The Importance of Community Participation in Supporting Education in Schools amid Issues of Illegal Levies by the Saber Pungli Team in the Educational Environment

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Abstract: The success of education is not only determined by the process of education in schools and the availability of facilities and infrastructure, but also determined by the community environment. Education is a shared responsibility between government, schools, society. This means implying that parents and the community have the responsibility to participate, to think and provide assistance in school education. In developed countries, schools are created by the community, so that the quality of schools is the center of their attention optimally by parents, stakeholders, communities and institutions in the community. In fact, we often find schools that do not have good names in the community, they will eventually die. This is because schools are not able to make good and harmonious relationships. Likewise, quality schools will be sought and even the public will pay high prices as long as children are accepted at school. Community empowerment needs to be improved, the current dilemma of the latest issue with indications of a lot of fees at school is seen as extortion which makes the role of the community weaker, because so far the community has participated in schools through SPP or money to school committees through school committee committees known as contributions the committee, in the presence of Tim Saber Pungli when this made the Society further away from school, with a dilemma between school fears in the indication that illegal costs had an impact on the loss of Community Empowerment in Schools.

1 INTRODUCTION

Society and education
1. Why does education show people?
The success of education is not only determined by the education process in schools and the availability of facilities and infrastructure, but also determined by the family or community environment. Education is therefore a shared responsibility between government (school), family and society. It's means to imply that parents and the community have a responsibility to participate, to think and provide assistance in the provision of education in schools.

The high participation of parents in schooling is one of the hallmarks of good school management, meaning the extent to which the community can be empowered in the education process in schools is an indicator of the school's management. Community empowerment in this education is essential for good schools (Kumars, 1989). The level of community participation in the educational process at this school seems to have a major impact on the progress of the school, the quality of teaching services in schools that will ultimately affect the progress and achievement of children in school. This is explicitly stated by Husen (1989) in his research that students can learn a lot because it is stimulated by homework provided by teachers and will work well thanks to their parents' efforts in providing support.

Other studies that reinforce what is stated above by Levine and Hagigus, 1988) suggest that the family environment, the way of parental treatment of their children as one of their ways of participation in education can enhance the intellectual of the child. This parent's participation is heavily dependent on the characteristics and creativity of the school in using the approach to them. This means that the community will participate optimally in the implementation of education in the school is very dependent on what and how schools approach in

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order to empower them as partners of quality schools. This is confirmed by Brownell that community knowledge about the program is the beginning of attention and support. Therefore, parents / communities who do not get explanations and information from schools about what and how they can help schools (especially in rural areas) will tend to not know what they will do, how they should do something to help the school. It is as a result of their incomprehension. In developed countries, schools are indeed created by the community, so the quality of school is at the center of their attention and they always strive to be defended. This can happen because they already believe that schools are the best and convincing way to nurture the growth and growth of their children. Given the high confidence in the ability of schools in the formation of their children in building a good future, they are actively and optimally participated from the planning, implementation and supervision of the management and administration of schools, due to high awareness of the community concerned.

The importance of parent / community involvement on the success of this education has been proven by Richard Wolf in his research which concludes that there is a very significant correlation (0.80) between the family environment and the learning achievement. This research in Indonesia has also proved the same.

Such high participation does not seem to occur in developing countries (including Indonesia). Hoyneman and Loxley stated that in developing countries most families cannot yet be expected to help more and lead student learning, so that students in developing countries spend less time in learning. This is because many community / parents of students have not understood the basic meaning of their role in children's education. Even Made Pidarta stated that in rural areas where the level of socioeconomic status is low, they almost ignore educational institutions and they fully surrender their child's education responsibilities to the school.

2. The need to manage school relationships with the community

The educational environment is everything that exists and takes place around the educational process (human and physical environment) all of these environmental circumstances play a role and contribute to the process of improving the quality of education and the quality of educational graduates. Top Management Attention (School Focus) should strive to integrate educational resources and make the most of it, so that all of these resources contribute to the provision of quality education, one of the sources that needs to be governed is the community environment or parents, including

stakeholders. The question is: why education management needs to handle the community (need school relations and community), optimally parents, stakeholders, community leaders and institutions in the community.

