The Instructional Leadership of The Headmaster and its Relationship with The Involvement of Orang Asli Parents: Case Studies in Perak

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Abstract
This study aims to analyse the relationship between the instructional leadership of the head teacher and the involvement of Orang Asli parents in Muallim and Batang Padang Perak districts. The study used a quantitative approach and designed a survey enrolled based on a questionnaire. It involves 40 elementary school teachers who have enrolled students from the Orang Asli community in these two districts. The selection of schools and respondents is made using simple, stratified, and systematic sampling. The data was levelled using descriptive tests. The findings showed that the involvement of Orang Asli's parents was at a moderate level, with an average mean value of 3.03 based on six dimensions measured across aspects of parenting, communication, volunteering, home learning, decision-making, and collaboration with the community. In conclusion, more proactive efforts should be shown by administrators to ensure that there are no gaps in equalising the acceptance and achievement of students from this minority group.

Introduction
The success or failure of the implementation of a policy or change depends on the instructional leadership of the head teacher (Mahmod, 2008). Green & Cypress (2009) also stated that there are several important factors that are given attention when implementing these changes and circumstances, including the preparation of an action plan by the headmaster of the school, and modifying the action plan according to the requirements of the policy or changes to be implemented. In the study of Ibrahim et al (2015), the management and leadership abilities of the headmaster in improving the productivity and success of the institution in a school organisation are seen in terms of the competencies that school leaders have. In fact, the leadership of the head teacher is the essence of the change and development of the school, while the student's development is a measure of performance (KPI) for the success of the headmaster's leadership in the school. However, efforts that lie on only one side are difficult to show results and effectiveness without the involvement of important parties in efforts to improve the academic performance of pupils in schools. In addition to teachers and school staff, parents also play an important role in ensuring that children's educational goals are achieved. A study by Lee and Bowen (2006) stated that parental involvement in children's education had a positive effect on student

achievement. The continued involvement of parents at home and in school was found to be closely related to the children's academic achievement (Christenson and Sheridan, 2001). The school cannot deny the need for cooperation between the school and parents. The school should open a wide range of doors and discussion spaces to shape the vision and goals to develop not just academics but also the personalities and abilities of the students. Close cooperation between parents and schools is expected to produce a versatile generation according to the skills and intellectual abilities of the students. Quality programmes are a result of planning and cooperation between schools and parents and may be involved once the local community is expected to have a positive impact as well as solving isolated issues and achieving academic achievement goals.

Study Background

This study will select the minority community in Malaysia, namely the Orang Asli, as the focus. Through this study, I would like to identify the instructive leadership capabilities of the headmaster in increasing the involvement of parents of these Orang Asli students with governance and programmes in schools. This is because, through previous studies, it was found that active parental involvement in children's schooling showed positive development towards their academic achievement and abilities. Thus, when it comes to the involvement of parents and the achievements of indigenous children in national elementary schools that are still at a low level, this situation requires closer attention. Efforts to bring these indigenous parents closer to the school are expected to resolve other issues such as school attendance rates, dropout rates, and more. The instructional leadership of the headmaster is the mainstay of the study to ensure that the quality of teaching and learning in the school is continuously assured and enhanced. According to Abd. Rahman and Zohir (2008) define instructional leadership, also known as teaching leadership, as a process of designing and translating vision into a formal curriculum by optimising all available resources through educational strategies as well as the acquisition of all teaching-learning experiences and ensuring that education plans are implemented effectively based on the National Education Philosophy.

Problem Statement

Highlighting the studies that were conducted, many researchers found positive findings between parental involvement and children's academic achievement. However, for the Orang Asli community in Malaysia, the level of parental engagement is still low. This is evidenced by a study conducted by Wan Afizi et al (2014), which stated that if they want to hold a programme that requires the presence of parents, the school should hold a banquet. In the absence of a banquet, parents are not interested in attending. This is further strengthened by Sara and Asnarulkhadi (2011), who argue that the involvement of the indigenous community in development is still low and limited, thus directly affecting the formation of their own capabilities. The role of Orang Asli's parents is still low in creating educational awareness for children and the importance of attending development programmes (Norhayati and Ramle, 2021). There are parents who only send representatives to represent the programme. There are also documents that record the attendance of parents, but the numbers are very low, and only the same parents are regularly present in the programmes organised by the school (Hazeline and Aliza, 2021). The lack of understanding of the consequences of marriage at an early age has led to a lack of parental responsibility for learning and engagement with the schools of indigenous children (Johdi and Abdul Razak, 2009). In addition, parents also noted

