

# Strengthening Parental Participation through School-Community-Parents Partnership in the G7KAIH Habituation Journal

Masayu Rindang Bayu Kencana<sup>1\*</sup>, Erny Roesminingsih<sup>2</sup>, Nuphanudin<sup>3</sup>

<sup>1,2</sup> Education Management, Universitas Negeri Surabaya, Indonesia

<sup>3</sup> Special Needs Education, Universitas Negeri Surabaya, Indonesia

## Abstract

This research aims to analyze the partnership communication strategy between the school and parents in supporting the G7KAIH Habituation Journal program at KB TK Cita Mandiri. The main objective is to create an adaptive communication strategy model to shift the role of parents from mere information recipients to active partners in their children's education. This study employs a qualitative design with a case study approach. Informant selection was conducted purposively, involving the school principal, teachers, school committee, parents, and external partners. Data collection was carried out through in-depth interviews and participatory observation, then analyzed using an interactive model (data condensation, data display, and drawing conclusions) along with triangulation and member checking to ensure data validity. The results indicate that low parental participation is often caused by time constraints and unclear instructions (roles). To overcome this, implementing two-way communication through digital platforms such as WhatsApp becomes an effective solution, provided it is supported by instructional communication that is clear, easy to understand, has detailed directions, and provides room for questions and answers. In conclusion, the planned and responsive utilization of communication technology serves not only as a means of delivering information but also as a measuring tool for learning continuity capable of bridging the gap in parental participation and forming a sustainable partnership ecosystem at the early childhood education (PAUD) level.

## ARTICLE HISTORY

Received : 23 February 2026

Revised : 30 March 2026

Accepted : 25 April 2026

## KEYWORDS

School-Community-Parents Partnership; Parents Participation; School Communication Strategies

## PUBLISHER'S NOTE

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license.



## CORRESPONDING AUTHOR

\*Masayu Rindang Bayu Kencana, Education Management, Universitas Negeri Surabaya, Indonesia. Email: [asayurindang.23010@mhs.unesa.ac.id](mailto:asayurindang.23010@mhs.unesa.ac.id)

## Introduction

Early childhood education (ECE) serves as a vital foundation, wherein parents, as the primary educators, play a crucial role in supporting a child's academic and socio-emotional development. Active parental involvement has been proven to create a positive learning environment while simultaneously contributing to the improvement of educational quality (Nurhasanah R., 2024). Nevertheless, the reality on the ground indicates that this participation is not yet optimal, as some parents still delegate the educational responsibility entirely to the school (Abdurahman & Atikah, 2024). In this complex digital era, empowerment programs are urgently needed so that parents can confidently guide their children in utilizing educational technology (Asfahani et al., 2024). A paradigm shift, which no longer places the burden of educational success solely on teachers, is essential (Tyas et al., 2025). Therefore, harmonious collaboration through open communication is highly necessary to align goals (Amalia et al., 2024; Mulyanti, 2025). This is in line with the

implementation of the "parents as a partner" concept, which has been proven to increase parental attendance and positively impact children's psychological well-being (Yussanti, 2024).

As educational institutions, schools hold the primary responsibility in initiating systematic and continuous communication to build strong partnerships. Properly designed communication not only fulfills administrative needs but also strengthens the school's positive image in the eyes of the community (Widyaningrum et al., 2024). Consistent transparency of information can foster trust, ensuring that parents are truly positioned as partners rather than mere recipients of information (Wardah & Anggreani, 2025). Flexibility within these planned communication patterns is also essential to bridge various stakeholders for the sake of comprehensive educational services (Ivaniarahma & Putri, 2025). Furthermore, the principal's active role in interpersonal communication and promotion contributes to reinforcing the institution's image (Amal & Cahyono, 2024). Meanwhile, two-way communication that emphasizes human values is capable of enhancing brand awareness, public trust, and the school's inclusive identity (Maryanah et al., 2025; Salsabila et al., 2025). The utilization of digital technology also serves as a crucial solution to overcome the constraints of conventional communication channels (Rambe et al., 2024).

