

School Family Partnership Based Parental Interventions for Holistic Early Childhood Development

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ABSTRACT

Parental involvement is an important factor in supporting the achievement of eight dimensions of early childhood graduation, including spiritual, moral, cognitive, social-emotional, language, physical, motor, independence, and creativity aspects. However, the implementation of partnerships between schools and families still faces various obstacles, such as limited parental understanding, suboptimal communication, and lack of continuity of stimulation between home and school. This study aims to analyze the form of parental intervention and formulate a model of intervention based on school and family partnerships that support the achievement of eight dimensions of early childhood graduation. The research uses a qualitative approach with a case study design. Data was collected through in-depth interviews, observations, and documentation studies, then analyzed through the stages of

data reduction, data presentation, and conclusion drawn. The results showed that partnerships built through parenting programs, intensive communication, scheduled consultations, and comprehensive child development reporting encouraged active parental involvement in learning assistance and stimulation at home. This intervention has been proven to strengthen the achievement of child development in a sustainable manner.

Introduction

Early childhood education is ideally done through strong partnerships between schools and families (Otero-Mayer et al., 2025). The partnership is designed to create an education system that encourages the growth of character and quality culture for all school residents (Fuaddiana & Hibana, 2024). Encouraging involvement between parents and early childhood education is an important strategy that contributes directly to improving the quality of children's education (Christy et al., 2024). Quality education is characterized by positive relationships between teachers, parents, and children, through the active involvement of parents in school programs (J. Jamilah, 2019). Therefore, a close and participatory partnership between schools and families is the main foundation for realizing quality early childhood education services.

Family involvement has a crucial role in optimizing children's development, learning, and character formation from an early age (Ismiya et al., 2024). Parents and families are the starting environment

in which children learn, so their involvement is important to ensure optimal children's growth and development (Fuaddiana & Hibana, 2024). Family involvement has a big role in supporting children's development to be able to live an increasingly complex life (J. Jamilah, 2019). Various research results corroborate the urgency of family involvement proven to increase learning achievement while building character more effectively (Herlina et al., 2020). Thus, active family involvement is an important foundation that strengthens the development, learning, and character formation of children from an early age.

However, efforts to realize comprehensive child development often face challenges. This is because not all parents understand the strategic role of schools in supporting children's learning. Several obstacles in building partnerships in kindergarten can arise due to parents' limited time, lack of understanding of their roles, and differences in parenting patterns and pedagogical approaches between parents and educators (Surtiati & Nugraha, 2025). The school environment is often considered less friendly and causes intimidation for parents. While schools often assume that families are less able to communicate and that teachers themselves have limited interpersonal skills (Asiyani et al., 2023). Overall, school-family partnerships are often hampered by limitations in roles, perceptions, and communication between parents and teachers (Anjani & Mashudi, 2024).

This condition encourages the need for a structured, sustainable,

and developmental needs model for parents. The intervention model is largely determined by the school-parent partnership. Effective partnerships require the active collaboration of all parties, and parents. The partnership not only monitors children's academics, but also shapes their character, values, and social skills (Simamora et al., 2023). According to Epstein, there are various forms of partnership between parents and schools (Turnip et al., 2019). An effective partnership model will encourage structured and collaborative parental intervention. This not only supports the academic aspect but also the formation of children's character, values, and social skills through various forms of family involvement in schools (Rahayu et al., 2023).

One model of school-parent partnership is parental intervention on the eight dimensions of graduation. Family involvement in the learning process plays an important role in ensuring every dimension ranging from spiritual, moral, cognitive, social-emotional, language, physical-motor, independence, to creativity (Sopiah, 2022). These dimensions include child development that can be stimulated consistently at home and at school. Early interventions carried out by parents at home tend to have a more sustainable impact. The home environment provides natural and meaningful communication opportunities for children. (Inayah & Mukhlis, 2025) Thus, consistent parental intervention at home is key in supporting the achievement of the eight dimensions of graduation optimally. This is supported by continuous stimulation and according to the needs of children's development.

Various previous studies have shown a positive correlation between parental involvement in aspects of child development. Humpton and Mumford's research shows that low parental involvement correlates with lower academic achievement of children. Meanwhile, Henderson and Berla found that parental participation increased children's achievements, attendance, positive attitudes, and educational achievements. (Robingatin & Khadijah, 2019) The study confirms that family support makes a real contribution to children's learning and behavior success in school. Overall, parental involvement proves to be an important factor that strengthens a child's development and achievement from an early age.

Although there have been many studies on parental intervention in early childhood education, these studies are still limited to the general relationship between parental involvement and child developmental achievement. Research (Suardi & Samad, 2021) only focuses on strategy development interventions to support parental involvement. Furthermore, (Farida & Mulyani, 2023) examined the readiness and effectiveness of parent partnership programs in PAUD institutions. Meanwhile, (Kusmiatiningsih et al., 2024) focus only on independence, one of the many dimensions of early childhood education graduation. Thus, there is still a research gap related to the analysis of partnership-based parental intervention forms and models that integrally support the achievement of 8 dimensions of graduation, especially in Islamic education units such as TK Aqila Islamic Preschool

Balikpapan.