that their low academic and social backgrounds prevented their children from participating in school activities (Norwaliza et al., 2016). The awareness of parents should be continued endlessly, as they are more concerned with survival than paying attention to education (Hamidah et al., 2019). However, not all parents are responsible for them. According to Nur Aznida and Zulkifli (2017), in their study, there are parents who are aware of the wake their children to get up and go to school and give money but rarely take care of lessons and do not participate in parent and teacher programmes in schools.

This phenomenon was found not only in this country. There are many studies conducted in countries with native populations, namely minorities in large groups and numbers, such as Maori tribes from Australia and New Zealand, Igorot tribes in the Philippines, Native Hawaiians in Hawaii, Inuit and Metis tribes in Canada, and others. According to researchers from Australia, Daryl, and Sam (2014), Aboriginal parents do not seem to realise that in order to overcome any inherent weaknesses in education, they need to be active and work together in the school system to achieve positive results. This is because, according to Tessa et al (2014), families from cultural minority groups as well as those from lower socio-economic backgrounds are consistently identified as having lower levels of parental engagement and communication. There are only 81.3% of Indigenous parents participating in at least one type of school activity, and 24.0% of Aboriginal parents participate in four or more different types of activities (Anastasia, 2016). A similar situation was also expressed through a study by Masa dan Mila (2017) from Serbia, which stated parents experience a sense of inferiority due to not experiencing success at school and a lack of educational attainment as a barrier to parental involvement in school.

Looking at the situation in the Philippines, during the school improvement plan, it was found that the Orang Asli Primary School faced the issue of implementing programmes and projects that affected the school's performance rating in the target year of their implementation. The fundamental problems that contribute to the issue are the inconsistency of concepts, ambiguity, and confusion about parental involvement (Odinah and Renante, 2020). Whereas, according to Kaomea (2012), many Pacific educators in Hawaii argued that working pacifist indigenous parents did not carry their share of the burden. Educators consider these pacifist Aboriginal parents to simply throw their children into school and relinquish their responsibilities to teachers solely for the educational development of their children. In Ghana, parents stated that they are not willing to sacrifice their time for school if teachers do not teach well for their children to pass the Basic Education Certificate Examination (Ato, 2019). This study conducted by Edward (2017) researchers from Canada states that there is an assumption that parents of aboriginal students are not interested in their children's education and are not interested in participating in school events and activities.

Theoretical Framework
Hallinger (2000) has undertaken a refurbishment of the model and the concept of instructional leadership from the previous model developed together by himself and Murphy in 1985. In this model, instructional leadership is described as a leader who prioritises the definition of school goals, manages instructional programmes, and promotes the school climate. There are ten sub-dimensions that are maintained, which are formulating school goals, explaining school goals, supervising, and evaluating instruction, coordinating curriculum, monitoring pupil development, maintaining teaching time, promoting professional development, maintaining learning support, and providing incentives to teachers and pupils.

The first dimension is to define the mission of the school. Two functions in this dimension are to formulate school goals and communicate school goals. The function of drawing up school goals is an important step for the principal as an instructional leader. Instructional leaders need to define and communicate the mission of the school to achieve such goals. According to Krug (1992), schools that do not set school goals and directions do not have the characteristics to assess the success of the school in implementing the educational process. In this regard, Snyder (1983) explains that these goals include curriculum or academic goals and school progress goals. Therefore, defining, setting, and defining the mission of the school involves communication that is communicated to staff and pupils so that it can be shared and connected with various activities that take place in the classroom and throughout the school. The headmaster plays a role in determining the mission and formulating school goals, as well as delivering these goals in a continuous and shared way to teachers, pupils, parents, and the community through official and informal communication channels such as parenting seminars, teacher meetings, weekly gatherings, morning meetings, conversations with teachers or pupils, school bulletin boards, Parent Teachers Association (PIBG) meetings, the school website, and so on. This is supported by Supian and Khadijah's (2014) view that school leaders usually influence teachers' attitudes towards achieving the school's vision and mission.