School organization is an organization that embraces open system, as open system means educational institution will not willingly, consciously or unconsciously will always occur contact relationship with its environment called supra system. These contact relationships are needed to keep the system or institution from becoming extinct. An organization that isolates itself, including the school as an organization if it does not make contact with its environment, will gradually die. Naturally (cannot exist), because the organization will only grow and develop if supported and needed by the environment. Only an open system has a misanthropy that is an ongoing effort to block the possibility of entropy or extinction. This means that the death of an educational institution will depend on and determined by the school itself, in terms of the extent to which it is able to maintain and maintain its communication with the wider community or he wants to become an open organization.

In reality we often encounter schools that do not have a good name in society will eventually die. This is because the school is not able to make good and harmonies relationship with the supporting community. With a variety of reasons people do not want to send their children to school, which eventually makes the school die by itself. Similarly, a quality school will be sought and even the public will pay a high price as long as the child is accepted at the school. This favorite and non-favorite school seems to be closely related to the ability of the principal to approach and support his community, such as community leaders, business leaders, religious leaders and political figures or stakeholders.

Hence, since Hajar Dewantara stated that education takes place in three environments, namely family, school and community environment. This means that education will not work if all three components do not work together in harmony. Kaufman mentions the partners / partners not only consist of teachers and students only. But also the parents /community.

From the above description it is clear that educational institutions are not independent institutions in fostering the growth and development of sons, but they are an inseparable part of a broad society, and together with society build and improve all efforts to advance the school. This can be created if educational institutions are willing to open up and explain to the community what and how the

community can play a role in helping schools / educational institutions to advance and improve the quality of education.

Schools in essence implement and have a double function to the surrounding community. What Stoop calls the service function and function of the leader (a function to promote society through the establishment of qualified human resources?)

Any educational activity, let alone innovative, should be communicated with the community, especially the parents of the students, so that they understand why the activity should be done by the school and on which side they can play a role in assisting the school in realizing the innovative program.

With a harmonious relationship there are several benefits of school relations with the community (school Public Relation), namely:

For schools / educational institutions:

a. Enlarge the self-inspection drive, because as it is known that the concept of education now is by the community, for the community and from the community and began the implementation of school-based management, the school supervision, especially the quality of the school will be done either directly or indirectly by the community, among others through education councils and school Committee.

b. Facilitate / mitigate school loads in improving and improving the quality of education at the school level. This will be achieved if the school is really able to make the community as a partner in the development and improvement of schools. The community will fully support and help if the school is able to demonstrate quality performance.

c. Allows improvement of teaching profession. Because basically the best laboratories for educational institutions is the community itself.

d. Community opinion about school will be more positive / correct. Positive opinion will greatly assist schools in realizing all programs and school development plans optimally, because good opinion is the main capital for schools to get help from various parties.

e. The community will participate in providing control / correction to the school. So schools will be more careful.

f. The moral support of the community will grow towards the school making it easier to obtain material assistance.

For the community, with a harmonious relationship between school and community then:

1. Community / parents will understand about various matters concerning the implementation of education in school

2. People's wishes and hopes for school will be more easily communicated and realized by the school.

3. The community will have the opportunity to provide suggestions, suggestions and criticisms to help schools create quality school.

2 THEORICAL FRAMEWORK

1 Basic Concepts of Community Participation Management

As described in the previous section, that the school as an institution cannot be separated from the community in the neighborhood school. The interconnectedness of the school with the community will be increasingly felt for parents as children grow and develop juvenile delinquency, substance abuse, low learning achievement and other learning problems.

To understand what and for what school and community relations programs need to be applied intensively in the management of education, the following will address some key issues: Definition, Purpose, Principles of school relationships with the community.

2 Understanding

In general, people can say when contacts, meetings and other things between schools and people outside the school are connected with the community. Is this what is meant by school relation with society? Arthur B. Mochlan stated that school public relations is an activity done by schools or educational institutions to meet the needs of the community. What exactly is the community's need for educational institutions (schools)? Communities (more specifically parents) send their children to school so they can become adult human beings beneficial to their lives and to society in general. Practically we often hear the parents want their children to be achievement in school (especially NEM). This means the needs of society is the implementation and service of quality teaching and learning process with quality output also. This will be a burden for the school; with all the limitations it has (energy, cost, time and so on)

Understanding above gives a signal to us that the relationship of schools with the community more emphasis on the fulfillment of community needs associated with educational institutions.