Although communication plays a vital role, the actual conditions at KB TK Cita Mandiri, particularly regarding the implementation of the G7KAIH Habituation Journal, reveal significant challenges. There is a striking gap where the children's enthusiasm for carrying out these habituation activities is not matched by the level of journal validation from their parents. The low level of parental participation in monitoring children's development remains a critical issue, as evidenced by empirical findings indicating that the percentage of parents who are rarely or never involved in their children's learning activities remains high. Specifically, 31.3% are never involved; 30.4% are rarely involved; and 27.7% are sometimes involved. This discrepancy confirms general findings that parental involvement remains low across various aspects (Onyango et al., 2024; V. Albarida et al., 2025). Conventional strategies have not yet succeeded in fostering sustained participation (Bachman et al., 2024). This lack of engagement is generally not driven by indifference; rather, it is hindered by constraints on time and energy stemming from high work demands and socio-economic factors (Alhejii, 2025; Markovich Morris & Cheng, 2025; Muhammed et al., 2025; Wildmon et al., 2024). Furthermore, some parents feel inadequate in assisting with their children's tasks or fail to realize that simple interactions at home have a profound impact (Caño et al., 2016; Mocho et al., 2025). This situation is further exacerbated by unclear roles regarding the school's expectations for the nature of their involvement (Ngadni & Shuang, 2024).

A number of previous studies have validated that structured communication programs can significantly increase participation (Wardah & Anggreani, 2025). Efforts to position parents as partners cultivate a sense of ownership over school programs (Yussanti, 2024). In the face of such high barriers, support focusing on home-based activities has proven to yield a stronger impact than school-based activities, necessitating institutions to promote specific partnerships (Wildmon et al., 2024). Based on this premise, Epstein's School-Community-Parents Partnership theory is utilized as the primary foundation. Studies adapting Epstein's framework indicate that enhancing basic aspects, such as communication, is highly significant for children's development and learning readiness (Onyango et al., 2024; V. Albarida et al., 2025). Furthermore, it also serves as a primary protector for children against traumatic stress (Bachman et al., 2024). Although its implementation frequently requires more flexible and contextual policies (Muhammed et al., 2025).

This study introduces novelty by employing Epstein's School-Community-Parents Partnership concept as the primary analytical framework to examine school communication strategies aimed at increasing participation in the G7KAIH Habituation Journal. Previous studies have demonstrated the effectiveness of Epstein's approach through various instruments (Mocho et al., 2025). These include structured strategies such as Communicate, Partner, Support, and Encourage, the strengthening of social capital, and participatory community collaboration, the outcomes of which are not constrained by the parents' socioeconomic status (Alhejii, 2025; Ashfaq et al., 2024; Caño et al., 2016; Farrand et al., 2023; Wildmon et al., 2024). However, this study specifically addresses the gap in the literature by positioning communication strategy as the central variable that practically drives and operationalizes Epstein's six types of involvement within a specific connecting medium, offering a new perspective on creating a participatory ecosystem.

Based on this novelty, this study has a high urgency to analyze the communication patterns established by the school to shift the role of parents from mere recipients of information to active partners through the G7KAIH Habituation Journal at KB Cita Mandiri. Practically, the results of this research are designed to generate an adaptive communication strategy model as a concrete solution to overcome the participation gap caused by parents' limited time and busy schedules. Theoretically, this study will enrich the operational understanding of Epstein's partnership theory within the context of habituation at the Early Childhood Education (ECE) level. For teachers, this study serves as a reference for formulating persuasive approaches, while for parents, it acts as a catalyst to raise awareness regarding the vital importance of their validation. Ultimately, this research aims to bridge the gap between school expectations and the realities on the ground to foster sustainable educational synergy and optimal character development in children.

## Method

This study utilizes a qualitative research design with a case study approach to analyze the partnership communication strategy between the school and parents in supporting the "Implementation of the G7KAIH Habituation Journal" program at KB TK Cita Mandiri. The selection of a qualitative case study is based on its ability to provide an in-depth understanding of the dynamics of social interaction and communication in a real-world educational context (Ma' ruf et al., 2025). The participants of this study were selected purposively, consisting of the Principal, Vice Principal, Teachers, Committee Chairperson, Parents, and External Partners. The selection of these informants aligns with the effort to explore the phenomenon of multi-directional communication by applying Epstein's School-Community-Parents Partnership theoretical framework.

