Mentoring is essentially about helping people to develop more effectively. It means that mentoring is a process to help people develop more effectively. So, mentoring becomes a relationship designed to build trust and support the mentee. The relationship is often referred to as mentorship. According to Ali and Panther (2008) suggests mentorship is a relationship between two or more people who provide opportunities for discussion that produces reflections, performs activities and assignments for both based on support, criticism, openness, and trust, respect and willingness to learn and share.

Besides, according to Merriam (in Dubois), in mentoring there is an interaction between an older person who acts as a mentor with a younger person who acts as a mentee and in it there is a strong emotional relationship and leads to mutual trust, affection and exchange of experience. If associated with mentoring Islam, then mentoring Islam is one means of Tarbiyah Islamiyah (Islamic coaching) in which there is a learning process

(Ruswandi, 2007). From the above description it can be concluded mentoring is a process of interaction between an older person who serves as a mentor with a younger person who serves as a mentee who does not have a blood relationship in which there is a process of coaching and guidance so as to have a strong emotional relationship based on the basic trust, respect, and love.

A peer mentor is a relationship with individuals in the same class, organization, and job series. The aim of peer mentoring is to support peers in their professional development and growth, to facilitate mutual learning and to build a sense of community ownership. Peer mentoring is not hierarchical, prescriptive, judgmental or evaluative. In connection with this innovation plan, the peer mentor in question is having the same role in the education unit that is as the parent/guardian of the students.

Implementation of the method through several stages from planning, implementation to evaluation. The brief description of the stages is as below:

1. Planning

a. Socialization

The first stage in the planning of activities is to socialize both the socialization to the supporters related to the implementation of activities, partners or the target of parent class activities. The socialization stage can be carried out simultaneously with the meeting agenda with the guardian or the regular meeting of the parent's community of the guardians that have been formed. This socialization stage aims to provide an understanding of innovation or it can be said as the development of the implementation of parent class activities.

This activity carried out to determine the response of the program targets of the innovation plan. So that innovative design can be more refined based on input and criticism from the target program. It also can find out whether the planned innovation has answered the needs of the program goals. In a partnership model, the parent class is performed twice in a semester. So that the implementation of socialization carried out long before the implementation of parent class in the educational unit.

b. Selection

The selection stage is an effort made to get the human resources following the needs. In this case, the selection process is done to screen the parents who will be mentors in the implementation of the parent class. such as the purpose of

the method to be applied is peer parent mentor. So that will be the mentor in the parent class is the parent of the student. To be able to see how the sincerity and skills of ord mentor candidates, this stage of selection is through interviews and focus group discussion (FGD). Selection organizers are the schools with the help of institutions that partner especially the directorate of bindikel that issued related policies.

The skills that need to be owned by prospective mentors related to the class of parents in addition to having commitments are as follows: (1) experience, prospective mentors should certainly have a lot of experience related to family care. the experience can be seen from the age and number of children in upbringing to date. It also saw how its role in society. (2) can be trusted, absolute, because it is impossible to talk about our many things to people who can not be trusted, what will happen is not a problem solving just the opposite. (3) have extensive knowledge, the need for mentors who can provide opinions, ideas, and solutions as well in one package. Mentors should have extensive knowledge and even other knowledge outside of the field as this will also trigger the emergence of fresh ideas, creativity and automatically improve the knowledge of program targets. (4) having a high spirit (self-motivated), the spirit is very important and contagious like a virus. If the mentor has a high spirit will automatically arouse the spirit. The characteristics of such mentors are that if we look at their daily lives it always seems to be smiling and no problem. (5) have a positive mental attitude, positive thinkers are important that will generate a positive attitude, that is a positive mental attitude. So, Mentor absolutely must have a positive mental attitude so that he can see/ clear (crystal clear), and objective to the activity. People who have this attitude are always optimistic that things will get better, can see a solution in every problem. (6) have an empathy attitude, empathy is more about our understanding of the problems faced by others and trying to provide a solution to the solution/ solution and not make a problem faced as a challenge rather than an obstacle. (7) Problem Solver, a mentor is required to be able to decide on a suggested solution to us. The mentor should not have a hesitant attitude, he must be firm in decision-making, and this will help us greatly.

c. Training

After getting mentors for parent class activities through interviews and FGDs, then a mentor training is conducted for parent class activities. This training activity aims to provide ad-

ditional insight to mentors in conducting parent class activities. The stock is data in the form of materials, materials delivery techniques, discussion techniques, special techniques in changing parent mindset, fostering the atmosphere of learning and others.

