

Family Social Capital and Quality Management in Primary and Secondary Education

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ABSTRACT—This paper examines the relationship between family social capital manifested through parental involvement, social networks, and home learning culture and the implementation of school quality management programs. It explores how the form and quality of this capital relate to school quality initiatives, and how school strategies interact with family efforts to build a home learning culture. Using qualitative thematic synthesis of reputable literature from the past two decades, the review finds that family social capital is evidenced by emotional bonds, communication about school, structured study time, and support from extended networks. This capital shapes how families engage with school policies, translate academic goals into home routines, and communicate with educators. Successful school programs explicitly treat parents as partners, provide clear communication channels, and supply practical support for home learning. Conversely, when programs overlook variations in family social capital, quality standards tend to favor students from families with strong networks and higher education, potentially exacerbating achievement gaps. The study concludes that effective educational quality management requires recognizing families as holders of critical social resources and developing cooperative mechanisms that bridge professional school knowledge with families' daily experiences in supporting learning.

Keywords: family social capital, parental involvement, social networks, home learning culture, education quality management, home-school relationships, school quality.

A. INTRODUCTION

In the development of educational research over the past few decades, attention to the relationship between family and school has grown stronger as a factor that influences the quality of learning. Schools do not stand as

entities separate from family life, but are closely related to parenting patterns, communication climate, and how parents interpret their children's education. The synergy between the competence of educators in guiding character and the quality of parental attention in nurturing values at home is fundamental to this holistic educational process (Firmansyah & Darmawan, 2023). In many regions, school education quality management programs emphasize strengthening classroom learning processes, curriculum development, and teacher capacity building, while the family dimension is often treated as a background factor that is not systematically addressed. The foundational values, communication habits, and social understanding nurtured within the family are critical in shaping students' capacity for social engagement and global awareness key goals of higher education as outlined by Hariani and Mardikaningsih (2022). Specifically, the process of 'parental education,' through which parents consciously impart life values, work ethic, and social norms at home, constitutes a primary and informal curriculum that directly shapes a child's character and approach to learning (Safira et al., 2022). In fact, the way families organize learning routines, build academic expectations, and communicate with schools has a direct impact on student motivation, discipline, and achievement, an impact that is significantly amplified when school instruction and family upbringing are mutually supportive and aligned in their objectives (Firmansyah & Darmawan, 2023). The gap in understanding between schools and families regarding learning objectives and methods has the potential to reduce the effectiveness of quality programs that have been designed at great cost and effort.

International research on parental involvement shows that the pattern of parent-school relationships is not sufficiently understood as attendance at meetings or ceremonial activities,

but rather relates to how families develop daily learning support at home. Jeynes (2012), through a meta-analysis of various parent involvement programs, found that affective support, realistic high expectations, and regular communication about children's learning experiences are associated with improved academic outcomes, especially in complex urban environments. These results indicate that the quality of family-school relationships cannot be reduced to administrative aspects, as they involve layers of trust and emotional closeness. In this context, education quality management programs that ignore family dynamics risk reinforcing achievement gaps between groups of students from different socioeconomic backgrounds (Warin, 2022). Such gaps are particularly pronounced in rural, where systemic barriers, such as limited access to education and economic opportunities for mothers, directly constrain their capacity to engage in the forms of daily learning support that research deems most effective (Ramle & Mardikaningsih, 2024).

The concept of family social capital is one way of understanding how networks of relationships, norms, and trust within the home environment can strengthen school improvement programs. Family social capital includes patterns of internal interaction between parents and children, relationships between families in the surrounding community, and networks connecting families with teachers and school officials. Goodall and Montgomery (2014) emphasize that parental involvement exists on a continuum, ranging from compliance-based involvement in meeting school demands to collaborative engagement, where parents see themselves as partners in their children's learning. It is in this more collaborative stage that family social capital can function as a bridge between home and school, facilitating the flow of information about children's learning needs and encouraging the alignment of educational goals. This collaborative bridge is essential not only for academic goals but also for fostering broader learning agendas, such as developing pro-environmental attitudes and behaviors, which are most effectively nurtured through consistent family-centered educational practices (Safira et al., 2022).

