



## Analysis Of Parental Involvement In Supporting Quality Early Childhood Education : A Qualitative Case Study

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### **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, serta faktor pendukung dan faktor penghambat keterlibatan orang tua dalam mendukung pendidikan anak usia dini (PAUD) yang berkualitas di TKIT Sholahuddin Al Ayyubi, Sumedang. Penelitian ini menggunakan pendekatan kualitatif deskriptif yang bertujuan untuk menggambarkan, menjelaskan, dan menjawab pertanyaan terkait fenomena serta peristiwa yang sedang berlangsung. Melalui pendekatan ini, penelitian memberikan pemahaman yang mendalam mengenai kondisi yang diamati. Hasil penelitian menunjukkan bahwa keterlibatan orang tua di TKIT Sholahuddin Al Ayyubi, Sumedang dalam mendukung PAUD yang berkualitas dilaksanakan melalui tiga tahapan, yaitu perencanaan, pelaksanaan, serta evaluasi terhadap faktor pendukung dan faktor penghambat. Pada tahap perencanaan, keterlibatan orang tua diwujudkan melalui rapat komite sekolah, penyusunan program sekolah, serta kerja sama dengan lembaga eksternal seperti puskesmas. Namun demikian, masih terdapat sebagian orang tua yang belum berpartisipasi secara aktif dalam proses perencanaan. Pada tahap pelaksanaan, keterlibatan orang tua diwujudkan melalui berbagai kegiatan, seperti parenting, kelas orang tua, program Pemberian Makanan Tambahan (PMT), Deteksi Dini Tumbuh Kembang (DDTK), program Perilaku Hidup Bersih dan Sehat (PHBS), serta pendataan Nomor Induk Kependudukan (NIK) untuk sistem Dapodik. Sekolah juga mendukung pembiasaan hidup sehat dengan menyediakan sarana sanitasi dan fasilitas air bersih. Faktor pendukung keterlibatan orang tua meliputi komunikasi yang efektif, komitmen bersama, dan ketersediaan sarana yang memadai sehingga mampu memperkuat kerja sama antara orang tua dan sekolah. Adapun faktor penghambat meliputi keterbatasan waktu, kesibukan pekerjaan orang tua, serta kurangnya pemahaman mengenai pentingnya peran orang tua dalam pendidikan anak usia dini. Oleh karena itu, disarankan kepada lembaga, guru, dan orang tua untuk meningkatkan kolaborasi melalui komunikasi yang efektif, penyelenggaraan program pelatihan, serta mendorong partisipasi aktif orang tua dalam pendidikan anak. Upaya tersebut juga perlu diiringi dengan penguatan peran orang tua baik di lingkungan keluarga

*maupun di sekolah guna mewujudkan pendidikan anak usia dini yang berkualitas.*

**Kata kunci:** *keterlibatan orang tua, pendidikan anak usia dini (PAUD) berkualitas, anak usia dini.*

### **Abstract**

This study aims to describe the planning, implementation, as well as the supporting and inhibiting factors of parental involvement in supporting quality early childhood education at TKIT Sholahuddin Al Ayyubi, Sumedang. This research adopts a descriptive qualitative approach, which seeks to describe, explain, and answer questions related to ongoing phenomena and events. Through this approach, the study provides an in-depth understanding of the observed situation. The results showed that parental involvement at TKIT Sholahuddin Al Ayyubi, Sumedang in supporting quality ECE is carried out through three stages: planning, implementation, and evaluation of supporting and inhibiting factors. At the planning stage, parental involvement is reflected in school committee meetings, school program development, and collaboration with external institutions such as health centers. However, some parents are still not actively involved in the planning process. At the implementation stage, parental involvement is reflected in activities such as parenting sessions, parent classes, supplementary feeding programs, early detection of growth and development, clean and healthy living behavior programs, and Collection of National Identification Numbers for the Basic Education Data System. The school also supports healthy habits by providing sanitation and clean water facilities. The supporting factors for parental involvement include effective communication, mutual commitment, and adequate facilities, which help strengthen cooperation between parents and the school. Inhibiting factors include limited time, parents' busy work schedules, and a lack of understanding about the importance of parental roles in early childhood education. Suggestions for institutions, teachers, and parents include enhancing collaboration through effective communication, training programs, and encouraging active participation in children's education. This also involves strengthening the role of parents both at home and at school in order to help achieve high-quality early childhood education.