When examined the above understanding, it seems more directed to the pattern of one-way relationship, namely the willingness of schools / educational institutions to meet the needs of the community on matters relating to educational

institutions. This means that the school is lacking, getting back from the community.

A more complete definition is expressed by Bernays as quoted by Suriansyah (2000) which states that school relations with the community are: Information given to the public (providing information clearly and comprehensively to the public).

Persuasion directed at the public, to modify attitude and action (persuade people to change attitudes and actions they need to take on schools).

Effort to integrated attitudes and action of the institution with its public and the public with the institution (an effort to conduct attitudes and actions undertaken by schools with attitudes and action made by the community on a reciprocal basis, from school to community and from society to school)

The above understanding gives us an idea of what is really the essence of school and community relationships. The most important thing from the above understanding is the information given to the community whose impact can change the attitude and actions of the community towards education and the community to give Sesutu for education improvement.

By understanding the two concepts of school relationships with the community above, we can make a simple understanding of the relationship between school and community as a "process of growing activities and fostering mutual understanding to the community and parents about school vision and mission, school work program, face and various other school activities" This understanding provides the basis for the school that the school needs to have a clear vision and mission and work program, so that the community understands what the school wants to achieve and the problems faced by the school in achieving its goals through various activities undertaken by the school.

Thus they can think about what roles the community / parents and other stakeholders can do to help the school.

A deep, clear and comprehensive understanding of the school is one of the factors driving the birth of their support and support to the school. This is in line with what was suggested by C.L. Brownell as quoted by Suriansyah (2001) which states that: Knowledge of the program is essential to understanding, and understanding is basic to appreciation, appreciation is basic to support.

Based on the opinion expressed by Brownell mentioned above, it can be claimed that schools / educational institutions need to do some activities in implementing the management of community participation in order to achieve the expected results and empower the community and other stakeholders. Some of these activities are:

Always provide periodic explanations to the community about school education programs, problems encountered and progress that can be achieved by the school (serves as accountability). In order to understand the program by the community to touch the basics it must begin with the explanation of vision and mission as well as the goals of the school as a whole. What is meant by your school's vision and mission can deepen on other reference books. The reality is that not all schools are aware of or have a deep understanding of school vision and mission, so when people want to know deeply about it, the school (teachers, students, administrative staff, etc.) cannot give detailed explanation. This will give a bad impression to the community.

If the explanations are understood by society and what is desired and the programs are in accordance with the needs of the community, their appreciation of the school will grow. The growth of this award will encourage their support and assistance in the school. Thus, the school program must be in line with the needs of the community. Because the customers and users of school graduates are the community or with the words of the school's customers are essentially students and parents of students and the community. Therefore, the needs and customer satisfaction is the main thing that must be considered by the school institution. For example: how will the community help schools if schools are held by religious and fanatic communities, schools never program school activities that are religious, so schools are isolated from their communities. Schools become for the environment of their own communities. This condition encourages people not to get involved in participating in school. Starting from the description above, it appears that the huge benefits for schools and the community if the school relationship with the community really can be manage and realized in full accordance with the above concept.

In addition to the benefits described above, the proper execution of school relations with the community will provide other advantages such as:
The community / parents and other stakeholders will understand clearly about the school's work, vision, mission, goals and work program, school progress along with the problems faced by schools in a complete, clear and accurate manner.
Community / parents and other stakeholders will know the problems faced or may face the school in achieving the desired school goals. Thus they can see clearly where they can participate to help the school.

Schools will deeply remember the background, wishes and expectations of the community towards school. The introduction of community expectations and student't parents educational institutions, especially schools is an important element in order to foster strong support from the community. If this is created, then apathy, indifference and ignorance will disappear. The question is, have the school know the expectations of the community? Or now the schools impose their hopes on the community! Let us analyze these conditions based on experience and vision so far in the practice of educational training at the primary school level. If we have not done so, then it is time to start the school to improve itself to build partnerships with the community or stakeholders for school progress.

In reality that is found in institutional-educational institutions today seems still little to find patterns of relationships that can encourage the creation of the four main points above. This is due to the perception that the improvement of school quality and the improvement of learning process is done by the school or government side unilaterally. While the community and parents of students simply requested assistance in the form of finance alone or there is a kind of perception as if the school is responsible for improving the quality. This misperception is the result of a lack of understanding of the community about education as well as the understanding of the school people about what and how school management should be maintained with the community. Besides, community empowerment still tends to funding aspect.