In reality, strengthening quality management in schools often places families as mere targets of socialization, rather than as subjects with social resources. Many quality programs emphasize standards, performance indicators, and internal evaluation procedures, while the dimension of parent relations is often interpreted as an

obligation to attend regular meetings. This approach leaves little room for recognition of the variety of ways families organize learning at home, including the informal strategies they develop to help their children cope with academic demands. When families are treated merely as recipients of information, their capacity to build networks of mutual support with teachers, homeroom teachers, and other parents is underutilized (Rozikin et al., 2023). As a result, the potential of families' social capital to support education quality management programs is still far from being optimally utilized, especially in schools that serve students from vulnerable socioeconomic backgrounds.

One of the main problems in efforts to improve the quality of education in schools is the tendency to focus attention on internal processes within the institution, while the dimension of relations with families has not been designed as a strategic component. Many quality policies emphasize document development, standard assurance, and learning outcome measurement, but have not explicitly integrated how families can contribute through social networks and learning practices at home (Hariani et al., 2021). Jeynes (2012) shows that formal parent involvement programs, such as simply inviting parents to meetings, tend to have a weaker impact than support rooted in warm emotional relationships and regular communication. When schools take an administrative approach, opportunities to activate the emotional and social dimensions of families become limited, so that quality programs do not touch the areas of life that are closest to students' daily lives.

Another problem arises from the way schools construct the position of parents in the structure of educational relationships. In many cases, parents are positioned as figures who need to be "educated" in order to understand the school program, rather than as partners who bring valuable knowledge and social networks. This top-down approach contrasts with principles of participatory social change, which emphasize collaboration and leveraging existing community assets to drive sustainable behavior change (Gautama & Mardikaningsih, 2022). Goodall and Montgomery (2014) emphasize that the concept of parental involvement is often used narrowly to include only behaviors expected by the school, even though at home parents provide forms of learning support that are not always visible to teachers. When the official definition of parental

involvement is too limited, informal family contributions, such as building a culture of reading, providing a regular study schedule, or communicating with other parents about school assignments, are often not recognized as part of the quality program. As a result, schools miss the opportunity to map and strengthen the social capital that is already at work in the family environment.

The relationship between family social capital and home learning culture is often hampered by communication and perception gaps between teachers and parents. Teachers face administrative burdens and pressure to meet quality indicators, resulting in brief interactions with parents that tend to focus on technical issues. Parents who are unfamiliar with the technical language of education often feel less confident about discussing their children's learning difficulties. Jeynes (2012) highlights that without efforts to build a mutually respectful channel of communication, parental involvement is likely to be limited to families that already have strong social capital, such as those who are highly educated or have extensive networks. Goodall and Montgomery (2014) add that parents' perceptions of the extent to which they are accepted as partners by the school will influence their choices to attend, express opinions, and regulate the learning culture at home. This perception gap explains why some quality management programs find it difficult to penetrate the family space in a sustainable manner.

Social, economic, and technological changes in recent years have had a major impact on how families manage their children's education. Parents' increasingly flexible yet uncertain jobs, the use of digital devices in learning, and academic pressure have changed communication patterns and routines at home (Masnawati et al., 2022). This is further complicated by disparities in technology access and digital skills among families, which can create significant gaps in how they engage with modern educational demands (Arifin & Darmawan, 2021). In such situations, schools that develop quality management programs without understanding the structure of family social networks risk implementing policies that are out of sync with the daily realities of their students. Such misalignment does not merely reduce program effectiveness; it can actively exacerbate existing educational disparities, mirroring the broader patterns of unequal access observed across developing contexts

(Rojak & Khayru, 2022). Studies on family social capital, parental involvement, and home learning culture are important to explain why some quality programs are effective in one environment but less so in another with a different social structure. Through such analysis, it is possible to identify how families build trust, support, and learning supervision that tangibly influence the success of school programs.