The dimension of managing the instructional programme consists of the functions of supervising and evaluating the instruction, coordinating the curriculum, and monitoring the development of the students. The function of supervising and evaluating instruction is one of the main tasks of the head teacher to ensure that the goals of the school are translated into classroom practise. This involves coordinating the objectives of the teacher's classroom with the school, providing teaching support to teachers, and monitoring classroom teaching through observation in the classroom. Feedback is communicated to teachers for supervisory and evaluation purposes related to the teaching practises carried out by the teacher. Therefore, the headmaster needs to be active in the supervision and evaluation of teachers for the purpose of improvement. Schools with clear curriculum objectives are in line with both the content taught in the classroom and the achievement test. Next, the headmaster should constantly monitor the achievement of the pupils by using the assessment data so that the goals and means of delivery can be improved. Especially in an era of accountability that requires society to assess the effectiveness of a school through learning assessment (Barber and Fullan, 2005), a school's level of excellence is measured based on the School Average Grade (GPS) and the percentage of students' approval in public examinations such as the Primary School Achievement Test (UPSR), Form Three Assessment (PT3), Sijil Pelajaran Malaysia (SPM), and Sijil Tinggi Persekolahan Malaysia (STPM).

The dimensions shaping the school climate consist of six functions: maintaining instructional time, promoting professional development, maintaining learning support, providing incentives to teachers, and providing incentives to pupils. In the function of maintaining instructional time, classroom management and the structured skills of the teacher are not optimally used if the instruction is often interrupted by announcements, late pupils, and requests from the office. The headmaster can control this situation through the enforcement of school policy. Headmasters who successfully implement policies that limit the disruption of learning class time can increase the allocation of learning time and potentially improve pupil achievement. Pupils are allocated enough time for the delivery of knowledge to be fully accepted by the students.

As for the function of promoting professional development, the headmaster has several ways to support the efforts of the teacher to improve their teaching. They can inform the teacher of the opportunity for staff development and lead training activities in the service. They can ensure that staff development activities are closely related to school goals and participation, either school-wide or group-centric. This function also involves the teacher integrating the skills learned during the development of the programme staff and assisting in the implementation of the classroom activities.

Furthermore, the function of maintaining learning support and high standards reinforces the high expectations necessary to improve pupils' learning. A study comparing successful and less successful schools proved that successful academic schools tended to require mastery of skill-defined sets before entering the next level. High standards are also encouraged as more and more students master basic skills. The next function in this Hallinger model is the function of providing incentives to teachers. This function explains that the system rewards teachers for appreciating their achievements, abilities, skills, and innovations. Types of incentives can take the form of appreciation ceremonies, promotions, consolation, money, or certificates. Finally, the function of providing incentives to students explains that the reward system is aimed at strengthening the students' achievement in academic and co-curricular aspects as well as the formation of excellent student personalities. Fatanah (2010) commented that the fair and caring use of external empowerment (external rewards) for all efforts made by pupils can improve their excellence. This award can be celebrated through the student's outstanding award ceremony, the awarding of certificates and money or prizes, or in the form of praise. This can create a healthy learning climate for the school when it values the academic achievement of the students. Rewards don't have to be fancy or expensive, but the recognition of teachers and friends is the key to appreciation. Pupils should have the opportunity to be recognised for their achievements either in the classroom or outside the classroom. Therefore, headmasters play an important role in connecting classrooms and school reward systems, ensuring that they are mutually supportive.

As for the dependence variables, Epstein's parental engagement model was chosen as the framework of this study because it is built on the assumption that the partnership is most effective when three parties, namely parents, schools, and communities, share goals and missions involving children and collaborate to achieve educational goals and visions (Epstein, 2001). It coincides with the ninth shift of the Malaysian Education Development Plan (PPPM 2013-2025), which aims to create a learning ecosystem through the collaboration of schools with parents, the community, and the private sector, as the learning process also takes place outside the school, including at home and in the community. Che Noraini et al (2015) conducted a comparative study of parental involvement in primary and secondary schools using the same model and argued that the Ministry of Education should establish a standard framework to study the involvement of parents in children's education. In addition, Epstein's model also contains a framework of six types of parental engagement that enables schools to develop programmes involving parents, and the theory of spherical overlap can explain the influence of schools, families, and communities in children's lives (Armstrong-Piner, 2008).