**Keywords:** parental involvement, quality of early childhood education, young children.

### **Introduction**

Quality Early Childhood Education (ECE) is a system of early childhood education equipped with a number of real performance indicators that serve as a guide for local

governments, educational institutions, and the community in improving the quality of educational services. These indicators aim to create a common understanding between educational units and local governments in the effort to achieve changes towards quality PAUD (Nurhasanah, Wahyuni, et al., 2022). Quality early childhood education is determined by the quality of its services. High-quality early childhood education is an early childhood education institution that provides a safe, comfortable learning environment and supports the overall development of children, as stated in Government Regulation Number 57 of 2021 on National Education Standards, which says that quality of ECE is indicated by the quality of the learning process and the quality of unit management (Komalasari, 2022). Four main elements in quality early childhood education services include: (1) the quality of the learning process reflected in the learning approach, communication with children, and the pedagogical competence of educators; (2) partnerships with parents as the key to sustaining education at home; (3) services to meet children's essential needs, such as nutrition, health, and protection; and (4) leadership and resource management that support the achievement of the previous three elements (Nurhasanah, Wahyuni, et al., 2022).

However, the results of the needs analysis in several early childhood education units show that parental involvement is still low. Many parents fully delegate the responsibility of their child's education to the early childhood education institution, whereas active parental involvement is an important supporting factor in achieving quality ECE. Partnerships with parents not only create continuity between education at home and school but also encourage optimal child development (Nia et al., 2022). Parental involvement in early childhood education encompasses various actions, both at home and at school, aimed at supporting the growth and development of children. Active parental participation is an important indicator of the success of the learning process. This is also in line with the mandate of Law Number 20 of 2003 concerning the National Education System Article 7 Paragraph (1) which states that parents have the right to participate in selecting educational units and obtaining information on their child's development (Diadha, 2015).

However, in its implementation, there are various obstacles that hinder parental involvement, such as time constraints, lack of self-confidence, ineffective communication, and differing understandings of roles (Amini, 2015; Hardiyanti et al., 2021; Putri et al., 2023). These obstacles result in minimal participation in school activities and weak contributions to children's development. Based on observations at TKIT Sholahuddin Al Ayyubi, it was found that there are issues such as the lack of parental understanding about

involvement in school and the lack of parental participation in school programs.

In Indonesia, there is a policy regarding parental involvement implemented in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 30 of 2017, where Article 2 mentions several objectives of parental involvement, namely increasing awareness and shared responsibility among educational units, families, and the community regarding the implementation of education, encouraging the strengthening of children's character education, enhancing family interest in children's education, building synergy among educational units, families, and the community, and creating a safe, comfortable, and enjoyable learning environment (Agung H & Laily F, 2020). In line with (Demissie & Pearse, 2024) and (Liang et al., 2020) also reinforce that active parental involvement can improve learning outcomes and create a holistic educational environment. Based on the background of the problem above, the researcher serves as a fundamental reference in the study titled Analysis of Parental Involvement in Supporting Quality Early Childhood Education at TKIT Sholahuddin Al Ayyubi Sumedang with the aim of identifying the obstacles in creating quality early childhood education and finding solutions to how these issues can be addressed.

## Method

This research uses a descriptive qualitative approach aimed at obtaining in-depth information about parental involvement in supporting quality early childhood education at TKIT Sholahuddin Al Ayyubi, Sumedang. Through this approach, the study seeks to describe the real conditions in the field and provide a comprehensive understanding of how parents are involved in school programs. The informants in this study consisted of teachers and parents who were directly involved in early childhood education activities at TKIT Sholahuddin Al Ayyubi, Sumedang. The informants were selected using purposive sampling, with the criteria that they had direct experience in planning, implementing, or supporting parental involvement programs at the school. The selected informants included teachers who understood school programs and parents who actively participated in school activities (Arsyam & Tahir, 2021).