The global emphasis on equalizing the quality of education requires serious attention to disparities originating in the home. Schools serving students from low-income families, informal workers, or migrants face a double challenge: strengthening the internal quality of the institution while establishing relationships that are sensitive to the diversity of family resources. Without an understanding of the social capital possessed by families, quality improvement programs risk benefiting groups that already have strong support networks. Examining how parental involvement, social networks between families, and home learning cultures intertwine with school quality management programs can help formulate more equitable measures, so that the quality of education pursued by schools is not limited to documents, but is reflected in children's daily learning experiences. These equitable experiences are critical for nurturing essential social and interpersonal competencies in children, which form the bedrock of their ability to collaborate and contribute to society (Hariani et al., 2021). Ultimately, such equitable educational practices are foundational for fostering the broad-based competence, adaptive capacity, and sense of global citizenship required to build a sustainable future for all (Mardikaningsih et al., 2021).

This research aims to describe and analyze how family social capital, particularly through parental involvement, social networks between families and with schools, and home learning culture, relates to the implementation of educational quality management programs in schools. Theoretically, this research is expected to enrich educational and sociological studies by showing the relationship between family social capital and quality management practices at the school level. Practically, the results of this research are expected to provide a reference for education stakeholders in designing quality policies and programs that are more sensitive to family dynamics, so that home-school cooperation can be built

sustainably and have an impact on improving the learning experience of students.

B. METHOD

This research uses a qualitative literature study design that focuses on conceptual and thematic interpretations of scientific works on family social capital, parental involvement, home learning culture, and quality management in schools. This approach was chosen because it provides space to develop a structured understanding of various research results without combining them quantitatively. The search procedure was conducted through reputable journal databases such as Scopus, Web of Science, ERIC, and Google Scholar for English-language publications, as well as accredited national journal portals for Indonesian-language publications. The search period was limited to the last two decades to ensure relevance to current educational dynamics, using a combination of keywords such as “parental engagement,” “family social capital,” “home learning environment,” “school quality management,” and their equivalents in Indonesian. This step follows the principles of systematic literature review compilation as recommended by Booth et al. (2016) and enriched with guidelines for review compilation as a research method by Snyder (2019).

Inclusion criteria were established to select articles and books that explicitly discussed the relationship between family and school, parental involvement, or family social capital related to the quality of the learning process, rather than merely separate indicators of learning outcomes. Studies focusing on primary and secondary education were prioritized, while research on higher education was used selectively if it contained concepts relevant to school education. Articles that did not undergo peer review, policy reports without a clear empirical basis, and popular publications were excluded from the analysis. The selection process followed the stages of identification, screening of titles and abstracts, full reading, and then determination of eligibility. The corpus of literature analyzed thus consisted of academic sources that had been tested for methodological quality and clarity of argument. Data analysis was conducted through thematic synthesis with open coding, grouping codes into initial themes, and consolidating themes into thematic categories that describe the relationship between family social capital and

education quality management programs. This procedure refers to the stages of thematic analysis described by Braun and Clarke (2006), which emphasize a repetitive process starting from familiarization with the data, systematic coding, to writing a coherent thematic narrative. For sources containing qualitative data, repeated readings were conducted using thematic synthesis techniques as described by Thomas and Harden (2008), so that the meanings expressed by the original authors were preserved while being reorganized into new themes relevant to the research focus. Consistency between themes was checked periodically, and analytical notes were compiled to track conceptual considerations in each grouping decision. This approach is expected to produce a structured picture of how parental involvement, family social networks, and home learning cultures relate to quality management practices in schools according to the findings of various studies.

C. RESULTS AND DISCUSSION

Family Social Capital and Parental Involvement in School Quality Management Programs

Understanding family social capital is the starting point for linking family life with quality management programs in schools. Putnam (2015) defines social capital as networks, norms, and trust that facilitate coordination and cooperation, which in the family sphere is reflected in emotional attachment, intensity of communication, and willingness to help one another. In families that maintain warm interaction routines around learning experiences, conversations about lessons, values, and future plans, this social capital provides a foundation for children to perceive school as a space that is in line with their home life. Dika and Singh (2002) show that when family social capital is strong, the connection between parental expectations and academic demands at school tends to be more harmonious, so that quality programs focused on improving achievement receive invisible support from home. From an educational sociology perspective, the quality of family relationships is part of the “learning environment” that extends beyond the classroom walls and influences children's readiness to respond to quality initiatives launched by schools (Kurniawan & Darmawan, 2021).