Epstein and Hollifield (1996) stated that parents, schools, and communities are identified as environments that impact children's learning and development at the same time. Epstein explained the relationship between parents, schools, and communities in a framework that contains six types of parental engagement behaviours: meeting parental obligations, communication, volunteering, home learning, decision-making, and collaboration with the community. This framework was built to facilitate all parties involved with children's

education to develop better programmes and expand knowledge on parental involvement (Connors and Epstein, 1995). All parents want their children to excel in education (Epstein, 2001), but their way to achieve this depends on the school's efforts to get the cooperation of parents to be involved in ensuring their children's excellence. The findings of the Armstrong-Piner study (2008), which applied this model, showed that parents need guidance from schools and teachers to be more productive, while pupils can reach their potential better when there is an interaction between learning at school and the home setting.
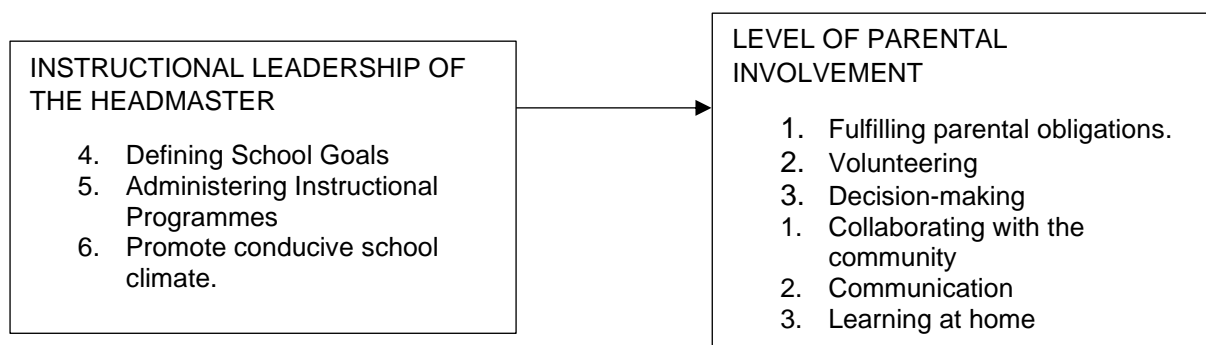
Conceptual Framework

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┌─────────────────────────────────┐          ┌─────────────────────────────────┐
│ INSTRUCTIONAL LEADERSHIP OF      │          │ LEVEL OF PARENTAL               │
│ THE HEADMASTER                   │          │ INVOLVEMENT                     │
│                                  │   ───▶    │                                 │
│   4.  Defining School Goals      │          │   1.  Fulfilling parental       │
│   5.  Administering Instructional│          │       obligations.              │
│       Programmes                 │          │   2.  Volunteering              │
│   6.  Promote conducive school   │          │   3.  Decision-making           │
│       climate.                   │          │   1.  Collaborating with the    │
│                                  │          │       community                 │
│                                  │          │   2.  Communication             │
│                                  │          │   3.  Learning at home          │
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Diagram 1 : Conceptual framework of this study

Purpose of Study
The aim of this study was to identify the relationship between the level of instructional leadership of the headmaster and the involvement of aboriginal parents in the elementary schools.

Research Objectives
1. Measure the level of involvement of aboriginal parents in national schools.
2. Identify the impact of parental involvement on the teaching and learning climate in schools.

Research Questions
1. What is the level of involvement of indigenous parents in national schools?
2. What is the impact of parental involvement on the teaching and learning climate in schools?

Research Methodology
Research Samples
The pilot test for this study was conducted with 40 respondents, consisting of teachers who teach specifically in schools that have Orang Asli students from the district of Muallim and Batang Padang in the state of Perak.