The data in this study were collected through source and method triangulation to ensure a holistic understanding of the effectiveness of the G7KAIH Habituation Journal in fostering school-parent collaboration. The primary data collection technique involved in-depth interviews with key informants, including the Principal, teachers, and parents, to explore perspectives regarding the ease of completing the journal, the challenges faced by working parents, and the journal's impact on the children's comfort at school. Participant observation was conducted during the implementation of the journal to document the interactions between teachers and parents upon report submission, as well as how the subjects understood the journal's instructions (Fiantika et al., 2022).

Each cycle consists of a series of meetings that include socialization and guidance on using the revised journal, which features a more attractive and communicative visual design. In the

planning phase, the researcher team prepares instruments such as the latest edition of the G7KAIH Journal, a parental participation assessment rubric, and an interview guide to explore technical barriers in the field. The implementation phase focuses on applying the journal as a two-way communication medium, where parents document the children's activities (such as painting or making family picture frames) and teachers provide periodic feedback. Observations are conducted to document parental enthusiasm, the completeness of the journal entries, and the children's motor development as reported by key informants (the Principal and Teachers). In the reflection phase, the researcher team analyzes obstacles such as time constraints for working parents and the effectiveness of the school's social media in supporting the transparency of activities.

All collected qualitative data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña. The analysis process began with data condensation, which involved selecting and simplifying the essential information gathered from the field. Subsequently, the data were organized into a display matrix to clearly observe the developmental patterns across cycles (Saleh, 2023). The final stage involved drawing conclusions based on the research team's reflections. To ensure the validity of the findings, the researcher team applied source triangulation and member checking, specifically, reconfirming the analysis results with the informants, to guarantee that the final report accurately reflects the reality of the partnership practices at KB TK Cita Mandiri.

## **Result and Discussion**

### ***Result***

This section presents the research findings regarding the school's communication strategy in implementing the G7KAIH Habituation Journal at KB Cita Mandiri. The data is organized into three main domains: (1) Socialization Mechanisms and Communication Channels, (2) Parent Responses and Participation, and (3) Communication Barriers and Unclear Roles. The research results are presented descriptively, supported by a triangulation matrix table to strengthen the validity of the findings.

### ***Data Condensation***

At this stage, the raw data was sorted, focused, and simplified from the transcripts into core elements relevant to the research focus, namely the communication strategy regarding the G7KAIH Journal.

The school's strategy for reminding and socializing the filling out of the journal is implemented through coordination between the management and homeroom teachers. The management has made efforts to make the journal visually more appealing and consistently provides early sounding (reminders) of the activities well in advance. In terms of technical implementation, the homeroom teacher is responsible for reminding parents via WhatsApp groups or private messages on a flexible schedule of about once every 2-3 days. However, the initial socialization regarding this journal was conducted only verbally, without the inclusion of a concrete tutorial video. To anticipate passive parents, the Principal emphasized the need for extra effort from teachers to use a direct approach, such as a door-to-door method or communicating during student pick-up times.

On the other hand, parents' responses to these communication strategies revealed different dynamics between the active and less active groups. Diligent parents felt greatly assisted and comfortable with the responsive two-way communication, coupled with routine morning reminders and non-judgmental personal evaluations. Conversely, less active parents experienced barriers to participating fully; although they acknowledged being frequently reminded via the WhatsApp group,

they were constrained by busy work schedules and responsibilities caring for other children. The limited initial socialization also triggered crucial miscommunication within this group, where some parents mistakenly assumed that the journal had to be filled out by the child because they did not understand the detailed instructions conveyed by the provided images.

### **Social Mechanisms and Communication Channels**

Based on the interview results and data condensation, the communication strategy implemented by the school involves three levels of actors: management (the Principal and Vice Principal), homeroom teachers, and parents. The school has updated the G7KAIH Journal to make it more visually appealing with the aim of increasing engagement.

The primary communication channels used are digital media (WhatsApp) and face-to-face communication. Table 1 summarizes the distribution of roles and the communication channels used.