Parental involvement as a concrete manifestation of family social capital cannot be reduced to physical presence at school, as it is much more closely related to how parents organize learning support at home and establish relationships with teachers. Epstein (2001) proposes a framework of six types of involvement, ranging from meeting basic needs to participating in decision-making, which describes the broad spectrum of family-school relationships. Within the framework of quality management, families who actively monitor assignments, facilitate study time and space, and communicate regularly with teachers are actually strengthening the cycle of planning, implementation, and evaluation of learning at the micro level. Fan and Chen (2001), through meta-analysis, found that the dimensions of academic expectations and communication about school have a stronger correlation with student achievement than formal forms of involvement. These findings confirm that quality programs that emphasize the quality of learning need to recognize, and even integrate, forms of parental involvement that are rooted in everyday family life.

The social capital perspective also helps explain why parental involvement has different impacts on diverse social groups. Parcel and Dufur (2001) show that human capital and social capital at home are interrelated in influencing children's social adjustment, where parental education levels, supervision patterns, and interaction quality contribute to educational outcomes. When quality management programs focus on strengthening the learning climate in the classroom without mapping the variation in family social capital, achievement gaps between student groups are likely to persist. Putnam (2015) asserts that declining membership in community organizations and reduced shared activities in the neighborhood have an impact on the reduction of support networks for families, including in matters of children's education. Schools that develop quality programs without considering the structure of family networks may find it difficult to establish meaningful communication, especially with parents who have limited social resources.

A research review on the home learning environment provides a more detailed picture of how family social capital is intertwined with children's learning practices at home (Warin, 2022). Melhuish et al. (2008) found that the quality of the learning environment at home, which includes the frequency of reading together, simple numeracy activities, and

stimulating conversations, is strongly related to children's literacy and numeracy development in the early years of elementary school. These findings remained significant after controlling for socioeconomic factors, indicating that how families organize routines and interactions at home has a distinct impact on the quality of learning outcomes. For schools that implement quality management, information about learning patterns at home can be used as a basis for developing parent support activities, for example through simple guidelines on realistic learning activities that are in line with classroom learning objectives. The quality indicators outlined in the school plan are thus supported by daily activities at home.

The dimension of mutual trust between parents and schools is a crucial part of social capital that often determines the success of quality programs. Harris and Goodall (2008) highlight that many schools emphasize parental involvement in administrative matters, while relationships directly related to children's learning processes receive less attention. Their study shows that when schools position parents as legitimate partners in discussions about the learning process, a sense of ownership of the school's goals increases and parents are more motivated to reorganize their home routines to support learning. Dika and Singh (2002) emphasize that social capital in schools is formed not only through networks between students and teachers, but also through bridges of relationships with families. Within the framework of quality management, this bridge helps schools disseminate information about quality targets while receiving feedback on learning conditions at home, thereby enriching the continuous improvement cycle.

The motivational model of parental involvement shows that family social capital is closely related to parents' beliefs about their responsibility and ability to support their children's education. Hoover-Dempsey et al. (2005) found that parents' decisions to get involved are influenced by their perceptions of their role, self-efficacy, and invitations from the school. When schools provide clear and respectful invitations and accessible communication channels, parents are more likely to mobilize family and neighborhood networks to help overcome their children's learning difficulties. From a quality management perspective, a planned invitation strategy for parents can be viewed as part of a quality communication system, in which schools convey structured

expectations while opening up space for dialogue. Family social capital then moves through the reinforcement of the belief that their support is meaningful, so that participation does not stop at ceremonial events, but continues with the rearrangement of household activities to prioritize learning activities.