Methods

A qualitative approach with a case study design is used in this study to explore and understand the phenomenon that is studied in depth in the form of parental intervention in supporting the achievement of 8 dimensions of graduation. This approach is in line with the view (Bogdan & Biklen, 2007) that qualitative research seeks to understand phenomena in a natural context. Meanwhile, (Babchuk, 2017) stated that case studies are suitable for tracing processes, interactions, and dynamics in a real system.

The research subjects include school principals, teachers, and parents who are actively involved in the parenting program at TK Aqila Islamic Preschool Balikpapan. The determination of informants uses the purposive sampling technique as stated (Patton, 2015), that the selection of informants must consider their knowledge and relevance to the focus of the research. The data collection process in this study was carried out through in-depth interviews, observations, and documentation carried out based on previously prepared guidelines (Creswell, 2014) regarding qualitative methods.

The main instrument in this study is the researcher as a human instrument, which is supported by interview guidelines, observation sheets, and document analysis. The collected data were analyzed using an interactive analysis model (Miles et al., 2014) which included the stages of data condensation, data presentation, and conclusion drawn.

This analysis model is used to help researchers uncover patterns, themes, and meanings related to parental involvement and partnerships between schools and families.

The validity of the data was tested using triangulation of sources, techniques, and time as recommended (Lincoln & Guba, 1985) through the criteria of credibility, transferability, dependability, and confirmability. The research process was carried out through pre-field stages, data collection, analysis, and report preparation to describe the model of parental intervention in supporting the 8 dimensions of graduation comprehensively.

Result and Discussions

Figure 1. Parent Class



The findings of observations carried out at TK Aqila Islamic Preschool indicate that parental intervention is one of the key elements in the success of achieving the 8 dimensions of children's graduation. The eight dimensions include spiritual, moral, cognitive, social-emotional, language, physical-motor, independence, and creativity development. The school places the role of parents as part of the

inseparable learning system, so various programs are designed to ensure continuity between the stimulation provided from the school and the family. The harmony of this learning environment is seen as the main foundation in holistic early childhood development.

Figure 2. Storytelling with Parents



The image above shows the activities of parents who tell stories with their children as a form of learning intervention at home. This activity directly supports the language dimension through the stimulation of vocabulary and listening skills, as well as strengthens the social-emotional dimension through positive interaction and emotional closeness between parents and children. These findings suggest that parental involvement in simple activities such as storytelling together can contribute to the achievement of an early childhood graduation dimension that is in line with the learning program at TK Aqila Islamic Preschool.

Information obtained through interviews with school principals shows that the school has a structured partnership strategy through the implementation of parenting programs. This program is carried out

regularly every month as a form of continuous education for parents in accompanying their children according to their developmental stages. This was emphasized by the principal who stated, *"We have a parenting program every month to equip parents with how to accompany their children. The material is about emotions, communication, and learning that are the same as in school, such as the UMMI and Montessori methods."* This program is designed to ensure harmony between the pattern of mentoring at home and learning at school, so that parental intervention can run in a sustainable manner in supporting early childhood development.

The teacher emphasized that monthly parenting activities have a direct impact on changes in parenting patterns at home. Parents become more aware of the learning principles applied at school so that they can adjust how to accompany their children to stay in harmony with the educational methods applied. Thus, the role of parents is not only limited to supporting, but also an extension of the educational process run by schools.

The school also implements an intensive and responsive communication pattern as an effort to maintain the continuity of information about children's development. When teachers identify behavioral barriers, social-emotional problems, or specific indications of delay, the school immediately contacts parents for a personal consultation. The summoning process is carried out individually so that communication is more focused, open, and on target.

According to the teacher, this communication strategy helps speed

up the intervention process. With collaboration between teachers, parents, and if necessary experts such as psychologists or therapists, interventions can be arranged appropriately and practically. This responsive approach is believed to play a major role in optimizing children's development, especially in aspects that require special assistance such as emotional regulation, attention skills, or language development.

When it comes to progress reporting, schools use a phased reporting mechanism that covers various aspects of assessment. Assessment using the UMMI method is used to systematically monitor children's ability to read the Qur'an. Academic report cards provide an overview of cognitive and language development, while Montessori reports include the achievement of practical, sensory, and self-reliance skills. The thematic report completes the overall picture by assessing the eight dimensions of development as a whole.

The process of taking report cards is carried out with a personal scheduling system per family. This means that every parent gets a special time to consult directly with the teacher without the presence of other students' guardians. This mechanism allows for a more in-depth discussion of the child's developmental strengths and needs. Teachers can also submit follow-up recommendations in more detail so that parents can understand the follow-up steps that need to be taken at home.

Data obtained through interviews with parents showed that they

felt greatly helped by the communication patterns that schools built. Parents say that they easily access teachers to ask about their child's development or ask for guidance when facing certain situations at home, such as tantrums, difficulty focusing, or decreased motivation to learn. Teachers' openness is considered to increase parents' confidence in accompanying their children.