Research Instrument
Quantitative studies using this survey method were adapted from a questionnaire developed by Joyce Epstein in 1996, consisting of 28 items divided into six parts according to six aspects expressed through the theory of parental involvement. The first aspect assessed was parenting, which contained five items surrounding the responsibility of parents in managing

the attendance of pupils to school. The second aspect of this questionnaire focuses on the communication that takes place between the teacher and the parents. A total of five items are provided to assess the level of communication that takes place between both parents and teachers in relation to the development or sharing of pupil information at school and at home. Next, the third aspect that is considered to assess the involvement of parents is in matters related to volunteerism, namely the willingness of parents to help both in terms of skills and thoughts to the school in a joint effort towards improving learning and teaching in the school. There are five items built to reflect the strategy of voluntary parental engagement in schools. The fourth aspect of this questionnaire focuses on the involvement of parents in home learning, with four items built to evaluate the efforts of parents in helping to streamline the learning process of students starting at home. The next aspect is to assess the involvement of parents in school decision-making. The five items built consider the situation during the PIBG meeting and several other situations that are appropriate to the needs of the parents' involvement in making decisions related to the learning of the students at school. The sixth aspect, which is also the last aspect questioned through this questionnaire, is about the involvement of parents in working with the community through the school. A total of 4 items were submitted to assess parents' feedback on information from schools related to information and involvement in the community, giving a total of 28 items in this questionnaire set.

All of these items related to the teacher's perception of parental involvement require the teacher as the respondent to choose one of the five responses provided using the five-point Likert scale, which is 1 for 'strongly disagree', 2 for 'disagree', 3 for 'disagree', 4 for 'agree', and 5 for 'strongly agree' for aspects one and two, while responses 1 to 'very not often', 2 for 'not often', 3 for 'neutral', 4 for 'often', and 5 for 'very often' for the third to six aspects.

Result
Types of parental involvement
Fulfilling obligations as a parent is one of the constructs in Eipstein's model of parental involvement. The focus of the items built refers to the ways in which parents build an environment that supports the educational needs of the students as well as encouraging parents to play an active role in matters related to their children's education.

Table 1
Items for parenting aspects

No.	PARENTING	Strongly disagree	Disagree	Less Agree	Agree	Strongly agree	Min	SD
A1	Parents provide children with necessities such as clothing, food and drink, and school supplies	-	4 (10%)	12 (30%)	14 (35%)	10 (25%)	3.75	0.967
A2	Parents really ensure that their child's attendance at school is complete in accordance with the conditions and regulations of the school.	2 (5%)	6 (15%)	16 (40%)	6 (15%)	10 (25%)	3.40	1.188
A3	Parents always emphasise the importance of education for their children.	-	12 (30%)	16 (40%)	2 (5%)	10 (25%)	3.25	1.164
A4	Parents do not involve children in the conflicts of their lives.	-	4 (10%)	18 (45%)	10 (25%)	8 (20%)	3.55	0.940
A5	Parents regularly monitor the daily activities of their child.	-	12 (30%)	16 (40%)	4 (10%)	8 (20%)	3.20	1.105
	Value						3.43	1.073

Referring to table 1 above, it shows the diverse perceptions among teachers about the role of parents in ensuring that their children pay attention to education matters as well as

providing the need to attend school every day. These diverse perceptions exist based on situations where it depends on the age or level of the pupil. For example, the parents of students who are in the primary level of years 1 to 3, aged 7 to 9 years old, do have more focus and attention than students at higher levels from years 4 to 10, who are said to be better independent and self-managing. Thus, children in years 4 and above are familiar with the situation and schooling needs, resulting in the role of parents being seen as a little loose and less attention given to them compared to younger pupils. Almost half of the respondents stated that the parents of the Orang Asli community place less emphasis on their children's education and rarely monitor the daily activities of the children, especially related to school assignments. In addition, parents also involve their children in their daily conflicts, such as obtaining wages from their jobs, by telling their children to work or to go to the forest to find forest products that can be used as a source of income.