Quality management policies in education that are oriented towards continuous improvement require a consistent flow of information between schools and families. Sallis (2014) explains that the application of quality management principles in education involves the broad involvement of stakeholders, including parents, in setting standards and evaluating services. The success of such inclusive policies is often a reflection of strategic educational leadership that actively builds bridges between the institution and the community (Ismaya et al., 2023). This leadership approach, which values empowerment and supportive communication, shares philosophical ground with the principles of servant leadership that are shown to foster positive psychological resources among academic staff (Hariani & Wardoyo, 2024). Without attention to the social capital available in households, however, schools risk developing participation mechanisms that are more accessible to families that already have high social resources (Warin, 2022). Fan and Chen (2001) show that the influence of parental involvement on student achievement tends to be stronger when interactions focus on the learning process, rather than simply monitoring behavior. Quality system designs that invite parents to discuss learning strategies at home, provide understandable progress reports, and open channels for consultation can therefore trigger a more equitable utilization of family social capital. This approach aligns with the strategies of effective school principals who prioritize collaborative, two-way communication as a cornerstone of quality improvement (Ismaya et al., 2023), embodying a leadership ethos that empowers all stakeholders including families by building their capacity and fostering a supportive environment for growth.

The discussion of family social capital also highlights internal disparities within families regarding the division of roles in supporting children's education. Desforges and Abouchaar (2003), in their review of various studies, emphasize that the influence of the home on educational success arises primarily through

the processes of socialization, expectations, and learning activities with children, rather than solely through socioeconomic status. The family's capacity to perform this function, however, is influenced by workload, the quality of the relationship between spouses, and the support of extended networks such as relatives or neighbors. Parcel and Dufur (2001) show that when adults in the home are able to share responsibilities, children receive more consistent supervision and support. In relation to quality management in schools, information about family caregiving structures and support networks can help teachers and school managers interpret patterns of attendance, late assignments, or fluctuations in performance, and design approaches that do not judge families facing limitations.

Differences in how schools interpret and manage parental involvement show significant variation in the utilization of family social capital for quality programs. Epstein (2001) notes that some schools adopt a narrow view, focusing involvement on physical assistance and support for fundraising activities, while other schools develop partnerships that give parents space to understand the curriculum and learning process. This deeper partnership acknowledges the family's role as the primary locus for parental education, the deliberate and informal process through which life values, work ethics, and social understanding are nurtured at home (Safira et al., 2022). Harris and Goodall (2008) found that schools that successfully shifted their orientation from "bringing parents to school" to "supporting parents in accompanying learning at home" tended to be more successful in reaching families from diverse socioeconomic backgrounds. In the context of quality management, this shift marks a transition from an institution-centered approach to one that recognizes the home as the primary location for learning experiences. Family social capital then ceases to be a conceptual idea and instead manifests itself in the form of alignment between the school's quality plan and the child's learning routine at home, effectively bridging the intentional parental education that occurs in the family with the formal pedagogical goals of the school. From an educational sociology perspective, attention to family social capital helps explain why formally similar quality programs can produce different outcomes in schools serving student populations with diverse family characteristics. Dika and Singh (2002) remind us

that social capital is not neutral, as its distribution is linked to class structure, race, and location of residence. Schools serving communities with low levels of trust among residents, high mobility, or weak neighborly relations may face additional challenges in mobilizing parental involvement. Desforges and Abouchaar (2003) add that interventions designed to strengthen family support need to consider parents' language, values, and educational experiences, so that schools' invitations to involvement are not perceived as demanding. Just as school programs must adapt to family diversity to be effective, university-level interventions, such as those for student character development through counseling, must also be designed with a comprehensive understanding of students' varied social backgrounds and pre-existing values shaped by their familial and community experiences (Rojak et al., 2024). Within the framework of quality management, attention to variations in family social capital requires schools to develop layered communication strategies so that formally developed quality indicators receive real support from various family groups with diverse social characteristics (Kurniawan & Seran, 2024).

Substantively, the description of family social capital and parental involvement shows that the quality of quality management programs in schools is closely related to the institution's ability to read and respond to the world of family life. When schools view families as social resources, rather than mere recipients of policy, then meetings, learning outcome reports, and routine communication become a meeting place between the professional knowledge of teachers and the daily experiences of parents with their children. At the same time, families need clear information, language they can understand, and recognition that small efforts made at home, such as providing a reading corner or limiting screen time during study hours, have value for the success of quality programs. In this mutually recognizing relationship, families' social capital can strengthen children's learning discipline, foster realistic expectations, and instill the view that educational quality is a shared responsibility, not a burden on one party.