2. Implementation

The initial meeting

After conducting training aimed at providing additional insight into the mentoring method, mentors are incorporated into small groups of parent classes. the group is a maximum of 10 people with a mentor. The concept of self-mentoring is the process of learning in small groups. Preliminary meeting activities ranging from introductions to making the rules and materials are mutually agreed upon.

Session mentoring

The stages in the mentoring session include:

- (1) Purpose: ask the mentee to focus on the future and on what they want to achieve as a parent concerning the subject matter to be discussed.
- (2) Reality: ask questions to help mentees set their goals now.
- (3) Choice: help the mentee to identify what different options are open to them and ask questions to help them explore the reality of each option. Share your own experience if the mentee is struggling to identify the options.
- (4) Desire, encourage the mentee to design the action plan they have set and encourage them to set specific, measurable, achievable and realistic objectives for the mentee in their current position and have clear time limits.

The stages in the mentoring session are illustrated as shown below:

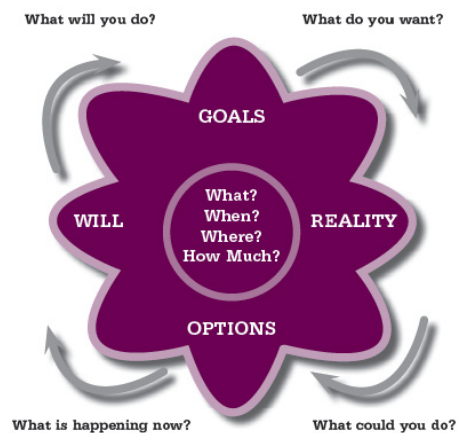


Figure 1. The process of adopting mentoring from Human Resources, Organizational Devel-

opment Training, and Diversity of Manchester Metropolitan University

3. Evaluation

Evaluation should be done throughout the activity. Evaluations should be made for mentors, mentees (targeted activities) and supervisors. Evaluating experiences for mentors and mentees is an important step in ensuring a successful program. Evaluations can help with mentoring activities by capturing relevant information such as interaction, activity, and level of satisfaction. It is also important for the supervisor to evaluate the program from their point of view. Supervisors may provide feedback on peer parent methods of mentors. Supervisors can also make valuable recommendations for improving the program.

The evaluation process is performed at least twice throughout the program or the agency can conduct an annual evaluation of the program/participant outcome. One evaluation should be done at the midpoint and the other at the end of the program. Evaluation can use some techniques such as interviews, focus group discussions, surveys, observation, and questionnaires. Here are some examples of questions used in the evaluation: (a) what is the purpose of following the activity? (b) how many times does it come in parent class activities? (c) what are the obstacles that prevent you from reaching your goals? (d) how suitable are your mentors/ resident learners (the scale of possible responses - Good, Good, Bad, and Unsure)? (e) how supportive of your partner (scale of responses possible: Very Supportive, Somewhat Supportive, Unsupportive, and Uncertain)? (f) what have you learned so far from the parent class? (g) Is there a part of the parent class activity you want to improve (Yes / No)? If so, what part?

In addition to program evaluation, mentors can provide a written report to their study residents about their thoughts on the program, achievements as a couple, and recommendations for future interactions. Study residents can also provide similar reports to their mentors.

To be implemented optimally of course also can not be separated from a braided partnership. The partnership is built to strengthen and supervise the implementation of this method. The braided partnership in this implementation among them namely: (1) Directorate of Family Education Development of new units under ministries of education and culture dealing with family and parent education. Based on the approval of the Ministry of State Apparatus Empowerment and Bureaucracy Reform which is then

established through the Regulation of the Minister of Education and Culture No. 11 of 2015 on the Organization and Working Procedures of the Ministry of Education and Culture explains that the Directorate of Family Education Education is under the Directorate General of Early Childhood Education and Community Education Kemendikbud. The new Directorate will have four sub-directorates, namely the Sub Directorate of Education for Parents, Sub-Directorate of Children and Youth Education, Sub Directorate of Program and Evaluation, and Sub-Directorate of Partnership; (2) The Indonesian Child Protection Commission, abbreviated as KPAI, is an independent Indonesian institution established based on Law Number 23 the Year 2002 on Child Protection to improve the effectiveness of the implementation of child protection; (3) The Ministry of Women Empowerment and Child Protection is a ministry within the Government of Indonesia in charge of women's empowerment and child protection; (4) The National Population and Family Planning Agency (formerly the National Family Planning Coordinating Board), abbreviated as BKKBN, is a non-ministerial government agency in Indonesia that is responsible for carrying out governmental duties in the field of family planning and prosperous families.