Table 2
Items for Communication Aspects

No.	COMMUNICATION	Strongly disagree	Disagree	Less Agree	Agree	Strongly agree	Min	SD
B1	Parents come to meet the teacher during the student's track record submission session.	-	4 (10%)	16 (40%)	12 (30%)	8 (20%)	3.60	0.940
B2	Parents respond to or give feedback on every announcement given by the teacher or school.	2 (5%)	8 (20%)	14 (35%)	10 (25%)	6 (15%)	3.25	1.118
B3	Parents take the initiative to contact their child's teachers or schools on a regular basis.	8 (20%)	4 (10%)	18 (45%)	8 (20%)	2 (5%)	2.80	1.152
B4	If there any questions or problems, parents will contact the teacher or the school directly.	4 (10%)	6 (15%)	18 (45%)	10 (25%)	2 (5%)	3.00	1.026
B5	Parents always receive information regarding the academic development of their children from the class teacher or subject teacher.	2 (5%)	2 (5%)	2 (5%)	26 (65%)	8 (20%)	3.90	0.968
	Value						3.31	1.041

For this aspect of parental communication, it is focused on looking at teachers' perceptions of how often these Orang Asli parents chat or ask questions with teachers who teach their children without regard to the medium used to connect. The diverse findings also still refer to the age level of pupils, where younger pupils are said to be unable to convey information more clearly than pupils at higher levels, making parents more likely to ask questions directly to teachers if there is confusion or unclear information. However, the results show that this situation does not occur regularly, and that active contact will only occur if there is a programme or activity organised by the school. In addition, the findings also showed that the parents of the Orang Asli community found it difficult to attend school to meet teachers during the presentation of the students' track record. Various factors are said to be the cause of this situation, such as the long distance from home to school, the absence of transportation

to board, the hours of sessions held during working hours, as well as the difference in spoken language as a constraint for parents to attend school during this submission session.

Table 3
Items for Volunteering Aspects

No.	VOLUNTEERING	Very not often	Not often	Neutral	Often	Very often	Min	SD
C1	Parents always help in children's learning activities. For example, parents help the teacher during the activities.	4 (10%)	6 (15%)	18 (45%)	8 (20%)	4 (10%)	3.05	1.099
C2	Parents help to reach out and have skills in repairing the school, such as repairing damaged equipment, brightening up the landscape, or keeping the school clean.	8 (20%)	4 (10%)	14 (35%)	12 (30%)	2 (5%)	2.90	1.210
C3	Parents are jointly involved in planning for school visits or any activities of children outside of school.	8 (20%)	12 (30%)	8 (20%)	8 (20%)	4 (10%)	2.70	1.302
C4	Parents are present when attending study sessions or any activities that involve taking pupils out of school.	8 (20%)	14 (35%)	4 (10%)	10 (25%)	4 (10%)	2.70	1.342
C5	Parents are regularly present at school activities such as Sports day and awards day to help smooth the course of the ceremony.	-	6 (15%)	10 (25%)	14 (35%)	10 (25%)	3.70	1.031
	Value						3.01	1.197

The aspect of volunteering focuses on how parents voluntarily engage in school activities. The findings show that teachers give perceptions of parental involvement vary according to the situation. For example, if the necessary involvement involves academic or teaching matters, most parents give less cooperation compared to the cooperation when involving skills and expertise in the field of concierge work. Parents of the Orang Asli community prefer to lend a hand in aspects of carpentry, crops, landscaping, and skills work as opposed to academic matters. Although it is not often for this kind of assistance to be requested by the school, parents do not seem to mind contributing their energy and time if they are in need. In addition, parents also like to cooperate in matters involving events such as annual sports and banquets. This is in line with the findings from the Wan Afizi study (2014), which found that the banquet factor can encourage the attendance of Orang Asli parents to the school's PIBG meeting. Things like this can be considered and noted at other events, but they won't work in the long run.