In daily practice, the connection between family social capital and quality management in schools also depends on the capacity of actors to manage multiple roles. Teachers who must meet administrative targets, carry out teaching, and interact with parents often experience significant

time and emotional pressure. Similarly, parents who work long hours or in uncertain working conditions need to renegotiate their schedules and energy levels in order to continue supporting their children's learning. At this point, honest and respectful communication about each party's limitations is key, so that the expectations set by the quality programme can be pursued without causing excessive guilt within the family. This approach provides an opportunity for schools and families to work together to find realistic ways to strengthen the culture of learning, while maintaining the psychological well-being of both children and the adults who care for them.

The search for realistic ways is not a compromise on quality standards, but rather a human-centred sustainability strategy. Effective school leadership plays a crucial role in creating an environment that supports this process, where teachers' workloads are managed humanely and parental involvement is facilitated with flexibility and empathy. By acknowledging the existing context and limitations, schools can design inclusive engagement mechanisms for example, through asynchronous communication, consultations at varying times, or learning resources that can be accessed from home. Ultimately, the success of education quality management is measured not only by quantitative indicators, but also by its ability to build a resilient collaborative ecosystem, where each party feels valued, heard, and supported to contribute according to their abilities. This is the true foundation of humane and sustainable quality improvement.

Social Networks, Home Learning Culture, and Implementation of Education Quality Management

The social network surrounding families shapes a relational space that greatly influences how parents interpret and respond to quality management programs in schools. Horvat et al. (2003) show that relationships between parents, relatives, and neighbors provide channels of information, emotional support, and practical advice on how to deal with school demands. In families with strong networks with other parents at the same school, the flow of information about assignments, internal policies, and academic opportunities is much smoother, minimizing misunderstandings. These networks serve as informal discussion spaces on how to manage children's study schedules, choose reading materials, or communicate with teachers. For schools that implement quality management, the existence of such networks creates opportunities

to reach families through key figures in the trusted parent community, so that messages about quality do not depend entirely on official school channels.

The research by Horvat et al. (2003) also confirms that the structure of family social networks is not uniform across social classes. Middle-class families tend to have networks that are more connected to educational institutions and professional figures, while working-class and low-income families often build networks centered on close relatives and neighbors who experience similar limitations. Lareau (2011) explains that middle-class families manage more planned interactions, for example through children's activity groups, while working-class families rely more on spontaneity and informal support. These differences in network patterns affect families' ability to interpret the technical language of the school, develop home learning strategies, and access additional resources. In the context of quality management, schools that rely on uniform communication have the potential to reinforce the advantages of families with extensive networks, while families with limited networks face obstacles in keeping up with changes in quality standards and procedures.

The culture of learning at home is an arena where the family's social network meets the values, habits, and aspirations that parents have built regarding education. Lareau (2011) distinguishes between two parenting styles, which she calls concerted cultivation and accomplishment of natural growth, which influence children's daily activity patterns. In families with the first style, children's days are filled with structured activities that stimulate cognitive and social abilities, while in the second style, children are much free to manage their own free time. This difference leads to significant variations in the intensity of conversations about schoolwork, reading habits, and how children prepare for exams. When schools design quality management that focuses on improving academic standards without understanding the variations in learning cultures at home, some families may feel that the quality demands are in line with their habits, while other families may feel alienated because the routines required by the school are far from their usual practices.

The aspect of trust between parents and schools is an important link between family social networks and the implementation of quality

management. Bryk and Schneider (2002) argue that the relational trust built between teachers, principals, parents, and students is a core resource for school improvement. This trust grows from perceptions of respect, competence, integrity, and kindness between parties. In an environment where parents feel they are treated as equals and their voices are heard, they are more likely to use their social networks to support the school's quality agenda, for example, by reminding each other of academic schedules or sharing ways to assist with homework. Such collaborative dynamics, characterized by trust and mutual support, not only aid program implementation but also model positive social interactions for children, thereby fostering their social competence an essential outcome of a multidisciplinary education (Hariani et al., 2021). When relations are dominated by tension and prejudice, the parent network can become a space for spreading negative stories about teachers or school policies, which undermines the legitimacy of quality programs. Building relational trust is therefore not an accessory, but a foundation for strengthening the home-school learning culture.