3 The Purpose Of School Relations With The Community

What exactly do you want to achieve in school relations activities with the community? Elsbree Dan Mc Nally was quoted by Suriansyah (2001) as saying that community-based activities aim to:
a. To improve the quality of children's learning and growing.
b. To rise community goals and improve the quality of community living
c. To develop understanding, enthusiasm and support for community programs of public educations
d. From this opinion it is seen that what is to be achieved in school relations activities with this community is not only get financial assistance from parents or community, but further than that is the development of children's learning ability and improvement of life quality of society, which in the end can grow their support for education.

3 RESEARCH METHOD

How is the relationship between school and community with improving the quality of community life, you try to discuss and analyze in groups?

As a comparison material, you can learn the purpose of school relationships with the community put forward by L. Hagman as follows:
a. To get help from parents or community, what help? Remember this help is not just money!
b. To advance the education program.
c. To develop togetherness and close cooperation, so that all problems and others can be done together and in a timely manner.

From various descriptions above can be concluded by relation of school or educational institution with society actually aim to increase:
a. Quality and lessons. The quality of school graduates in the aspects of conge, affective and psychomotor will only be created through the process of learning in class or outside the classroom. Quality learning process will be achieved if supported by various parties including parents / students.
b. Quality of student learning outcomes. The quality of student learning will be achieved if there is a shared perception and action between schools, and parents. Togetherness is mainly in providing direction, guidance and supervision of children / students in learning.
c. The quality of growth and development of learners and the quality of society (parents of students) itself. The quality of society will be built through educational processes and reliable educational outcomes. Quality graduates are the main capital to build the quality of society in the future.

4 Principles of school relationships with the community

Some of the principles that are considered and considered in the implementation of school relationships with the community are as follows:

a. Integrity

This principle implies that all school relations activities with the community must be integrated, in the sense of what is described; delivered to the society must be integrated information between information on academic activities and non-academic activities. Avoid as far as possible the efforts hidden activities that have been, are and will be run by educational institutions, to avoid

misperceptions and suspicion of educational institutions. This is very important to improve the assessment and trust of the community / parents to the school, or in other words the transparency of educational institutions is very necessary, especially in the era of reform and this information, the public will be more critical and dare to give direct assessment about institutions education,

b. Continuity

School relations with the community must be done continuously, not only incidentally or occasionally, for example, only once a year or once in a semester / quarter, or only attended by the school when it will seek financial assistance to parents / community. This is what causes.

People always assume that if there is a school call to come to school is always associated with asking for money assistance.

The fact so far shows that the invitations to parents of students from schools are often represented to others, so their presence only ranges from 60% - 70% or even less than 30%. When this is conditioned, it is difficult for schools to have strong support from all parents and students.

The development of information, the development of school awareness, the problems of schools and even the problems of student learning always appear and grow at all times, therefore need a continuous explanation of information from educational institutions for the community / parents of students, so that they are aware of the importance of their participation in improve quality of education of his sons and daughters,

c. Coverage

The granting activities of the confirmation should be comprehensive and cover all aspects / factors or substances that need to be conveyed and known by the community, such as the curricular program, curricular activities, remedial teaching and other activities. This principle also implies that all information should be complete, accurate and up to date.

d. Simplicity

This principle requires that in the process of school-to-community relationships, both personal and group communication, the information giver (school) can simplify the various information presented to the community, in accordance with the conditions and characteristics of the listener (the local community). meaning that;

- The information presented is expressed in words that are friendly and easy to understand and the use of the term wherever possible adapted to the level of understanding of the audience.
- Use of clear words, liked by the community or familiar to the listener.
- The information presented uses a local cultural approach.

e. Constructiveness

School relations programs with communities should be constructive in the sense that schools provide constructive information to the community. Thus the community will respond positively about the school and understand and understand in detail various problems (problem and constrain)

The school faces. This principle also means in the presentation of information should be objective without emotion and engineering. Beside the information presented should be able to build the will and stimulate to think for the recipient of the information. Constructive explanations will appeal to society and will be accepted by society without certain prejudices; this will lead them to do something in accordance with the wishes of the school.

f. Adaptability

School relations programs with the community should be tailored to the circumstances within the community. Especially the adjustment to the activities, customs, culture (culture) and information materials that exist and apply in the life of the community.

