

School and Parent Partnership through the Parenting Program at Madrasah Ibtidaiyah Nahdlatul Ulama Metro

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| Keyword | ABSTRACT |
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| Parenting Program; School and Parent Partnership | Educational transformation in the digital era has intensified the need for collaboration between schools and parents in supporting children's learning processes. Previous studies have predominantly examined parenting programs in relation to parental capacity building, character education, and the prevention of negative student behavior, while limited attention has been directed toward how school-family partnerships through parenting programs shape students' learning behavior and academic readiness at the elementary madrasah level. This study aims to analyze the implementation of a parenting program and its implications for students' learning behavior at Madrasah Ibtidaiyah Nahdlatul Ulama Metro. The study employed a qualitative descriptive approach involving the headmaster, homeroom teacher, parents, and third-grade students as research participants. Data were collected through interviews, observations, and documentation, then analyzed using interactive techniques consisting of data reduction, data display, coding, and conclusion drawing. The findings reveal that parenting programs strengthen parental involvement through intensive communication and learning collaboration between schools and families. Consistent parental engagement contributes to the formation of disciplined learning habits, increased motivation, stronger responsibility, and better student readiness in classroom learning. School-family communication also functions as a mechanism that aligns learning practices at home and school, thereby supporting more adaptive student learning behavior. This study contributes theoretically to the discourse on school-family partnership by demonstrating that parenting programs function not only as communication forums but also as socio-educational interventions that shape students' learning behavior through collaborative parenting practices. |
| Article History | Received: 14 April 2026, Revised: 30 May 2026, Accepted: 31 May 2026 |
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INTRODUCTION

Improving the quality of education in the digital era requires parents to be more active in accompanying their children's learning. The intensity of technology use and changes in learning patterns mean the educational process no longer takes place solely in schools; it also requires consistent supervision and assistance in the family environment.¹ This condition makes collaboration between schools and parents an important need in shaping student

¹ Hilyatul Aulia, Diana Diana, and Jayanti Suryaningsih, "Pentingnya Peran Orang Tua Dalam Pendidikan Anak," *Jurnal Pengabdian Masyarakat Bangsa* 2, no. 6 (August 2024): 1906–11, <https://doi.org/10.59837/jpmba.v2i6.1141>.

learning behavior that is disciplined, independent, and responsible.² In the context of basic education, parental involvement significantly influences children's readiness to learn, academic motivation, and character development.³

Several previous empirical studies have explored the effectiveness of parenting programs in encouraging improvement in the quality of children's education. The findings of Nisrinah Nadhilah's research show that the implementation of the parenting program at SPNF-SKB Serang City contributes significantly to reducing the dropout rate through optimizing parental involvement in the mentoring process and providing learning motivation to children.⁴ Next, a study by Siti Zaitun and Hamid Patilima indicates that parenting programs can expand parents' capacity to carry out parenting functions, although in practice, they still face technical obstacles such as time constraints and limited access to technology.⁵ Furthermore, research by Leli Fertiana Dea et al. found that implementing parenting programs with a spiritual approach effectively reduces bullying behavior while strengthening collaboration among schools, educators, and parents to create a conducive educational ecosystem.⁶

Previous research has focused on parental capacity building, prevention of negative behavior, and character education in general. Studies on the implementation of parenting programs in shaping student learning behavior at the madrasah ibtidaiyah level are still limited. Previous research has also not examined the relationship between school-family communication, parental involvement, and student learning readiness in depth from the perspective of parents' experiences as the main actors of home-based learning assistance.

The results of observations at Madrasah Ibtidaiyah Nahdlatul Ulama Metro show that the parenting program has been implemented as part of efforts to improve the quality of student learning. The implementation of the program still faces various obstacles, such as low parental participation, incompatibility in parenting patterns between home and school, and weak communication between homeroom teachers and parents. This condition shows that there is a gap between the ideal goal of the parenting program and the practice of its implementation in the field. This condition shows that there is a research gap between the ideal concept of parenting programs as a means of improving the quality of education and the reality of their implementation in the field. Therefore, more in-depth research is needed

² Medha Aurora et al., "Parental Factors, Learning-Related Skills and Academic Skills in Rural Côte d'Ivoire," *Journal of Applied Developmental Psychology* 92 (May 2024): 101652, <https://doi.org/10.1016/j.appdev.2024.101652>.