The structural and relational dimensions of family social networks are intertwined with economic factors that determine a family's capacity to establish a culture of learning at home. Sirin (2005), through meta-analysis, shows that socioeconomic status is strongly related to academic achievement, although the strength of this relationship varies between school levels and types. Sirin emphasizes, however, that this influence is not mechanical, as mediation through the quality of the home environment, parenting, and academic expectations is highly significant. In families facing severe economic pressure, networks of relatives and neighbors often become sources of practical assistance, such as shared childcare or the lending of teaching materials, which can alleviate some of the burden. Schools that implement quality management without considering the economic challenges faced by the family risk setting standards that are difficult for parents with limited time to meet, even if they are highly motivated. Quality communication management that is sensitive to economic conditions can help schools engage a wider community network to support a culture of learning at home.

Strengthening a culture of learning at home that is aligned with school quality programs requires

an understanding of how parents learn and adapt through interactions with their networks. Goodall and Vorhaus (2011) emphasize that many parents learn to support their children's education through daily experiences, stories from friends, and advice from teachers they trust, rather than through formal training alone. The report shows that effective interventions often combine school meetings with simple materials that parents can use at home, such as question-and-answer guides for reading together or ways to discuss academic failure constructively. When schools develop quality management that recognizes this way of learning for parents, parent-teacher meetings become more than just a one-way communication channel; they become an opportunity to build bridges between home practices and institutional quality standards. Parent networks can then become channels for disseminating the good practices they have learned together.

The quality of social networks among parents at school also has implications for student attendance and discipline monitoring as part of quality indicators. Epstein and Sheldon (2002) show that well-designed family and community involvement programs can reduce student absenteeism. In such programs, schools develop more personal communication with parents regarding attendance, provide reminders, and invite parents to develop plans to overcome practical obstacles. While this study focused on attendance, the same logic can be applied to other aspects of quality management, such as task completion or involvement in additional learning activities. When parents are connected in an active network, messages about the importance of school quality indicators can be reinforced through informal conversations, so that collective norms regarding attendance and commitment to learning grow among families who share experiences.

At the school level, implementing quality management that truly involves family networks requires work organization that combines clear structures with space for dialogue. Bryk et al. (2010), in their study of schools in Chicago, highlighted five key pillars of school improvement, one of which is parent and community involvement. They show that schools with strong relationships with families tend to be more successful in improving academic achievement in the long term. These relationships do not form spontaneously; schools make various efforts, such as establishing regular

meetings, defining the role of family-school liaisons, and developing initiatives that position parents as partners in their children's learning. These findings indicate that effective quality management requires institutional designs that make room for family social networks, so that two-way information flows between home and school regularly.

The idea of a culture of learning at home and family networks is also related to how schools develop policies on participation and family support programs. Bryk and Schneider (2002) emphasize that policies developed without considering their effect on relational trust risk causing subtle resistance from parents, for example through avoidance of communication or merely formal attendance. Goodall and Vorhaus (2011) show that successful parental support usually starts with recognizing the existing experiences and strengths within the family, then offering new methods that can be adapted to their routines. Schools that organize quality programs by incorporating components that strengthen the culture of learning at home can develop various forms of assistance, from small group meetings that bring together parents with similar backgrounds to the provision of practical home-based materials. In this way, the family social network is not directed top-down, but is facilitated to grow as a space for sharing learning strategies that are relevant to the school's quality objectives.

The implications for the development of an applied curriculum and a collaborative culture in schools arise when family social networks are seen as a source of ideas, rather than merely recipients of decisions. Lareau (2011) shows that middle-class parents tend to be more confident in offering suggestions or objections to school policies, while working-class parents are more likely to hold back. If schools want a curriculum that is closer to students' life experiences, the involvement of diverse groups of parents in discussions about the content and approach to learning is invaluable. Bryk et al. (2010) emphasize that schools that successfully implement continuous improvement usually have a collaborative culture that extends beyond teachers to include regular dialogue with families. In this kind of environment, parent social networks can become two-way learning forums, where schools gain insight into home realities, while parents understand the pedagogical considerations underlying quality programs.