5. The procedures for implementing school relations with the community

The procedures for implementing school relations with the community are carried out through the following four stages:

a. Analyzing the community

The first activity in the implementation of community participation management is to analyze the community that is related to the target of society, condition, character, needs and desire of society for education, problem, faced by society and other life aspects of society such as habit, attitude,) etc. This is very important, because misunderstanding about the condition of the community, will cause programs that are developed and developed by schools in the context of community empowerment for education will be less precise. To do this analysis there are several ways you can use:

1. School residents have high sensitivity about the community environment or parents who become the citizens of the school. At this time many issues are developing in the community / parents about education, both deliberately developed by certain people and that developed due to educational policies by education officials including policies taken by schools such as about BOS, donation money for new students and etc.
2. Conduct observations through surveys of customs, customs that support or even impede the progress of education in the midst of society. In this way it will provide great possibilities for school residents to access information, issues and community needs for their children's education in schools
3. Conducting interviews and direct dialogue with the community especially through key informants, to find out what their needs and aspirations are. To be able to implement this, every school citizen needs to have a reliable interviewing ability.

b. Conducting communication

The second stage in establishing school relationships with the community is communicating with the target community. In communication according to John. L. Beckley, to succeed there are some things to note are:

1. Practice self-control, in this case means before giving information to others, make sure that the information, instructions or targets given have been done by the informer. Therefore, if the school asks the community for the attention of the school, ask the school first whether the school has paid attention to the needs of the community.
2. Appraised and where deserve, meaning in communication need to give appreciation to the opponent of communication, although the award is not always in the form of material, for example do not look away when the opposite communications speak, say good, nod and others.
3. Criticize tactfully, meaning if you want to give criticism in communication, give wisely so as not to disturb the feelings of others.
4. Always listen, make your effort to learn to listen to others, including in this case sensitive to other feelings by seeing the symptoms that appear. For example do not push to continue the conversation when it appears comrade communication is very bored. Do not

dominate the conversation with others (the opponents of dialogue), listen to what they say (including their words through gestures), understand and view the meaning, if there is a difference of perception with them try to find the equation, do not enlarge the difference.
5. Stress Reward, give reward / reward to the other person if it is worth the award. The award in question is not solely in material form, but also in non-material form.
6. Considers the person interest, meaning pay attention to the interest of each individual the other person. Therefore, start a conversation from a matter of interest, hobby or center of attention of people.

The success of communication is the key to success in achieving the goal of school relations with the community (communication is a key to successful team effort). This means that if you want to succeed in empowering the community to participate in the implementation of education in school, then the first key that must be mastered is the ability to communicate.

c Engaging the community

Involving the community is not just about delivering messages but more than demanding active community participation in school activities and programs. How the techniques for the community to be actively involved can you learn in the discussion section of school relations techniques with the community in the next

4 ANALYSIS

Engineering and Forms of School Relationship With The Community

Edward F DeRoche says there are 20 ways to do relations school with community, that:

If we look at some of these opinions, it appears that the implementation of school relations with the community can be done in various ways and media both direct media and indirect media. Even in today's technological developments, school relationships with communities can actually be done using modern technology such as internet telephony and so on.

In developed countries particularly those that embraced the decentralization system, schools were reinforced and maintained by the community (wash, 1979). Their awareness as the owner and the person in charge of education is very high, whereas in

developing countries, the community is still very much interested in the quality of education to the government, even though the government itself is very short of funds for that matter.

Some examples of community participation in education are:

1. Oversee the personal development and learning process of their children at home and if necessary provide reports and consultations with the school. This is rarely done by the parents of students, given the busy work or for other reasons.
2. Provide home study facilities and guide youngsters to learn with full motivation and attention
3. Provide the learning supplies needed to study in educational institutions (schools)
4. Trying to pay tuition and other education assistance
5. Provide feedback to the school about education, especially concerning his daughter's son.
6. Willing to attend school when invited or in need by school
7. Participate in the discussion of solving educational problems such as facilities, infrastructure, activities, finance, work program and so on.
8. Helping the learning facilities that schools need in promoting the learning process.
9. Lend the tools in need of school for practice, if the school requires it.
10. Willing to be a trainer / resource person when required by the school.
11. Accept the students gladly if they learn in the community environment (eg practicum)
12. Provide services / explanations to students who are studying in the community
13. Being a good and honest respondent to research students and educational institutions.
14. For educational experts willing to be ekpert in fostering quality educational institutions
15. For journalists are willing to become donors for school development
16. To facilitate education communication
17. Submitting proposals for educational improvement
18. To control the course of education (social control)
19. For community leaders are willing to be partners of education management in maintaining and promoting educational institutions.
20. Participate in thinking and realizing the welfare of education personnel.