The data used consists of primary and secondary data. Primary data was obtained directly from teachers and parents through interviews, while secondary data comes from documents, books, and journals relevant to parental involvement and the quality of early childhood education (Pratiwi, 2017). The main research instrument is the researcher

themselves, assisted by tools such as interview guidelines, writing instruments, and recording devices. The instruments used include interview guidelines, observation sheets, and documentation.

Tabel 1. Research Informants

Number	Type of informant	Number of Informants	Selection Criteria
1.	Teachers	5	Teachers involved in planning and implementing parental involvement programs
2.	Parents	3	Parents who participated in school activities, parenting programs, or child development support programs
3.	School leader or coordinator	1	School personnel responsible for coordinating programs related to parents and children

The data collection instruments used in this study consisted of interview guidelines, observation guidelines, and documentation guidelines. The interview guidelines were developed based on the focus of the research, namely parental involvement in planning, implementation, and supporting and inhibiting factors in early childhood education programs. The questions were arranged in an open-ended format to allow informants to explain their experiences, views, and practices in detail. The observation guidelines were used to record parental involvement in school activities, teacher-parent interaction, and the availability of facilities that support children's learning and healthy habits.

The documentation guidelines were used to review relevant school documents, such as activity records, school program documents, attendance lists, and supporting administrative data. The instruments were developed by referring to the research objectives, relevant literature on parental involvement, and the context of early childhood education. Before being used in the field, the instruments were reviewed by academic supervisors or experts in early childhood education to ensure content relevance and clarity. A limited pilot test was also conducted to check whether the interview questions were understandable, appropriate, and able to obtain the required data. Revisions were made based on the feedback from the review and pilot process.

Data collection techniques were carried out through direct observation of field activities, structured face-to-face interviews with teachers and parents, as well as documentation in the form of school documents such as parent involvement programs, child development reports, and activity documentation. Data analysis is conducted through three stages: data reduction, data presentation, and conclusion drawing and verification. Data reduction is carried out by summarizing, categorizing, and simplifying the data, while data presentation is done in the form of narratives, matrices, or graphs to identify patterns and relationships. Drawing conclusions is carried out continuously during the data collection process, with in-depth reflection and discussion to ensure the validity of the findings (Rijali, 2018).

In ensuring the validity of the data, the researcher used triangulation techniques that include source triangulation (by comparing data from teachers and parents), technique triangulation (by using interviews, observations, and documentation), and time triangulation (by checking information at different times, namely morning and afternoon). This technique is used to ensure that the data collected is valid and reflects the reality on the ground.

## **Results and Discussion**

This section presents the key findings of the study on parental involvement in supporting quality Early Childhood Education (PAUD) at TKIT Sholahuddin Al Ayyubi Sumedang. The research results are categorized into three main focuses based on the research questions: (1) planning, (2) implementation, and (3) supporting and inhibiting factors of parental involvement. Each finding is analyzed based on interview data, observations, and documentation collected during the research process. The discussion connects the research results with relevant theories and previous findings to provide a deeper understanding of parental involvement dynamics in the context of quality early childhood education.

### **1. Planning for Parental Involvement in Supporting Quality PAUD at TKIT Sholahuddin Al Ayyubi Sumedang**

#### **a. Parents' Knowledge of School Involvement Programs**

Parental knowledge of school engagement programs is a crucial aspect in supporting the success of quality early childhood education. Research findings at TKIT Sholahuddin Al Ayyubi indicate that parents have a good understanding of various school programs, such as P5 activities, *tebar takjil* (distributing snacks for

breaking the fast), Supplementary Feeding Programs (PMT), parenting sessions, Early Detection of Child Growth and Development (DDTK), charity carts (*gerobak sedekah*), and parent classes. Parents gained knowledge of these programs through regular communication between teachers and parents, as well as program socialization activities at the beginning of the semester.