When viewed as a whole, family social networks and home learning cultures confirm that the quality of education is not solely the result of administrative planning at the school level, but is interwoven with the daily lives of families. When schools seek to develop quality management programs, the success of these measures depends heavily on the institution's ability to read the patterns of relationships between families, appreciate how they manage their time and energy, and invite them into conversations about educational goals. Parents who feel recognized as part of the school community will be more motivated to utilize their social networks to support their children's learning, from sharing information to helping each other overcome practical obstacles. In this kind of atmosphere, quality indicators are no longer perceived as a one-sided burden, but as a joint project born from the meeting of teachers' professional knowledge and the wisdom that grows from the life experiences of families.

Ultimately, discussions about social networks, home learning cultures, and education quality management draw attention to the quality of relationships that support daily educational work. Strong quality programmes do require clear structures, but their sustainability depends on how those structures are present in conversations, habits, and real choices made by families when supporting their children's learning. Schools that are able to manage differences in social resources between families, while maintaining mutual respect and trust, have a greater chance of fostering a stable learning culture at home. Through this process, the quality indicators listed in the planning document ultimately come to life in the family space, as parents change the way they talk to their children about school, reorganise the learning space, and contact teachers when confusion arises. It is at this meeting point that social networks and home learning cultures intertwine with formal educational quality management efforts.

This intertwining does not happen automatically, but rather through context-aware educational leadership and communication designed to empower. This is where the principles of servant leadership find their relevance an approach that focuses not only on achieving administrative targets, but on building the capacity and trust of all parties, including parents and families. By viewing parents as partners in the educational process, schools can transform the dynamics of

participation from mere fulfilment of obligations to meaningful and sustainable involvement. In turn, a strong learning culture at home becomes a solid foundation for holistic quality improvement, where each child is supported not only by a structured school system, but also by a warm, responsive, and attentive learning ecosystem from their immediate environment.

D. CONCLUSIONS

This research shows that the quality of education in schools is closely related to the social capital that grows within families, which is evident through parental involvement, social networks, and a culture of learning at home. A strong quality management program at the school level does not necessarily result in improved student learning experiences if home-school relationships are fragile, communication is poorly directed, and parents do not have a clear picture of how to support their children. Families provide resources in the form of emotional attachment, time, knowledge, and kinship or friendship networks that can be directed to support learning activities. Schools, on the other hand, provide a professional framework for curriculum, learning, and assessment that requires family support to become embedded in children's routines. Constructive interaction between these two spheres requires recognition of families' capacities, diversity of parenting styles, and the limitations they face, so that quality programs do not remain mere administrative documents but are translated into real changes in home learning.

The findings in this study suggest that the development of education quality management needs to include the dimension of family social capital as a strategic component, not merely a supplement. Schools can review the way they communicate with parents so that it is more oriented towards the child's learning process at home, rather than merely conveying technical or administrative information. Mechanisms need to be developed to help teachers understand the structure of family social networks, parenting patterns, and existing learning cultures, so that invitations to participate are more realistic and can be realized by diverse groups of parents. At the policy level, educational institutions and stakeholders can facilitate programs that foster relational trust, strengthen networks between parents, and provide simple support materials that enable families to link school quality goals

with their children's daily activities. Educational quality is thus understood as the result of the ongoing management of relationships involving both home and school.

Further research should examine the concrete experiences of families and schools in various regions using qualitative and quantitative approaches so that general patterns and variations in practices can be more clearly illustrated. Schools can begin to develop simple mappings of families' social capital, for example through brief interviews or questionnaires that explore forms of learning support at home, support networks, and parents' expectations. The results of this mapping can be used as a basis for developing more targeted family assistance programs, with special attention to families facing limitations in terms of time, literacy, or economic resources. In addition, teacher education providers need to include material on home-school cooperation based on family social capital in the curriculum for prospective teachers and in-service training, so that educators have the conceptual sensitivity and practical skills to build mutually reinforcing relationships with the families of their students.

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