**Table 1.** Communication Strategy Matrix Based on Actors

<b>Actor/Informant</b>	<b>Primary Communication Channels</b>	<b>Form of Message/Socialization</b>
Management (Principal and Vice Principal)	Face-to-face (door-to-door), delegation to teachers.	General socialization, personal approach for special cases.
Teachers (Homeroom Teachers)	WhatsApp Groups, Phone calls, WhatsApp private messages, Face-to-face during student pickup.	Routine reminders (every 2-3 days), verbal greetings, star rewards for children.
Active Parents	WhatsApp Groups and WhatsApp private messages.	Feeling reminded every morning, receiving personal updates.
Less Active Parents	WhatsApp Groups	Only reading announcements in the group without understanding technical details.

The application of communication strategies at KB Cita Mandiri in implementing the G7KAIH Habituation Journal demonstrates tiered dynamics. The school has made efforts to apply the Communicating dimension (based on Epstein's framework) through the use of WhatsApp (both group and personal messages) as well as a door-to-door approach for passive parents.

### **Parental Involvement**

Parental participation in the G7KAIH Journal program exhibits a differentiated pattern. The "Active Parents" group demonstrates a high level of compliance because they feel supported by the teachers' prompt communication. In contrast, the "Less Active Parents" group tends to merely read announcements without taking concrete action.

The data reveals that for active parents, routine reminders via WhatsApp are not perceived as a burden, but rather as a form of the school's attention that motivates them to act as partners.

**Table 1.** Parental Involvement towards Journal Implementation

<b>Parent Category</b>	<b>Participation Frequency</b>	<b>Response to Teacher Communication</b>
Active Parents	High (fills out every day)	Positive (feel helped by routine reminders ( <i>fast response</i> )).
Less Active Parents	Low (only occasionally/not at all)	Passive; only reading the group without providing follow-up.

Based on Table 2, the active parents group indicates that the two-way communication established by the Homeroom Teacher through the WhatsApp group every morning provides

additional motivation. They feel that personal communication (private messaging) makes them feel comfortable and unjudged. Conversely, in the less active group, despite the teachers providing regular reminders, the response remains minimal. This demonstrates that communication frequency alone is insufficient to drive participation if it is not accompanied by a thorough technical understanding.

### **Obstacles and Field Response**

A significant communication gap has been identified among working parents. The primary obstacle does not lie in their intention, but rather in their technical understanding of the instructions.

**Tabel 2.** Kendala dan Respons Lapangan

<b>Actor/Informan</b>	<b>Main Obstacle</b>	<b>Impact on the Program</b>
Management (Principal and Vice Principal)	Depends on the individual willingness of parents. Requires extra effort from teachers to be proactive.	Program success is uneven due to unequal parent participation.
Teachers (Homeroom Teachers)	Teachers cannot monitor mobile phones at all times, reminders are not always routine every day. Some parents are reluctant to respond to assignments.	The journal monitoring function is not optimal because children's development data at home is not recorded.
Active Parents	No significant obstacles.	Consistent journal filling.
Less Active Parents	Busy working, forgetting, and miscommunication of instructions.	Journal is not filled out; assuming the journal is only filled out by the child.

For parents with a high level of awareness, personal communication and prompt responses from teachers have successfully built emotional rapport and mutual trust. However, text-based (via WhatsApp groups) and verbal communication strategies have proven to be ineffective for working or busy parents. The participation gap among less active parents is not solely due to apathy, but rather a result of unclear roles. This is evidenced by the miscommunication of technical instructions for filling out journals, where parents did not receive concrete examples of how to complete them correctly at home.

Therefore, asymmetrical communication strategies (merely sending reminders via groups) need to be transformed into more instructional and practical communication. This could be achieved, for instance, through video tutorials or face-to-face technical briefings, ensuring that the goal of a holistic School-Community-Parents Partnership can be achieved.

### **Discussion**

Within the framework of Epstein's model, the communication dimension refers to the two-way exchange of information regarding a child's academic progress, behavior, and expectations. This interaction is often facilitated through basic channels such as text messages or informal contact when parents drop off and pick up their children. However, its implementation frequently encounters challenges, including a lack of open communication and time constraints, which necessitates that parental involvement programs be designed with greater flexibility (Salianty et al., 2024). To accommodate this information exchange so that it operates most effectively, communication must be established reciprocally. The delivery of information from the school to the family and vice versa can be carried out through various methods, such as a child's communication notebook, phone calls,

parent-teacher conferences, and informal chats. The objective is to obtain comprehensive input regarding the child's development from both parties (Halimah et al., 2021).