Parenting programs and quarterly consultation sessions are also considered very beneficial. Parents revealed that through these activities they gained new insights into simple but effective stimulation strategies to do at home. In addition, the quarterly consultation format provides a space for parents to convey developments, obstacles, or changes in children's behavior observed at home so that it becomes a joint evaluation material between teachers and parents.

Outside of formal activities, parents also consider that collaborative programs such as *project learning*, parent-child competitions, religious thematic activities, and *practical life habits* are means of strengthening emotional relationships between family and school. This activity also provides an opportunity for children to show their developed abilities, while parents can see firsthand the child's progress. Based on these findings, it can be concluded that the synergy between schools and parents at TK Aqila Islamic Preschool is effective and contributes significantly to the achievement of a holistic graduate profile according to the 8 dimensions of graduation.

Discussions

The findings of the study show that the partnership pattern developed by TK Aqila Islamic Preschool is in line with the concept of family involvement formulated by Joyce Epstein, especially in three main types: *communication*, *parenting*, and *learning at home* (S. Jamilah et al., 2024). Monthly parenting programs, quarterly consultations, and daily communication built between teachers and parents reflect effective two-way communication practices as emphasized by Epstein (Salianty et al., 2024). According to her, strong school and family relationships can improve parents' ability to support children's development, as well as create continuity between the learning experience at school and at home (Wulandary & Herlisa, 2018). These findings reinforce the idea that early childhood education should be based on synergy between two main environments of children: home and school.

The intensive interaction between teachers, principals, and parents also confirms the importance of the mesosystem in Bronfenbrenner's ecological theory (Goldstein & Naglieri, 2011). In Bronfenbrenner's view, a child's development is influenced by the reciprocal relationships between different environments that interact directly (Cross, 2017). Regular communication, personal calls, and special assistance for children who have barriers describe healthy and supportive mesosystem dynamics (Bratanoto et al., 2022). A responsive and well-connected environment like this allows for early identification of

problems and quick adjustment of interventions, so that children's development can be supported more optimally (Ady Dharma, 2023).

The use of progress reports through the UMMI method, Montessori report cards, and thematic reports shows that assessments are used as a tool to carry out sustainable interventions, not just administration. This is in line with the theory of formative assessment put forward by Stiggins, which emphasizes that assessments must produce meaningful information that teachers, parents, and children can use to improve the learning process (Andrade, 2022). By making developmental reports the basis for assistance at home, parents play an active role in the formative assessment cycle that contributes to improving children's development in various aspects (Hayati, Rahmi et al., 2025).

The form of partnership that is considered effective by parents ranging from project-based learning, *practical life* activities, to collaborative activities such as parent-child competitions reflects the principles of contextual learning. Contextual learning theory (Johnson, 2002) states that children's direct involvement with the environment and real activities will strengthen their understanding and skills. By involving parents in these activities, schools not only expand the learning context, but also strengthen the role of the family as an integral part of the educational process. On the other hand, parents' perceptions of the importance of teacher communication suggest that interpersonal relationships are a key component in the success of interventions (Reupert et al., 2018). This is in line with *the theory of family-centered*

practice which emphasizes that empathic and collaborative communication between educators and families is the foundation in effective early childhood education services (Frugone-Jaramillo & Gràcia, 2023).

Overall, this discussion shows that school and family-based interventions at TK Aqila Islamic Preschool have a significant impact on the achievement of 8 dimensions of graduation. The integration of Epstein, Bronfenbrenner, Stiggins, and contextual learning theories makes it clear that the program's success comes not only from technical strategies, but also from the quality of relationships, communication, and collaborative values that are consistently built between schools and parents. This approach allows for more comprehensive, sustainable developmental support that is tailored to the child's real needs.

Conclusion

The results of this study indicate that parental intervention plays a significant role in supporting the achievement of eight dimensions of children's graduation in Aqila Islamic Preschool Kindergarten. The partnership pattern developed by schools through the implementation of regular parenting programs, scheduled consultations, and intensive communication between teachers and parents has proven to be able to build continuity between the learning process at school and the stimulation provided in the family environment. Active parental participation, such as monitoring children's development, asking for direction related to handling, and implementing intervention strategies

at home, contributes to strengthening the effectiveness of school-organized learning.

These findings are in line with Epstein's theory of family involvement, Bronfenbrenner's theory of ecology, and Stiggins' concept of formative assessment which emphasizes the importance of collaborative relationships and meaningful information flows between schools and parents. The use of developmental reports such as UMMI, Montessori, and thematic report cards by parents shows that assessments are used functionally to support children's development in a sustainable manner.

Forms of partnerships that are considered effective, such as project-based learning, practical life, and collaborative activities of parents and children, show that educational models that involve families in contextual learning are able to strengthen spiritual, moral, cognitive, social-emotional, language, physical-motor, creativity, and children's independence. Thus, it can be concluded that parental intervention based on school partnerships makes a significant contribution to the success of achieving the 8 dimensions of graduation, while creating a consistent and holistic learning environment for children.

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