³ Putri Rahminda, Aziva Umairoh, and Witri Islaura W, "Menilai Peran Pendidikan Dalam Membentuk Karakter Dan Kredibilitas Individu," *SOKO GURU: Jurnal Ilmu Pendidikan* 3, no. 3 (December 2023): 73–77, <https://doi.org/10.55606/sokoguru.v3i3.3015>.

⁴ Nisrinah Nadhilah et al., "Program Parenting Sebagai Penguatan Pola Asuhan Orang Tua Untuk Mencegah Angka Putus Sekolah (Studi Kasus SPNF-SKB Kota Serang)," *JURNAL PENDIDIKAN & PENGAJARAN (JUPE2)* 2, no. 1 (2024): 85–95, <https://doi.org/10.54832/jupe2.v2i1.243>.

⁵ Siti Zaitun and Hamid Patilima, "Program Parenting Untuk Peningkatan Kapasitas Orang Tua Dalam Pengasuhan Anak Di Rumah (Studi Kasus Di TK Pinguin Family Islamic School Bekasi)," *Jurnal Studi Guru Dan Pembelajaran* 7, no. 3 (December 2024): 1318–26, <https://doi.org/10.30605/jsgp.7.3.2024.4705>.

⁶ Leli Fertiana Dea et al., "Program Pendampingan Parenting Berbasis Pendekatan Spiritual Sebagai Strategi Pencegahan Bullying Di SD NU Kota Metro," *Educommunity Jurnal Pengabdian Masyarakat* 3, no. 2 (October 2025): 143–55, <https://doi.org/10.71365/ejpm.v3i2.100>.

to examine how the planning and implementation of parenting programs and their impact on student learning achievement.

The novelty of this research lies in the analysis of the implementation of the parenting program in the madrasah ibtidaiyah environment by placing parents as the main subject in the formation of student learning behavior. This study also emphasizes the relationship between school-family communication patterns, the intensity of parental involvement, and changes in student learning behavior in the context of Islamic basic education. Based on this background, this study aims to analyze the planning and implementation of parenting programs and their implications on the behavior and learning achievement of grade III A students at Madrasah Ibtidaiyah Nahdlatul Ulama Metro.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive design to analyze the implementation of parenting programs and their implications on student learning behavior at Madrasah Ibtidaiyah Nahdlatul Ulama Metro. The research was carried out in class III A in the even semester of the 2025/2026 school year during March-April 2026. The selection of the research location was based on the consideration that the madrasah was actively implementing parenting programs as part of strengthening student learning.⁷

The study participants were selected using purposive sampling techniques based on the level of involvement in the parenting program. Participants consisted of the head of the madrasah, the homeroom teacher of class III A, the parents of the students, and several students of class III A. The selection of informants was based on the intensity of their involvement in the implementation of the program and the ability to provide information relevant to the focus of the research.⁸

Research data was obtained through in-depth interviews, observations, and documentation. Interviews were conducted to obtain information about program planning, school-family communication patterns, forms of parental involvement, and changes in student learning behavior. Observations were made on the implementation of parenting programs and student learning activities in the classroom. Documentation was used to complete data in the form of activity archives, attendance lists, and student development records.⁹

Data analysis was carried out interactively through the stages of data reduction, data presentation, and a conclusion drawn. The analysis process began with open coding to identify the main themes of the interview and observation results, such as parental involvement, school-family communication, learning discipline, and student motivation. The next stage was to categorize and interpret data to find relationships between themes and

⁷ Ardiansyah, Risnita, and M. Syhnan Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *IHSAN: Jurnal Pendidikan Islam* 1, no. 2 (July 2023): 2, <https://doi.org/10.61104/ihsan.v1i2.57>.