Although communication channels are available, structural barriers often arise due to parents' employment factors. The majority of parents who work from morning to evening have limited time to accompany their children, which is exacerbated by the misconception that educating children is solely the teacher's responsibility. To bridge this gap, schools can take the initiative to engage parents through WhatsApp messages or simple parenting programs to provide concrete examples of habit-building at home (Nainggolan et al., 2025). The time constraints faced by these working parents can pose a risk of instructional bias or role ambiguity in the process of assisting with their children's learning. Therefore, to ensure that information regarding school programs is conveyed effectively, schools must implement the characteristics of positive communication. The primary focus is to ensure that every message delivered from teachers to parents is clear and accurate (Lustiawati, 2022).

Although messages have been conveyed, in practice, obstacles frequently arise where parents are unable to grasp the material and complain about the difficulty of assisting their children due to a lack of understanding of the teacher's instructions. To address this comprehension gap, teachers must pay attention to the clarity of instructional communication in WhatsApp groups. This entails using easily understandable language, providing detailed directions for task completion, and allocating time for questions and answers (Sari, 2021). Furthermore, the utilization of these digital platforms must absolutely be supported by well-planned content design and delivery methods. Without clear instructions, parents who are empowered as mentors at home may actually experience pressure and stress, ultimately leading to decreased participation. In response to this challenge, parents' digital literacy levels present an opportunity for schools to redesign the partnership model using a responsive blended strategy that incorporates asynchronous communication (Hardianto, 2025).

In facing these time constraints and pressures, the appropriate use of chat-based technology, such as WhatsApp, has proven highly effective in accelerating the delivery of information. This practical approach to digital collaboration enables teachers to deliver materials in a targeted manner, while parents can immediately respond or report the outcomes. This flow of information reinforces the achievement of children's developmental tasks and ensures that the collaboration remains focused on a cohesive learning objective (Agustina et al., 2021). Therefore, this form of communication through social media should not stop merely at the dissemination of information. This communication pattern must be utilized as an assessment tool to maintain the continuity of learning, wherein parents play a role in continuing the educational process through directed instructions from the teacher. The harmony of this interaction plays a critical role in ensuring that any developmental progress or challenges the child faces can be promptly addressed together (Kurnianto et al., 2026).

Well-monitored learning continuity is highly crucial in strengthening the consistency of character education values in early childhood. The practice of two-way communication, where teachers report on the child's behavioral development at school and parents provide feedback regarding the implementation of daily habits at home, serves as a comprehensive form of support. Through a balance between the dissemination of information and mutually respectful dialogue, schools can continuously strengthen this sustainable partnership (Rosanti et al., 2026). As an

essential component to support this entire process, the evaluation and monitoring of children's development must be conducted through teacher observations, daily logs, and direct discussions with parents. Such collaboration can optimally guarantee the consistency of character education between the school and home environments, aligning with the school-family partnership theory. This further reinforces that the instillation of character will be significantly more effective when supported by a strong partnership and continuous communication (Alammy et al., 2025).

The limitations of this study include its qualitative approach centered on a single institutional context at KB Cita Mandiri, which may limit the generalizability of the findings. Furthermore, there is a potential for self-reporting bias regarding communication barriers and parents' work routines, as well as a limited scope regarding the utilization of specific instant messaging applications. Replicating the study with a broader institutional scope and diverse parental demographic profiles is highly recommended to validate the transferability of this partnership strategy.

Future research should specifically compare the effectiveness of various alternative digital communication patterns, test the most user-friendly asynchronous instruction delivery methods for working parents, and explore their long-term impact on the consistency of children's behavioral habituation. In addition, cross-institutional testing of the implementation of this blended strategy, based on Epstein's multidimensional framework, is essential to assess its adaptability across different school environments.

Overall, this study enriches the tactical literature on how the communication dimension within school-family-community partnerships can be iteratively refined through technology integration, ultimately leading to enhanced learning continuity and children's character education. This study successfully translates the theoretical principles of parental involvement into concrete, targeted, and practically replicable two-way communication routines to support early childhood education.