At the planning stage, parental involvement was mainly reflected in school meetings and opportunities to provide feedback after the school had prepared the initial programs. One parent stated, “Ya mengetahui, jadi setiap awal semester itu ada sosialisasi program sekolah, orang tua dikumpulkan kemudian disampaikan selama satu semester ini sekolah ngadain program seperti P5, tebar takjil termasuk program pembelajaran” (NS2). This statement shows that parents received information about school programs through semester meetings. A teacher also explained that the program was first designed by the school team before being shared with parents: “Untuk perencanaannya dengan seluruh stakeholder, sebelum kita sampaikan ke orang tua murid, kita rancang dulu program...” (NS3). Another parent confirmed that parents were invited to give suggestions after the program had been prepared: “Biasanya ada rapat, rapatnya di awal semester... setelah sekolah menyusun program nanti diinfokan ke orang tua dan nanti orang tua dimintai saran atau pendapat” (NS7). These interview data indicate that parental involvement in planning was consultative rather than fully participatory because parents were mostly involved after the school had drafted the programs.

Observation and documentation data also supported this finding. The school had several planned programs involving parents, such as P5 activities, tebar takjil, PMT, parenting sessions, *gerobak sedekah*, and parent classes. The documentation in the thesis also presents parent and teacher data, showing that the informants consisted of parents with different occupational backgrounds and teachers directly involved in classroom activities. This evidence strengthens the finding that parental involvement was present in school programs, although the planning process was still led mainly by the school.

At the implementation stage, parental involvement was more visible through direct participation in school activities. One parent explained, “Banyak sih kaya tarhib Ramadhan... pawai nanti orang tua ikut, terus ada kegiatan orang tua mengajar, kelas orang tua juga” (NS8). Another informant mentioned, “Iya itu tadi

ada gerobak sedekah, terus dari komite ada pemberian makanan tambahan (PMT)” (NS6). A teacher also confirmed that parents were involved in several routine programs: “Kegiatannya kita bekerja sama dengan komite itu ada gerobak sedekah... pemberian makanan tambahan (PMT)... parenting... tebar takjil itu juga melibatkan orang tua” (NS5). These quotations show that parental involvement was not limited to attendance, but also included practical support in school-based, social, and health-related activities.

Observation data further showed that the tebar takjil activity was conducted on March 20 and involved children, teachers, and parents. Parents helped children during the activity so that the distribution process ran in an orderly manner. Documentation also showed regular activities such as PMT, parenting sessions, and parent classes. The parenting session held on May 17 was attended by 65 parents and discussed parenting patterns for developing emotional intelligence in Generation Alpha. These observation and documentation data confirm that parental involvement was stronger during implementation than during planning.

Supporting factors for parental involvement included open communication, trust in the school, and adequate facilities. Parents reported that they felt comfortable communicating with teachers. One parent stated, “Nyaman banget, soalnya sekolah itu selalu welcome kalo menerima pendapat, saran atau keluhan apapun itu” (NS1). Another parent said that communication at the school felt open and family-like. In addition, parents viewed the school facilities and teacher competence positively, which strengthened their trust in the school.

The main inhibiting factor was parents’ limited time due to work. One parent explained, “Kalo dari saya pribadi engga ada, paling ada dari beberapa orang tua yang terkendala waktu karena banyak yang kerja” (NS7). A teacher also stated, “Kendalanya pertama kehadiran orang tua murid karena ada beberapa orang tua yang punya pekerjaan dan tidak bisa ditinggalkan” (NS3). Another teacher added that the school sometimes adjusted the schedule to weekends so that more parents could participate. These findings show that work schedules influenced the consistency of parental involvement in school programs.

Additionally, encouraging parental participation in early childhood education programs and strengthening family engagement in children's education can be achieved through workshops, parent classes, and digital communication (Saragi et

al., 2023).

b. Planning of Parental Involvement Programs

Planning Parental Involvement to Support Quality Early Childhood Education at TKIT Sholahuddin Al Ayyubi Sumedang, teachers design the program in collaboration with stakeholders such as the school committee, teachers, and the principal, based on the objectives, students' needs, and input from parents. Once the program is prepared, it will be socialized to parents or the committee for approval, suggestions, or feedback.