⁸ Albi Anggito and Johan Setiawan, *Metodologi Penelitian Kualitatif* (CV Jejak (Jejak Publisher), 2018), [https://books.google.com/books?hl=id&lr=&id=59V8DwAAQBAJ&oi=fnd&pg=PP1&dq=Anggito,+Albi,+and+Johan+Setiawan.+Metodologi+penelitian+kualitatif.+CV+Jejak+\(Jejak+Publisher\),+2018.&ots=5IeCwwitEn&sig=BMIsHfISQyksAn3nUMHERrVvNYs](https://books.google.com/books?hl=id&lr=&id=59V8DwAAQBAJ&oi=fnd&pg=PP1&dq=Anggito,+Albi,+and+Johan+Setiawan.+Metodologi+penelitian+kualitatif.+CV+Jejak+(Jejak+Publisher),+2018.&ots=5IeCwwitEn&sig=BMIsHfISQyksAn3nUMHERrVvNYs).

⁹ Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika, Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (2021): 33–54, <https://core.ac.uk/download/pdf/440358389.pdf>.

explain the mechanism of changing student learning behavior after participating in the parenting program. The validity of the data was tested through source triangulation and triangulation techniques by comparing the results of interviews, observations, and documentation.¹⁰

RESULTS AND DISCUSSION

Results

Strengthening School–Family Communication and Changing Student Learning Behavior

The findings of the study show that the parenting program not only functions as a medium for conveying information between schools and parents, but also as a mechanism for shaping student learning behavior through strengthening communication and learning assistance in the family environment. Parenting programs influence students' learning behaviors because parents gain a better understanding of learning mentoring patterns, discipline settings, and the importance of emotional involvement in the child's educational process. This condition causes parents to no longer just supervise but begin to be actively involved in building more targeted and consistent learning habits at home.

The homeroom teacher of the III A class explained that:

*"After parents start to actively participate in parenting activities, children seem more ready to learn because at home they are starting to get used to regular learning and pay attention to their development."*¹¹

The statement shows that intensive communication between schools and families forms the harmony of learning patterns between home and school. This harmony affects students' learning readiness because children get directions, rules, and mentoring patterns that are relatively consistent in both educational environments. Students become more accustomed to managing study time, completing assignments on time, and preparing for learning needs before participating in classroom learning.

The results of observations showed that students who received regular learning assistance from their parents tended to show a better level of learning readiness than students who received less attention to study at home. This readiness can be seen from the discipline of carrying school supplies, actively participating in learning, and the ability to understand teachers' instructions faster. This condition shows that school-family communication functions as a link in forming a learning environment that supports students' academic development.

The mechanism of changing student learning behavior takes place through a habituation process that is carried out repeatedly in the family environment after parents get direction from the school through the parenting program. Parents begin to implement a more regular study schedule, provide assistance when children do assignments, and build

¹⁰ Sugiono, "Metode Penelitian Kualitatif Dan R&D," *Alfabeta, Bandung*, 2016, https://www.researchgate.net/profile/Hery-Purnomo/publication/377469385_METODE_PENELITIAN_KUANTITATIF_KUALITATIF_DAN_R_D/links/65a89006bf5b00662e196dde/METODE-PENELITIAN-KUANTITATIF-KUALITATIF-DAN-R_D.pdf?__cf_chl_tk=nCoUyuEGaYY_sI703pQR98sN2_hY3g4HU1pMZwpG_us-1739947478-1.0.1.1-LdQU9dWiAysvCtpvd4Uu6KNXvu7bCNUUxgfLLZulaEo.

¹¹ Interview with Mrs. Dina Evriyani, S.Pd.I, Classroom Teacher of III A MINU Metro, 12 Maret 2026.

more intense communication related to children's learning activities. This process forms more consistent learning control so that students experience gradual behavioral changes, especially in the aspects of discipline, responsibility, learning motivation, and readiness to participate in learning at school.

One of the parents said:

"Now I often accompany my children to study and remind them of their study schedules because I didn't understand how to accompany my children properly."¹²

The findings show that parenting programs work through mechanisms to strengthen parental involvement, which then influences the formation of students' learning habits in a sustainable manner. Changes in learning behavior do not occur instantly, but develop through a consistent process of interaction between schools, parents, and students in supporting children's learning activities.