## Conclusion

This study analyzes the partnership communication strategies between the school and parents in supporting the G7KAIH Habituation Journal program at KB TK Cita Mandiri, utilizing Epstein's School-Family-Community Partnerships theoretical framework. The results indicate that the integration of digital communication channels (WhatsApp) and regular face-to-face approaches successfully increased the participation of "Active Parents" through responsive two-way communication and non-judgmental emotional support. The research process, which involved planning visual journals, implementing mentoring, and reflecting on obstacles, confirms that the program's success relies heavily on the clarity of technical instructions and the intensity of teacher mentoring. These findings prove that a well-planned and adaptive communication strategy can transform parents' roles from mere information recipients into supportive educational partners in monitoring children's motor development and character habituation.

Theoretically, this study strengthens Epstein's model by demonstrating that effective communication at the early childhood education (ECE) level requires a transition from mere information dissemination (*sounding*) to practical instructional communication. Methodologically, this study provides an evaluation model for parent participation through a triangulation matrix that correlates parents' responses with the effectiveness of the communication channels used. Practically, the research highlights that the constraints of unclear roles and time barriers for working parents

can be overcome by providing more concrete instructions, such as video tutorials or flexible asynchronous communication. However, the study's limitation to a single institution and the potential for self-reporting bias restrict the broad generalization of the results. Future research is recommended to examine the effectiveness of blended communication patterns across various institutions with more diverse parent demographics to ensure the holistic sustainability of school and family partnerships.

## Reference

- Abdurahman, I. S., & Atikah, C. (2024). Partisipasi orang tua dalam meningkatkan mutu pendidikan. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(4).
- Agustina, M. R., Dhieni, N., & Hapidin, H. (2021). Keterlibatan orang tua dalam mendampingi anak usia dini belajar dari rumah di masa pandemi COVID-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 2146–2157. <https://doi.org/10.31004/obsesi.v5i2.1160>
- Alammy, L. L., Arifudin, O., & Haryanti, H. C. (2025). Peran guru terhadap perkembangan karakter anak usia dini di PAUD TKIT Nuralima. *Sibatik Journal*, 4(12), 4721–4736. <https://doi.org/10.54443/sibatik.v4i12.3925>
- Albarida, E. C. V., Boyles, Z. H., Bunayog, Q. L., Destenado, A., Escarlos, G. S., & Loren, R. B. (2025). Parental involvement on children's developmental readiness for formal schooling. *International Journal of Innovative Science and Research Technology*, 10(5), 4587–4614. <https://doi.org/10.38124/ijisrt/25may1903>
- Alhejii, K. (2025). Families as partners: Insights from kindergarten teachers on parental engagement in Saudi Arabia. *Research Journal in Advanced Humanities*, 6(2). <https://doi.org/10.58256/mner1k47>
- Amal, I. Z., & Cahyono, H. B. (2024). Strategi komunikasi kepala sekolah dalam meningkatkan citra SMP Muhammadiyah 7 Wuluhan. *Triwikrama: Jurnal Ilmu Sosial*, 4(10).
- Amalia, F., Suriansyah, A., & Rafianti, W. R. (2024). Peran orang tua dalam pendidikan anak: Membangun kolaborasi efektif dengan sekolah. *MARAS Jurnal Penelitian Multidisiplin*, 2(4), 2217–2227. <https://doi.org/10.60126/maras.v2i4.593>
- Asfahani, Puspitarini, R. C., Nuswantoro, P., Dewi, S. P., & Nugroho, F. A. (2024). Pemberdayaan pendampingan orang tua dalam mendukung pendidikan anak di era digital. *Community Development Journal*, 5(4), 6060–6067.
- Ashfaq, O., Sami, A., & Yousaf, H. (2024). Parent-teacher collaboration and its effect on students' achievement at pre-school level. *Pakistan Social Sciences Review*, 8(II), 386–399. [https://doi.org/10.35484/pssr.2024\(8-ii\)32](https://doi.org/10.35484/pssr.2024(8-ii)32)
- Bachman, H. F., Cunningham, P. D., & Boone, B. J. (2024). Collaborating with families for innovative school mental health. *Education Sciences*, 14(3), Article 336. <https://doi.org/10.3390/educsci14030336>
- Caño, K. J., Cape, M. G., Cardosa, J. M., Miot, C., Pitogo, G. R., Quinio, C. M., & Merin, J. (2016). Parental involvement on pupils' performance: Epstein's framework. *Rianne*, 6(4), 143–150.
- Farrand, K., Oakes, W., Deeg, M., Jaworski, K., & Leon, V. (2023). Engaging community partners to enrich preschoolers' learning experiences with dramatic inquiry. *Journal of the Arts and Special Education*, 3(1). <https://doi.org/10.5703/1288284317762>
- Fiantika, F. R., Wasil, M., Jumiyati, S., Honesti, L., Wahyuni, S., Mouw, E., Jonata, J., Mashudi, I., Hasanah, N., Maharani, A., Ambarwati, K., Noflidaputri, R., Nuryami, N., & Waris, L. (2022). *Metodologi penelitian kualitatif* (Y. Novita, Ed.). PT Global Eksekutif Teknologi.
- Halimah, L., Yuliariatningsing, M. S., Herawati, N. I., Mirawati, M., & Hopiani, A. (2021). Pelatihan partnership guru dan orang tua dalam mengembangkan model contextual teaching and learning dengan media loose parts untuk menstimulasi kreativitas anak usia dini. *Tekmologi: Jurnal Pengabdian Masyarakat*, 1(2), 119–130. <https://doi.org/10.17509/tmg.v1i2.40257>
- Hardianto, D. (2025). Redesigning school-family partnerships in the digital era: A study of parental preferences in primary education in Indonesia. *Jurnal Teknologi Pendidikan*, 27(2), 514–524. <https://doi.org/10.21009/jtp.v27i2.57725>
- Ivaniarahma, I., & Putri, A. A. P. (2025). Strategi komunikasi dalam implementasi PAUD holistik integratif. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 9(5), 2060–2071.