Planning Parental Involvement in Early Childhood Education, Parental involvement in early childhood education is carried out in a structured and collaborative manner through various activities that encourage active parental participation. Additionally, educational institutions use tools to facilitate two-way communication. This allows parents to provide constructive criticism, suggestions, or feedback regarding their children's learning process. The school committee also serves as a bridge between the school and parents, assisting in responding to submitted proposals (Subakat, 2022). Planning for Quality Education Programs, the development of quality education programs incorporates several key strategies, including effective communication skills among teachers, families, and the community, a shared commitment to fulfilling collective roles and responsibilities, and school transparency regarding children's learning progress. Furthermore, mutual understanding, respect, openness, trust, and commitment serve as vital communication components that are essential for building successful partnerships (Asiyani et al., 2023).

c. Communication of Parental Involvement Programs

Communication is a crucial factor in parental involvement at TKIT Sholahuddin Al Ayyubi Sumedang. Research findings indicate that parental involvement is enhanced when schools communicate program information clearly, openly, and consistently. Through effective communication, parents can understand the school's activities, program objectives, and the roles they can play in supporting their children's education, both at home and at school. This finding aligns with research by Saragi et al. (2023), which explains that open communication and clear information from schools are crucial strategies for enhancing parental understanding and involvement in early childhood education. Furthermore, parental involvement

can be strengthened through workshops, parent classes, and digital communication. Thus, communication serves not only as a means of conveying information but also as a foundation for fostering collaboration between schools and parents in supporting quality early childhood education. Socialization is conducted through meetings aimed at increasing parents' awareness of the importance of supporting early childhood education.

This activity takes place in formal meetings or gatherings in the classroom, attended by parent representatives and teachers. Teachers present programs on parental involvement in children's learning, the importance of parental engagement, and how to build positive relationships between parents and teachers. The meeting also includes discussions and Q&A sessions, where parents have the opportunity to gain a better understanding of their roles (Tyas et al., 2025). The socialization of the parental involvement program is carried out through regular meetings, usually held at the beginning of the semester. These meetings serve as an important platform for the school to communicate upcoming programs while strengthening communication between teachers and parents. During the beginning-of-semester meetings, parents are invited to discuss and provide input on planned activities, such as designing children's meal menus or parenting programs. Although the final decisions are made by the school, parents are still given space to share their ideas and suggestions (Rahmat et al., 2023).

The findings show that parental involvement at TKIT Sholahuddin Al Ayyubi, Sumedang, was carried out through planning, implementation, and the identification of supporting and inhibiting factors. At the planning stage, parental involvement was reflected in parents' participation in school committee meetings, their contribution to school program discussions, and their support for collaboration with external institutions such as health centers.

## **2. Implementation of Parental Involvement in Supporting Quality PAUD at TKIT Sholahuddin Al Ayyubi Sumedang**

### **a. Parental Involvement in School Activities**

The school has implemented several well-structured parental involvement programs, including regular parenting seminars, the Supplementary Feeding Program (PMT), Early Childhood Development Screening (DDTK) conducted in collaboration with local health centers and psychologists, as well as educational

initiatives like the Pancasila Student Profile Strengthening Project and science exhibitions. Additionally, social programs such as the charity cart (gerobak sedekah) and communal iftar meals (tebar takjil) further strengthen family engagement. Research findings at TKIT Sholahuddin Al Ayyubi indicate that parenting sessions, held consistently each semester, have significantly enhanced effective communication and collaborative decision-making between educators and families. These parenting initiatives serve as tangible examples of successful school-family partnerships that create supportive and comfortable learning environments for young children, demonstrating how institutional programs can effectively bridge the gap between formal education and home nurturing practices.

According to research by Pudyaningtyas parenting programs serve as comprehensive educational platforms that extend far beyond simple school attendance. These carefully designed sessions provide parents with essential knowledge about modern parenting techniques, balanced nutrition, child healthcare, and children's fundamental rights. Through this program, the school and families establish a strong partnership to ensure children receive consistent, positive upbringing in both home and school environments. The research emphasizes that these parenting sessions play a crucial role in aligning perspectives between educators and parents, eliminating potential confusion in child-rearing approaches and creating a unified educational framework. By transforming parents into knowledgeable partners, the program successfully bridges the gap between formal education and family life, ultimately fostering an integrated support system for children's comprehensive development.