Parenting Program Planning

The planning of the parenting program at Madrasah Ibtidaiyah Nahdlatul Ulama Metro shows that there is a strategic orientation based on the real needs of students and parents. This program is not structured normatively only, but departs from empirical problems identified by the school, especially related to the low involvement of parents in accompanying the children's learning process at home.

The principal of the madrasah emphasized that:

"We compiled this parenting program based on the findings that there are still many parents who do not have an adequate understanding of how to accompany their children in the learning process effectively. Therefore, the school considers it necessary to provide guidance and direction to create a fit between the educational process that takes place in the family environment and in the school environment."¹³

The statement shows that the planning of parenting programs is based on institutional awareness of the incompatibility between parenting practices in the family environment and the demands of learning in schools. Therefore, parenting programs were developed as a form of educational intervention directed at overcoming and bridging this disharmony.

Furthermore, the parenting program planning stages are carried out flexibly through a continuous evaluation system by involving teachers as the main actors in the learning process in the classroom. This condition can be seen from the adjustment of parenting materials that are prepared based on the reality and actual needs of students.

"We generally design parenting programs based on the results of evaluations conducted by teachers in the classroom, for example, when students show a low level of discipline or lack of motivation to learn, then the substance of parenting material is focused on overcoming these conditions."¹⁴

These findings indicate that the planning of parenting programs is not fixed, but develops dynamically and contextually by paying attention to the developmental needs of students and various challenges that arise in the learning process. The results of the observations also strengthened this finding, which was shown through the existence of

¹² Interview with Mrs. Rizky Nurauriri, S.Pd.I, Nur Azizah's Parent, Student of Class III A MINU Metro, March 12, 2026.

¹³ Interview with Mrs. Fathmawati, S.Pd.I, Head Master of MINU Metro, 12 Maret 2026.

¹⁴ Interview with Mrs. Fathmawati, S.Pd.I, Head Master of MINU Metro, 12 Maret 2026.

administrative evidence in the form of activity schedules, attendance lists, and program documentation that reflected that planning was carried out in an organized and systematic manner.

Parenting Program Implementation

The implementation of the parenting program in the madrasah is realized through various activities that focus on establishing mutual communication between the school and parents. The implementation of the program does not only focus on material transfer, but also includes interactive involvement between teachers and homeroom teachers in discussing students' learning developments.

The homeroom teacher of class III A said:

"We try to build good communication with parents, usually through face-to-face meetings or through WhatsApp groups, so that parents can follow their children's development."¹⁵

The statement shows that the implementation of parenting programs is not only carried out through formal forums, but also expanded through digital communication media as a means of support. This reflects an effort to adapt to the social conditions of parents who have limited time to attend in person.

In addition, the implementation of the parenting program is also directed at aligning learning methods between home and school. Teachers not only convey information, but also provide practical guidance to parents.

"We also provide guidance to parents regarding strategies for assisting children in the home environment, so that they are in harmony and do not experience incompatibility with the learning methods applied in the classroom".¹⁶

These findings indicate that the implementation of parenting programs acts as an integrative mechanism that bridges learning practices in the school environment with the process of learning assistance at home. The results of the observation show that parenting activities take place in a dialogical manner, where parents not only receive information, but also actively participate in discussions and question and answer sessions. Therefore, the implementation of parenting programs is not one-way, but prioritizes a participatory approach.

Parental Participation in Parenting Programs

The level of parental participation in parenting programs shows a striking diversity, both in terms of the intensity of attendance and the degree of active involvement in each activity. Some parents showed a very positive response and tried to implement the directions given by the school in the process of assisting children in the home environment.

¹⁵ Interview with Mrs. Dina Evriyani, S.Pd.I, Classroom Teacher of III A MINU Metro, 12 Maret 2026.

¹⁶ Interview with Mrs. Dina Evriyani, S.Pd.I, Classroom Teacher of III A MINU Metro, 12 Maret 2026.