<https://doi.org/10.31004/obsesi.v9i5.7399>

- Kurnianto, A., Febrianti, G. V., & Krismanti, K. (2026). Kolaborasi guru dan orang tua dalam meningkatkan perkembangan anak usia dini di TK Pertiwi XXV Karangmojo. *Jurnal Literasiologi*, 12(4), 116–128.
- Lustiawati, L. (2022). Kerjasama guru dan orang tua dalam proses pengembangan kecerdasan sosial emosional anak usia dini kelompok B usia 5–6 tahun pada masa pandemi COVID-19. *Journal of Educational Research*, 1(2), 299–320. <https://doi.org/10.56436/jer.v1i2.140>
- Ma'ruf, A., Yusuf, M., & Hakim, A. (2025). Teknik pengumpulan data pada penelitian kualitatif. *Journal of Scientific Communication*, 7(2), 99–109. <https://doi.org/10.62870/jsc.v7i2.34905>
- Markovich Morris, E., & Cheng, Y. L. (2025). Parents as allies: Innovative strategies for (re)imagining family, school, and community partnerships. *Education Sciences*, 15(5), Article 533. <https://doi.org/10.3390/educsci15050533>
- Maryanah, S., Syarief, F., & Setyawan, A. (2025). Strategi komunikasi SMA Sekolah Master Indonesia dalam membangun citra positif sekolah. *Sinergi: Jurnal Ilmiah Multidisiplin*, 1(2).
- Mocho, H., Martins, C., Ratinho, E., & Nunes, C. (2025). Adaptation and validation of a child-reported measure of parental school involvement. *Social Sciences*, 14(8), Article 475. <https://doi.org/10.3390/socsci14080475>
- Muhammed, S. A., Ali, M. M., & Therea, T. J. (2025). Untapping the potential of parental engagement in early learning in Zanzibar. *Indonesian Educational Research Journal*, 3(1), 1–9. <https://doi.org/10.56773/ierj.v3i1.80>
- Mulyanti, F. (2025). Strategi efektif dalam meningkatkan keterlibatan orang tua dalam pendidikan anak usia dini. *Jurnal Pendidikan Islam Anak Usia Dini*, 3(1), 1–5. <https://doi.org/10.62070/thufuli.v3i1.258>
- Nainggolan, E., Pratama, M. Y., Sifa, H. A., Sekali, S. R. B. K., Sitorus, A. P., Butar, M. B., & Siregar, A. M. (2025). Analisis kebutuhan keterlibatan orang tua dalam pembelajaran anak di PAUD Mathlaul Anwar. *Sinergi: Jurnal Ilmiah Multidisiplin*, 1(2), 1623–1629.
- Ngadni, I., & Shuang, C. Y. (2024). The role of preschool teachers, parents, and principals in facilitating home-school partnership in early childhood education. *International Journal of Academic Research in Business and Social Sciences*, 14(8), 337–352. <https://doi.org/10.6007/ijarbss/v14-i8/22129>
- Nurhasanah, R. (2024). Keterlibatan orang tua dalam administrasi pendidikan anak usia dini. *SIPAKATAU Jurnal Pendidikan dan Kebudayaan*, 1(2), 29–37.