CONCLUSION

Innovation is based on a preliminary study of a partnership model in an educational unit that focuses on the parent class in the upper secondary education unit. A preliminary study was conducted through a survey method. The results of the preliminary study provide an understanding that there are still some issues that matter in the implementation of parent classes in high school. Among them is providing an understanding that the influence of social media is growing every time become one of the factors that reduce the interaction of parents and children. On the other hand, parents will be faced with situations of parenting that can be defeated by the child's ego. Besides, the tendency of parents to give freedom to children in opinion and make decisions because of the age of children who are deemed to have been able to make decisions appropriately. So some parents of children entering adolescence experience vagueness in parenting. But the underlying issue of the problems above is the awareness of parents of the importance of their functions and roles for children.

The solution offered to the problem is to optimize the implementation of the parent class

through methods in the process of exchanging ideas and experiences. Based on the problems found in the field and the characteristics of the target class of the parents. The method used is the method of learning through small group discussions that become tentor is peers. So, the author gives the term method with Peer Parent Mentor. The concept of the peer parent method of this mentor is the mentoring method that will be done by a fellow parent or walimurid. So peer parent mentor is a learning method in which people learn actively become learning center, it means that peer parent mentor involves citizens learn from each other and mutual benefit, because involved the sharing of knowledge, ideas, and experiences between citizens learn that the emphasis is on the learning process, including the emotional support that citizens offer to learn from each other.

REFERENCES

- Ali, P. A., & Panther, W. 2008. Professional development & The Role of mentorship. *Journal of Nursing Standart*, volume 22 n 42
- BKKBN. 2012. *Buku Pegangan Kade KB*. Jakarta
- Dirjen Paud dan Dikmas. 2015. Dalam berita "Pendidikan Keluarga Tanggung Jawab Bersama". Diunduh dari <https://pauddikmas.org/berita/7249.html>. pada tanggal 20 Desember 2017
- Dubois dan Karcher, *Handbook of Youth Mentoring*.
- Glen Olsen and Mary Lou Fuller. 2003. *Home school relations Boston USA*: Pearson education inc.
- Gonzalez-DeHass, Alyssa R dan Patricia P. Willems. 2012. *School Community Partnerships: Using Authentic Contexts to Academically Motivate Students*. *School Community Journal*, 2012, Vol. 22, No. 2.
- Gürbüzürk, O., □ ad, S. N. 2010. Turkish parental involvement scale: validity and reliability studies. *Procedia Social and Behavioural Sciences* 2
- Hornby, Garry. 2011. *Parental Involvement in Childhood Education: Building Effective School-Family Partnerships*. New York: Springer
- Knowles, Malcolm. 2003. *Informal Adult Education: Self Direction and Andragogi*. Diunduh dari <http://infed.org> pada tanggal 22 Desember 2017
- KPAI. 2015. dalam berita "KPAI: Pelaku Kekerasan Terhadap Anak Tiap Tahun Meningkat". Diunduh dari http://www.kpai.go.id/berita/kpai_pelaku_kekerasan-terhadap_anak_tiap-tahun-meningkat/ pada tanggal 20 Desember 2017
- PP PAUDNI Regional I. 2015 *Panduan Penyelenggaraan Pendidikan Keorangtuaan*. Bandung
- Republika. 2017 dalam berita "Indonesia Peringkat Tertinggi Kasus Kekerasan di Sekolah". Diunduh dari http://nasional.republika.co.id/berita/nasional/umum/17/02/22/olqnn2383_indonesia-peringkat-tertinggi-kasus-kekerasan-di-sekolah pada tanggal 20 Desember 2018
- Resources human. *Mentoring guidelines. Organisational development training and diversity: manchester metropolitan university*
- Richard W. Riley. 1994. *Strong Families Strong Schools: Building Community Partnerships for Learning. America*: Diane publishing company
- Ruswandi Muhammad & Rama Adeyasa. 2007. *Manajemen mentoring*. Bandung: Syamiil
- Why is parent involvement important ?. 2012. The Parent Institute. Diunduh dari <https://www.dvusd.org/Page/128> pada tanggal 6 Juni 2018
- United States Office of Personnel Management. 2008. *Best Practice: Mentoring*.
- Vinz Koller, et al. 2013. *Mentoring Youth and Young Parents*. Washington: Social Policy Research Associates
- William J. Goode. 2007. *Sosiologi Keluarga*. Jakarta : Bumi Aksara