Figure 1. Parental Involvement in Parenting Program Activities at Madrasah Ibtidaiyah Nahdlatul Ulama Metro

The documentation in Figure 1 illustrates the involvement of parents in the implementation of parenting programs facilitated by the school in the classroom. It was observed that the parents attended in person and participated in all stages of the activity with a high level of seriousness, which reflected the active participation in the learning forum. The direct presence of parents in this activity represents a form of their responsibility and commitment to the sustainability of children's education, as well as a means of communication between schools and families in uniting perceptions related to parenting practices and learning assistance. In addition, the conditions of activities that take place in an orderly and well-managed manner show that the parenting program is organized in a planned manner and is able to encourage parental involvement as part of synergy in improving the quality of the learning process of students.

One of the parents stated:

"After participating in the parenting program, I have a better understanding of how to accompany children to study at home, so now I accompany children to study more often".¹⁷

The statement reflects a shift in the level of awareness and intensity of parental involvement in the child's education process. However, the level of participation shown is not even among all parents. Some of them still face various limitations that hinder maximum participation in the implementation of parenting programs.

"Sometimes I cannot participate in parenting activities because I work, so I only get information from the group."¹⁸

This variation in participation has a direct impact on student learning behavior. The homeroom teacher revealed that there is a difference in characteristics between students whose parents are active and those who are less active in the parenting program.

"Usually, children whose parents are active are more orderly and diligent, while those who are less active tend to be less disciplined in learning".¹⁹

¹⁷ Interview with Mrs. Rizky Nurauriri, S.Pd.I, Nur Azizah's Parent, Students of III A MINU Metro, 12 Maret 2026.

¹⁸ Interview with Mrs. Rizky Nurauriri, S.Pd.I, Nur Azizah's Parent, Student of III A MINU Metro, 12 Maret 2026.

¹⁹ Interview with Mrs. Dina Evriyani, S.Pd.I, Classroom Teacher of III A MINU Metro, 12 Maret 2026.

These findings show that the intensity of parental involvement is significantly correlated with the quality of students' learning behaviors, especially in the dimensions of discipline and responsibility in completing tasks.

The Impact of Parenting Programs on Student Learning Achievement

The implementation of parenting programs shows a significant impact on changes in student learning behavior, which indirectly contributes to improving learning achievement. This impact can be seen in increasing student motivation, discipline, and responsibility in completing school assignments.

One of the parents revealed:

"My child is now more enthusiastic about learning, does not need to be told to continue like before, and his tasks are also completed faster".²⁰

In addition, changes were also seen in the aspect of learning discipline.

"Now, children are more disciplined; if there is homework done immediately, it is not delayed anymore".²¹

The homeroom teacher also confirmed changes to student behavior in class:

"We see an increase in the activeness of students in the classroom; they are more confident and better prepared to follow the lessons".²²

Field findings through observation activities further confirm this indication, where students who receive direct guidance from parents show a more mature level of learning readiness, characterized by the completeness of learning equipment, active involvement in the learning process, and the ability to respond to teachers' directions more quickly and appropriately. On the other hand, the results of the documentation search also show a tendency to increase academic achievement, although this increase has not occurred consistently in all students.

Obstacles in the Implementation of Parenting Programs

Although the parenting program has had a positive impact, its implementation still faces various obstacles that affect the effectiveness of the program. One of the main obstacles is the low level of participation of some parents.

The principal of the madrasah stated:

"The main obstacle is that there are still parents who are less active, so this program has not run optimally".²³

In addition, the time constraint factor is a fairly dominant obstacle.

"Many parents work, so it is difficult to attend parenting activities".²⁴

On the other hand, parents also face obstacles in implementing the directions given by the school, especially in terms of learning methods.

²⁰ Interview with Mrs. Rizky Nurauriri, S.Pd.I, Nur Azizah's Parent, Student of III A MINU Metro, 12 Maret 2026.

²¹ Interview with Mrs. Rizky Nurauriri, S.Pd.I, Nur Azizah's Parent, Student of III A MINU Metro, 12 Maret 2026.

²² Interview with Mrs. Dina Evriyani, S.Pd.I, Classroom Teacher of III A MINU Metro, 12 Maret 2026.

²³ Interview with Mrs. Fathmawati, S.Pd.I, Head Master of MINU Metro, 12 Maret 2026.

²⁴ Interview with Mrs. Dina Evriyani, S.Pd.I, Classroom Teacher of III A MINU Metro, 12 Maret 2026.