- Onyango, C. N., Begi, N., & Mugo, J. W. (2024). The relationship between children's early language competencies and parental engagement in learning activities in pre-primary schools in Busia County, Kenya. *European Journal of Special Education Research*, 10(4), 98–120. <https://doi.org/10.46827/ejse.v10i4.5417>
- Rambe, S. H., Purba, F. A., Meipia, T. A., Manik, R. S., Simaremare, A., & Anggraini, E. S. (2024). Tantangan dan strategi komunikasi dalam meningkatkan efektivitas lembaga organisasi PAUD di TK An-Nijam. *Jurnal Kajian Penelitian Pendidikan dan Kebudayaan*, 2(3), 118–126. <https://doi.org/10.59031/jkppk.v2i3.437>
- Rosanti, S. I., Suriansyah, A., & Amelia, R. (2026). Keterlibatan orang tua dalam kegiatan sekolah untuk membentuk karakter tanggung jawab dan disiplin anak usia dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 7(1), 716–726. <https://doi.org/10.37985/murhum.v7i1.1982>
- Saleh, S. (2023). *Mengenal penelitian kualitatif: Panduan bagi peneliti pemula*. AGMA.
- Salianty, S., Kariim, A. T., Auliyah, D. D., Rahmah, M. F., Rieuwpassa, N. P., Aliza, N., & Najwa, S. N. (2024). Analisis implementasi program pelibatan orang tua di taman kanak-kanak berdasarkan Epstein model of parental involvement. *Jurnal ASGHAR*, 4(2), 94–103. <https://doi.org/10.28918/asghar.v4i2.8770>
- Salsabila, Sariswara, V., & Reza, M. (2025). Strategi komunikasi PAUD Nailatul Muna dalam membangun brand awareness. *J-CEKI: Jurnal Cendekia Ilmiah*, 5(1), 1181–1195.
- Sari, D. D. (2021). Pemanfaatan WhatsApp group sebagai sarana komunikasi orang tua siswa selama masa pandemi COVID-19. *EDUTEACH: Jurnal Pendidikan dan Teknologi Pembelajaran*, 2(1), 79–88.
- Tyas, D. M., Minarsih, Y., Pertiwi, A., Nisa, V. Z., & Prabowo, B. A. (2025). Sosialisasi: Penguatan keterlibatan orang tua dalam program pembelajaran anak usia dini. *Jurnal Buana Pengabdian*, 7(2), 1–11.
- Wardah, H. S., & Anggraeni, I. (2025). Peningkatan partisipasi orang tua melalui komunikasi sekolah di PAUD. *Jurnal Jendela Bunda*, 13(2), 153–163. <https://doi.org/10.32534/jjb.v13i2.7508>
- Widyaningrum, A. G., Ambarsarri, D., & Firmansyah, D. (2024). Model cyber public relations pada website SMAN7BKS.sch.id dalam menunjang komunikasi sekolah dan masyarakat. *KOMUNIKATA57: Jurnal*

*Ilmiah Ilmu Komunikasi*, 5(2), 170–176. <https://doi.org/10.55122/kom57.v5i2.1349>

Wildmon, M. E., Anthony, K. V., & Kamau, Z. J. (2024). Identifying and navigating the barriers of parental involvement in early childhood education. *Current Issues in Education*, 25(1). <https://doi.org/10.14507/cie.vol25iss1.2146>

Yussanti, D. W. (2024). Thandoer Pari di KB TK Bethany School untuk mewujudkan parents as a partner. *AUDIENSI: Jurnal Pendidikan dan Perkembangan Anak*, 3(1), 36–43. <https://doi.org/10.24246/audiensi.vol3.no12024pp36-43>