Table 4
Items for Learning at Home

No.	LEARNING AT HOME	Very not often	Not often	Neutral	Often	Very often	Min	SD
D1	Parents assist in completing hands-on tasks such as science projects or inventions.	4 (10%)	8 (20%)	16 (40%)	10 (25%)	2 (5%)	2.95	1.050
D2	Parents provide the necessary materials for the teaching and learning process, such as art equipment or experimental materials.	4 (10%)	12 (30%)	16 (40%)	6 (15%)	2 (5%)	2.75	1.020
D3	Parents help in completing the children's school work.	4 (10%)	16 (40%)	10 (25%)	8 (20%)	2 (5%)	2.70	1.081
D4	Parents help in preparing children for tests or exams.	6 (15%)	12 (30%)	12 (30%)	6 (15%)	4 (10%)	2.75	1.209
	Value						2.79	1.090

The items in the table above are used to measure the ability of Orang Asli parents to assist in the learning process at home. The findings of the questionnaire showed a low level of

engagement among parents. This is reflected in the average value of all items that show a value of less than 3, which means that parents are not often able to help their children in the home learning process. This is one of the factors that contributes to the lag of the development process of the students in the Orang Asli community. The learning process that only takes place while at school and then there is no continuity and reinforcement at home does not help the good development of the pupils. The unfavourable environment of academic nurturing also makes it difficult for pupils to grow in abundance and strongly. A student's lack of interest in learning will affect the primary focus of students going to school for knowledge. Pupils will be more likely to play and mingle with other students and take learning lightly.

Table 5
Items for Decision-Making Aspects

No.	DECISION MAKING	Very not often	Not often	Neutral	Often	Very often	Min	SD
E1	Parents regularly express their opinions and proposals through PTA meetings.	-	7 (35%)	2 (10%)	8 (40%)	3 (15%)	2.35	1.137
E2	Parents are involved in the decision-making process for activities that involve the children's progress, such as additional classes and motivational or self-educating programmes.	-	5 (25%)	5 (25%)	5 (25%)	5 (25%)	2.50	1.147
E3	If they want change or improvement, parents will keep in touch with the school.	-	2 (10%)	8 (40%)	6 (30%)	4 (20%)	2.60	0.940
E4	Parents are directly involved and vote in the selection session of the PIBG committee at the school.	3 (15%)	5 (25%)	4 (20%)	7 (35%)	1 (5%)	2.90	1.210
E5	Parents are involved in planning financial allocation through PTA, such as fees and other expenses.	-	3 (15%)	4 (20%)	6 (30%)	7 (35%)	2.85	1.089
	Value						2.64	1.105

The involvement of parents in decision-making focuses on how the school engages parents in the school-related decision-making process as well as seeing parents as partners. However, the decision-making process focused on this aspect does not involve major processes such as school administration or learning but only focuses on the additional needs of the students to further improve their achievement. Through these findings, parental engagement is at a moderate level and can be further increased. Parents should be given a wider space and opportunity through various methods to express their thoughts and wishes about their children from the point of view of their culture. This is because it is feared that the programmes organised by the school are not suitable for their environment and way of life. Therefore, sharing and information from parents are needed as aspects to be emphasised.

Table 6
Items for aspects of collaboration with the community

No.	COLLABORATION WITH COMMUNITY	Very not often	Not often	Neutral	Often	Very often	Min	SD
F1	Parents take their children to places with learning elements such as libraries, educational expos, historical monuments, and others.	-	8 (20%)	12 (30%)	8 (20%)	12 (30%)	2.60	1.142
F2	Parents encourage their children to participate in community-organised programmes or competitions that are organised by teachers or schools.	6 (15%)	8 (20%)	8 (20%)	14 (35%)	4 (10%)	3.05	1.276
F3	Parents engage in activities involving schools and communities such as health	-	10 (25%)	10 (25%)	14 (35%)	6 (15%)	3.40	1.046

	programmes or vaccinations as well as social awareness.							
F4	Parents are involved in festive activities or religious-related programmes organised by schools and local authorities, such as New Year's celebrations.	4 (10%)	10 (25%)	10 (25%)	8 (20%)	8 (20%)	3.15	1.309
	Value						3.05	1.193

Parental involvement is further measured through the aspect of cooperation with the community through the school. It is easier to describe when parents and children participate in a programme organised by parties related to the school. In addition, parents can also play a role by encouraging their children to participate in events and programmes and taking them to locations that can help the development of their knowledge. Most of the respondents agreed that parents cooperate well with a moderate level of engagement, which can increase if efforts continue by the school by revealing the good values of this effort. This is because children's development is not only acquired through the classroom but is also largely gleaned from experience and exposure to the environment and associations. It is very helpful for the students to increase their confidence and self-sufficiency indirectly. Pupils will feel not left behind and open to the currents of change in the present.