"Sometimes I am confused about how to teach children, because it is different from the way teachers teach at school!"²⁵

Observational findings indicate that the communication pattern between the school and parents has not been established optimally, so information about students' learning development is not always conveyed effectively. In addition, the diversity of parenting practices in the family environment is also a variable that affects consistency in the formation of student learning behavior.

Discussion

The findings of this study show that the implementation of the parenting program at Madrasah Ibtidaiyah Nahdlatul Ulama Metro is not only positioned as a complementary activity, but as a strategic instrument oriented towards strengthening partnership relationships between educational institutions and families in supporting students' academic achievements. Within this framework, the formulation of parenting programs based on the empirical needs of students and parents reflects the application of contextual approaches in education management. This perspective is in line with Epstein's thinking that partnerships between schools and families must be constructed taking into account the needs of students as well as the social conditions of the family, so that the program designed has substantive relevance to the educational problems faced.²⁶

The planning of the parenting program that is prepared flexibly based on the results of the teacher's evaluation shows that the school has applied the principle of a needs-based program, where the substance of the parenting material is designed in harmony with the behavioral dynamics and learning outcomes of students in the classroom.²⁷ This finding confirms the results of Izma Khoiruna's research, which states that the level of effectiveness of parenting programs is largely determined by the suitability of the material with the needs of parents and the stages of child development.²⁸ Therefore, planning a parenting program based on empirical findings is an important determinant in increasing the level of relevance and effectiveness of the program's implementation.

The findings of the study indicate that the parenting program is carried out through a pattern of mutual communication that involves active involvement between teachers and parents, both through face-to-face interaction and the use of digital media.²⁹ The communication pattern reflects the application of the school-family partnership model, which emphasizes the urgency of collaboration and communication that sustainably takes

²⁵ Interview with Mrs. Rizky Nurauriri, S.Pd.I, Nur Azizah's Parent, Student of III A MINU Metro, 12 Maret 2026.

²⁶ Priasih Rosika, "Implementasi Program Parenting Dalam Meningkatkan Motivasi Belajar Siswa Mi Muhammadiyah Penaruban Kecamatan Kaligondang Kabupaten Purbalingga" (masters, UIN Prof. K.H. Saifuddin Zuhri, 2022), <https://repository.uinsaizu.ac.id/14644/>.

²⁷ Siska Garnesa Utami, "Implementasi Program Parenting Di Kelompok Bermain Cerdas Ceria," *TARBIYAH JURNAL: Jurnal Keguruan Dan Ilmu Pendidikan* 1, no. 02 (August 2023): 541–50, <https://journal.an-nur.ac.id/index.php/demo3/article/view/1733>.

²⁸ Izma Khoiruna, "Kerjasama Guru dan Orangtua dalam Memperhatikan Prestasi Belajar Pendidikan Agama Islam di Sekolah Menengah Kejuruan," *Didaktika: Jurnal Kependidikan* 14, no. 2 (2025), <https://jurnaldidaktika.org>.

²⁹ Mochamad Fuad Marzuki et al., "Membangun Generasi Berkualitas Melalui Sosialisasi Parenting," *Kifah: Jurnal Pengabdian Masyarakat* 4, no. 1 (June 2025): 19–30, <https://doi.org/10.35878/kifah.v4i1.1574>.

place between educational institutions and the family environment.³⁰ Hill and Tyson emphasized that the intensity of communication between teachers and parents contributes to increasing parents' understanding of the child's learning process, which ultimately has a positive impact on students' academic achievement.³¹ In the context of this study, the use of communication media such as WhatsApp groups shows a form of adaptation to technological developments in order to strengthen parental involvement in the child's education process.

In addition, the implementation of the parenting program is also focused on efforts to harmonize learning methods between the family and school environment. This is crucial considering that the mismatch between home-based parenting practices and learning approaches at school has the potential to cause disorientation in students.³² These findings are in line with the perspective of social constructivism put forward by Vygotsky, who asserts that a child's learning process is strongly influenced by social interactions as well as his immediate environment, including the family.³³ Therefore, harmony between the home and school contexts is an important determinant in supporting the cognitive and social development of students.