The study confirms that such structured parenting initiatives significantly enhance both academic outcomes and the quality of home care when implemented consistently and collaboratively (Rahma Pudyaningtyas et al., 2023). Parental involvement in parenting programs is an important form of participation that helps young children learn effectively. Parenting is defined as education provided by schools to parents on how to care for children, including health, nutrition, safety, and social-emotional development (Noerviana et al., 2024).

#### b. Communication Between School and Parents

TKIT Sholahuddin Al Ayyubi maintains active communication with parents through both formal and informal channels. Formal communication is conducted

through scheduled meetings such as parenting classes and child development reports provided every three to six months. Meanwhile, informal communication occurs via WhatsApp messages and direct interactions during daily drop-off and pick-up times. This dual approach facilitates intensive information exchange regarding children's progress, challenges, and needs. One parent noted that communication with teachers flows smoothly, with regular updates on their child's development being consistently provided. This comprehensive communication strategy ensures ongoing collaboration between educators and families to support each child's growth.

Consistent with research by Qomariah dkk the school conducts regular parent education sessions three times annually. These sessions take various formats including seminars, webinars, and practical training workshops, with schedules communicated to parents quarterly. The program serves dual purposes: enhancing parental knowledge and skills in supporting children's development at home, while simultaneously creating an effective communication bridge between school and families. During these sessions, parents engage in direct discussions with educators about child-rearing approaches and educational strategies (Qomariah et al., 2022).

This approach aligns with research by Muhammad Arifin Sitorus, which found that WhatsApp groups significantly facilitate open and intensive communication. Through this platform, teachers and parents can easily discuss and monitor children's progress in real-time, enabling more effective collaboration. The study confirms that smooth school-parent communication through digital channels greatly enhances the learning process in early childhood education, allowing for timely updates, quick problem-solving, and continuous engagement. This digital communication strategy complements traditional methods, creating a comprehensive support system for children's development (Sitorus, 2024).

#### c. School-Community Collaboration

As part of its comprehensive educational approach, TKIT Sholahuddin Al Ayyubi has established strategic collaborations with external partners including community health centers (puskesmas) and psychologists to support students' physical and psychological wellbeing. This multi-stakeholder cooperation embodies the principles of quality early childhood education services that address all aspects of child development.

Research by Nurhasanah demonstrates that the Supplementary Feeding Program (PMT) at early childhood education institutions provides nutritious and safe snacks that meet children's dietary requirements, while being adapted to parents' economic capabilities. At TKIT Sholahuddin Al Ayyubi, this program is enhanced through collaborations with local health centers (Puskesmas) and integrated posyandu services, creating a comprehensive approach to children's health and nutrition. The PMT program not only addresses immediate nutritional needs but also includes educational components to help parents understand proper childhood nutrition (Nurhasanah, Nurohmah, et al., 2022).

The school demonstrates active parental involvement through various programs and school activities. Parents participate not only as attendees but also as supporters in activities such as child mentoring sessions, parenting classes, learning support activities, nutritional support programs, and social philanthropy initiatives. This involvement shows a cooperative relationship between the school and families in supporting children's learning, health, and overall development. Through these activities, the school creates opportunities for parents to take part directly in the educational process and strengthen the connection between home and school.

### 3. Supporting and Inhibiting Factors of Parental Involvement in Quality PAUD

#### a. Supporting Factors

The success of parental involvement at TKIT Sholahuddin Al Ayyubi is supported by both the school and the parents themselves. Several factors contribute to this engagement, including:

##### 1) Availability of Parental Time

Parents who have free time tend to be more involved in school activities, such as parenting sessions, parent classes, and other programs. This aligns with the partnership theory in early childhood education (PAUD), which emphasizes the importance of parents' available time and commitment. Parents have more opportunities to engage in their child's educational activities, such as attending meetings and participating in school events. Additionally, if parents have sufficient free time, they can visit the school more often, attend meetings, and support their child's learning at home (Rofita et al., 2022).

##### 2) Open Communication Between Teachers and Parents

Open communication serves as the fundamental foundation for effective parental involvement in early childhood education. At TKIT Sholahuddin Al Ayyubi Sumedang, this communication is established through various means, both formal (parent-teacher meetings, parenting sessions) and informal (WhatsApp groups, casual conversations during drop-off and pick-up times). The familial atmosphere in these interactions fosters comfort and trust, encouraging active parental participation in school activities.