Table 7
Parental involvement for six aspects of engagement

Engagement Aspects	Descriptive		
	Subitem	Standard Deviation	Average Score
Parenting	5	1.073	3.43
Communication	5	1.041	3.31
Volunteering	5	1.197	3.01
Learning at Home	4	1.090	2.79
Decision Making	5	1.105	2.64
Collaborating with Community	4	1.193	3.05

Table 7 above shows the involvement of parents according to the perception of teachers in elementary schools in the state of Perak that have Orang Asli community pupils. The results of this questionnaire found that the dominant involvement of parents in their child's learning was more about parenting based on the highest mean value obtained, while the level of parental involvement in the communication aspect was also at a good level. The ability of parents to work with the community through the school is at a moderate level, as is the volunteer aspect. Parents are also seen to be less involved in aspects of home learning as well as decision-making related to children in school.

This questionnaire also lists the activities of parents' involvement with the school aimed at assisting the students learning process. The mean analysis of the scores given by the respondents showed that the most frequent activities of parents were based on high mean values, i.e., activities through the aspect of communication, which saw teachers confident that they had done their best to communicate information to parents through various appropriate mediums (mean = 3.90), parental involvement in fulfilling obligations as parents (mean = 3.75), and through volunteer activities with parents regularly present during special occasions such as the annual sports event, Awards Day (mean = 3.70). These activities are seen as the best that can be routinely implemented by most parents to ensure their involvement in the education of their children. Through this study, it is also interesting to look at some activities that are poorly carried out by parents but are beneficial to children's education. The aspect that displays the low mean value of the decision-making aspect (mean

= 2.64) has a mean amount less than the overall average (mean = 3.04). Parents are seen as very weak in their efforts to jointly provide ideas and suggestions through PTA meetings and other activities in decision-making. The lack of parental involvement in this aspect makes it difficult for the school to get a true picture of the needs and appropriate actions based on the background and daily routine of the students.

Reflection

The involvement of the parents of the Orang Asli community in the education of the children in this study was at a moderate level, according to the perception of the teachers who taught in the school. Respondents felt that parents needed to pay more attention to their children's education. This is because one of the main issues contributing to this problem is the low level of education of parents, which is said to be low, which makes it difficult to intervene in the schooling affairs of the children. So, this situation should not be repeated year after year by allowing their generations to continue to have a low level of education. It is enough to the extent that only parents are going through a difficult situation; then thoughts and understandings need to change with current developments. Children can no longer be left far behind in their current development. Thus, the issue of low levels of education should be addressed with serious involvement by parents in the development of their children's learning through teachers. Parents should ensure that communication with the teacher takes place regularly and without barriers of shyness or inferiority.

The next issue that is the main constraint to strengthening the cooperation of Orang Asli parents with the school is the communication aspect, which is the use of spoken language. This issue is seen as a bit of a concern, as information sharing fails due to a lack of understanding and action. The school is seen to be conveying information using standard Malay language, which is not used in the daily speech of the Orang Asli parents. Hence, there may be terms that are not clearly understood, which may interfere with the presentation of the meaning of the information to be conveyed, resulting in no action being taken. So, the school can make an alternative by providing memos or information using the speech language of the Orang Asli community in translation or in bilingual. This alternative action can be done in collaboration with PTA members who are skilled in using both languages efficiently. This member can help translate the contents of the information to be conveyed in a language that is easier for other Orang Asli's parents to understand while demonstrating the school's efforts in obtaining parental support and involvement in school matters and children's learning. In addition, it would be better to place teachers from the Orang Asli community in schools to facilitate the sharing of information and correspondence. In this issue, the Ministry of Education can emulate the efforts undertaken by the Royal Malaysian Police (PDRM), which has made a special recruitment of police personnel from among the Orang Asli community to join the police force as permanent members. This win-win situation helps the police in criminal matters involving cases involving remote forest areas. This is because the search in forests and remote areas requires the expertise of the Orang Asli community in understanding the environment and geographical structure.

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