The level of parental involvement in parenting programs shows a striking heterogeneity, which ultimately has implications for students' learning behavior. Parents who actively participate in parenting programs tend to have a more comprehensive understanding of accompanying the child's learning process, so that children show more constructive patterns of learning behavior.³⁴ These findings affirm the results of Jeynes' research, which states that the intense involvement of parents in children's education has a significant influence on increasing students' motivation and academic achievement.³⁵ The low level of parental participation is one of the factors that hinder the optimization of the implementation of parenting programs, as also revealed in the research of Setiani and Halimah, which emphasized that parental involvement is the main determinant of the success of family-based education programs.³⁶

The findings of this study indicate that the implementation of parenting programs makes a positive contribution to the transformation of students' learning behavior, which is

³⁰ Medha Aurora et al., "Parental Factors, Learning-Related Skills and Academic Skills in Rural Côte d'Ivoire," *Journal of Applied Developmental Psychology* 92 (May 2024): 101652, <https://doi.org/10.1016/j.appdev.2024.101652>.

³¹ Geert Driessen, "Parental Involvement: Types and Effects," *Academic Studies in Education and Science* 114 (December 2021): 7–29, <https://annual.uni-sofia.bg/index.php/ps/article/view/1790>.

³² Aenilatifah Aenilatifah et al., "Optimalisasi Peran Orang Tua Dalam Pendidikan Anak Usia Dini Melalui Program Parenting Di Desa Mekarjaya," *Jurnal Pengabdian Kepada Masyarakat Nusantara* 3, no. 2.1 Desember (December 2022): 934–41, <https://ejournal.sisfokomtek.org/index.php/jpkm/article/view/505>.

³³ Andiatma Andiatma, "Pengembangan Kurikulum Berbasis Pendidikan Karakter," *BADA'A: Jurnal Ilmiah Pendidikan Dasar* 1, no. 1 (June 2019): 31–43, <https://doi.org/10.37216/badaa.v1i1.242>.

³⁴ Dede Rizkiya Alamsyah et al., "Pentingnya Program Parenting Oleh Orang Tua Bagi Anak Usia Dini," *JoCE (Journal of Community Education)* 3, no. 1 (July 2023): 47–50, Parenting, <https://journal-fkip.unsika.ac.id/index.php/joce/article/view/9175>.

³⁵ Arif Rohman Hakim et al., "Peran Orang Tua Dalam Mendukung Kegiatan Belajar Anak Sekolah Dasar Kelas Bawah," *Jurnal Ilmiah Spirit* 24, no. 2 (July 2024): 107–11, <https://doi.org/10.36728/jis.v24i2.3661>.

³⁶ Nurul Setiani and Halimah Halimah, "Peran Orang Tua Dalam Pendidikan Anak Dirumah," *Batara Wisnu: Indonesian Journal of Community Services* 4, no. 2 (2024): 249–55.

reflected in increased motivation, discipline, and responsibility in completing tasks.³⁷ These changes show that parenting programs not only have implications for the cognitive realm, but also touch on the affective and behavioral dimensions of students. Endarti and Sunarto emphasized that family factors, especially parental attention and assistance, have a very significant influence on the learning success of students. In this context, parenting programs function as a mediation mechanism that bridges the role of parents with children's learning needs.³⁸

The increase in the level of activity and learning readiness of students identified in this study shows that parental involvement is able to form a more conducive learning climate in the family environment. The findings are in line with the results of research by Leli Fertilianita Dea et al., who affirm that parenting programs not only contribute to increasing the capacity of parents in parenting practices, but also strengthen the emotional closeness between parents and children, which ultimately impacts the formation of character and academic achievement of students.³⁹ Therefore, parenting programs can be interpreted as a form of educational intervention that is comprehensive, covering cognitive, affective, and social dimensions.⁴⁰

The findings of the study also revealed various obstacles in the implementation of parenting programs, including low parental participation rates, limited time allocation, and difficulties in synchronizing learning approaches between home and school environments. This condition shows that the success of a parenting program is not solely determined by the quality of the program design, but is also influenced by external factors related to the social and economic background of parents.⁴¹ From the perspective of the sociology of education, this phenomenon can be understood through the framework of social capital theory, which explains that the level of parental involvement in children's education is greatly influenced by the social resources they have, such as the availability of time, the level of knowledge, and access to information.⁴²