5 RESULTS

In addition to the above, there are other opinions that are developed based on some of the results of the study, which details that public participation in education that is expected by the school are as follows:

1 Supervise / guide the children's habit of home study.

Some of the activities that can be done in providing home studying habits guidance are as follows:

a. Encourage the child to study regularly at home, including in this case the role of parents to guide and provide supervision to learning activities at home
b. Encouraging children to develop timetables and learning time structures and establishing priority home activities oversight of implementation of home study schedule becomes very important for parents. This should receive attention for schools to be given clear and complete information about what and how they can do these activities.
c. Guiding and directing the child in the use of study time, play and rest.
d. Guiding and directing children to perform an activity that supports lessons in school. Parents are expected to play an active role in guiding the child and giving them the opportunity to engage in activities that support his self-development towards maturity.

2 To guide and support the children's academic activities

a. Encourages and fosters the interest of children to diligent reading and diligent learning (interest in reading) the creation of a conducive climate situation that fosters reading interest is needed in the family environment so there is similarity between the climate created in school with home. This will accelerate the improvement of children's learning quality.
b. Provide reinforcement to the child to perform activities that benefit him / her. gift giving, praise and other rewards are essential to strengthen the child's positive behavior
c. Providing the right materials and facilities to suit the child's learning needs.
d. knowing the strengths and weaknesses of children and learning problems and efforts to provide guidance
e. supervising homework, learning activities of children

f. creating a home atmosphere that supports the child's academic activities
g. Help functionally in learning and complete school tasks on time.

3 Give encouragement to research, discuss ideas and or actual events
a. encouraging the child to like to research has the motivation to write analyst / scientific
b. providing facilities for children to conduct research
c. encourage children to undertake scientific activities
d. Discuss and talk with children about new ideas, ideas or about learning materials, useful activities, and actual problems and so on.

4 Directing the child's academic aspirations and expectations
a. Provide motivation for children to learn well as stock of the future.
b. Encourage and cultivate the aspirations of children in learning.
c. Knowing the acrivities of the childern's school in learn something
d. Knowing the standard hope school againt a child in study.
e. Pesent at the teacher with parents students.
f. Give positive reward toward performance child in the house.

6 CONCLUSIONS

Given the large influence of parents on the achievements of cognitive, affective and psychomotor aspects, Radin was quoted by Seifert & Hoffnung (1991) explaining there are six possible ways parents can do in influencing their children:
a. Modeling of behaviors, that is, the style and the way the parent behaves in the presence of the children, in the daily intercourse or in any occasion will be a source of imitation for his or her children. Therefore, parents or family and community environment that shows negative behavior will greatly affect the behavior of children at home, at school, and in the community. In this connection, it is necessary to have common values and norms applicable in schools with those that apply in families and communities.

b. Giving rewards and punishments (reward and punishment). The way parents reward and punishment also affects the child's behavior.
c. Direct instruction (direct command), giving orders directly or indirectly affect the behavior, such as the expression of parents "do not be lazy to learn if you want to gift" statement is actually a wiser direct command, so it can foster children's motivation to study harder . Many people do not understand how rewards and punishments will have an impact on the educational process, consequently after a deviation in behavior from excessive giving is realized.
d. Stating rules (stating rules), stating and explaining the rules by parents repeatedly will give warnings to children about what to do and what to avoid by children.
e. Reasoning. At times of aggravation, parents may question the child's capacity to reason, and the way it is used by parents to influence them, for example, parents can remind their children of behavioral gaps with values held through statements. For example "now your rank is ugly, Karen aka lazy to learn, not because you are stupid!"
f. Providing materials and settings. Parents need to provide various learning facilities required by their children such as books and so forth. But what books and facilities are appropriate to the needs of the school, many parents do not understand it.

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