The diversity of parenting patterns applied by parents in the family environment is also a factor that affects the level of effectiveness of parenting programs. Baumrind groups parenting into three main categories, namely authoritarian, permissive, and democratic.⁴³ There are still variations in parenting patterns that are not fully aligned with parenting

³⁷ Padjrin Padjrin, "Pola Asuh Anak dalam Perspektif Pendidikan Islam," *INTELEKTUALITA* 5, no. 1 (September 2016): 1, <https://doi.org/10.19109/intelektualita.v5i1.720>.

³⁸ Tutik Dwi Endarti and Sunarto Sunarto, "Program Parenting Melalui Sekolah Orang Tua," *Media Manajemen Pendidikan* 1, no. 3 (2019): 65–74.

³⁹ Dea et al., "Program Pendampingan Parenting Berbasis Pendekatan Spiritual Sebagai Strategi Pencegahan Bullying Di SD NU Kota Metro."

⁴⁰ Audrey Addi-Raccah, Paola Dusi, and Noa Seeberger Tamir, "What Can We Learn About Research on Parental Involvement in School? Bibliometric and Thematic Analyses of Academic Journals," *Urban Education* 58, no. 10 (December 2023): 2276–307, <https://doi.org/10.1177/00420859211017978>.

⁴¹ Monika Sales Julita et al., "Prophetic Parenting: Konsep Ideal Pola Asuh Islami," *Jurnal Multidisipliner Bharasumba* 1, no. 02 (June 2022): 147–55, <https://doi.org/10.62668/bharasumba.v1i02.195>.

⁴² Ria Novianti, Suarman, and Nur Islami, "Parenting in Cultural Perspective: A Systematic Review of Paternal Role Across Cultures," *Journal of Ethnic and Cultural Studies* 10, no. 1 (January 2023): 22–44, <https://doi.org/10.29333/ejecs/1287>.

⁴³ Rahayu Ningsih and Abdullah Aminuddin Aziz, "Strategi Kepala Madrasah Dalam Peningkatan Prestasi Non Akademik Di MTsN 13 Jombang," *JURNAL ILMIAH NUSANTARA* 2, no. 3 (May 2025): 347–63, <https://doi.org/10.61722/jinu.v2i3.4472>.

principles that support optimal child development. This condition indicates that parenting programs need to be designed more intensively and continuously to encourage the transformation of parenting styles in a more constructive direction.⁴⁴ The results of this study also confirm that the parenting program has a strategic position in improving students' learning outcomes through strengthening parental involvement, harmonizing parenting patterns, and improving the quality of communication between schools and families.⁴⁵ However, the level of effectiveness of this program is still influenced by the degree of parental participation and various other external factors, so efforts to strengthen the program in a sustainable manner are needed to be able to have a maximum impact.

CONCLUSION

The implementation of the parenting program at Madrasah Ibtidaiyah Nahdlatul Ulama Metro contributes to shaping student learning behavior through strengthening parental involvement and school-family communication. The parenting program encourages the formation of discipline, motivation, responsibility, and readiness for students to learn through more consistent learning assistance in the family environment. The findings of the study confirm that the effectiveness of the program is influenced by the intensity of parental participation as well as the quality of communication between the school and the family. This research makes a theoretical contribution to the study of school-family partnership by showing that parenting programs not only function as a communication medium, but also as a mechanism for shaping student learning behavior. The practical implications of this study emphasize the importance of developing more adaptive, participatory, and sustainable parenting programs to strengthen educational collaboration between schools and parents.

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⁴⁴ Hadiani, *Urgensi Pola Asuh Orangtua Dan Asupan Gizi Terhadap Tumbuh Kembang Anak*.

⁴⁵ Ariane Paccaud et al., "Satisfaction With the Collaboration Between Families and Schools – The Parent's View," *Frontiers in Education* 6 (April 2021), <https://doi.org/10.3389/educ.2021.646878>.

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