Through open communication, parents and teachers can collaborate\* to monitor, guide, and support children. This enables a more effective and continuous learning and nurturing process (Luthfiyah & Yuliana, 2023). Communication between parents and teachers about a child's education aims to build strong cooperation and collaboration, ensuring that both parties work together to align education at home with education at school.

Parents frequently engage with teachers, whether directly or indirectly, to stay informed about their child's progress in school. This ongoing dialogue strengthens the partnership between home and school, ultimately benefiting the child's holistic development (Yusuf & Qomariah, 2023).

### 3) Trust in Teachers and the School

Within the framework of family-school partnership theory in early childhood education (PAUD), trust serves as the fundamental basis for sustainable collaboration, where each party's role is valued in supporting children's growth and development. This trust also strengthens parents' commitment to actively participate in their child's education - both at home and in the school environment. Parents expect this trust to be maintained through open communication, active involvement in school programs, and support for children's skill development.

Parental trust in teachers\* constitutes a crucial foundation for building effective early childhood education synergy. Without this trust, collaboration becomes difficult to establish, potentially hindering children's developmental processes. Therefore, teachers need to actively foster open and supportive communication to nurture and sustain parents' trust (Wari &

Setiawan, 2022).

#### 4) Adequate Facilities and Resources

Beyond parental and institutional support, effective resource management plays a pivotal role in creating quality education. The competence of educators, adequacy of facilities, and increasing student enrollment reflect the community's trust in the institution. 'TKIT' Sholahuddin Al Ayyubi demonstrates this through well-equipped learning and play facilities that facilitate parental involvement in programs such as Supplementary Feeding (PMT) and Early Childhood Growth Detection (DDTK), showcasing strong leadership and efficient resource management.

Research by Ariwibowo confirms that complete and supportive educational resources significantly optimize the learning process. The available facilities at the institution effectively support educational activities, contribute substantially to improving learning quality, strengthen curriculum implementation, establish the institution as a preferred choice among the community (Ariwibowo et al., 2024).

#### b. Inhibiting Factors

While many parents are actively engaged, several challenges hinder full participation in school programs and activities. The key obstacles identified include:

##### 1) Parents' Work Commitments

Work obligations represent one of the primary barriers to parental involvement in early childhood education. Parents with inflexible work schedules often struggle to participate in school activities such as meetings, parenting sessions, and other programs. These time constraints not only limit physical attendance but may also affect the quality of communication and consistency between home and school parenting approaches. Schools should explore alternative solutions, such as scheduling events on weekends or providing online participation options.

Time constraints and busy schedules prevent many parents from being actively involved in their child's education. Some parents face difficulties attending school meetings due to work commitments. Additionally, certain parents feel they lack sufficient information or skills to

support their child's learning, despite their willingness to contribute. These factors can significantly hinder active parental participation in education (Mamondol et al., 2024).

## 2) Family Internal Issues

When families face internal difficulties, parents often struggle to provide the emotional support, time, and attention their children require. Therefore, holistic-oriented early childhood education (PAUD) services must establish strong partnerships with families, including psychosocial support and counseling services. This ensures parents can maintain their role as educational partners despite facing personal challenges.

Family issues such as domestic conflicts or limited parenting capacity are indirectly addressed by PAUD institutions through collaborative care and protection services. Holistic PAUD programs focus not only on children's academic development but also address emotional and social needs that may be affected by family circumstances (Angkur, 2022).

Parental involvement at TKIT Sholahuddin Al Ayyubi is supported by several factors, including the availability of free time among some parents, open communication with teachers, and parents' strong trust in the school. These factors encourage parents to take part in school activities and strengthen cooperation between families and the institution.

## Conclusion

Based on the findings of this study, it can be concluded that parental involvement at TKIT Sholahuddin Al Ayyubi, Sumedang plays a significant role in supporting the implementation of quality early childhood education. This involvement is carried out through three main stages: planning, implementation, and the evaluation of supporting and inhibiting factors. During the planning stage, parents are involved through school committee meetings, school program socialization, and by providing feedback on planned activities. During the implementation stage, parental involvement is reflected in various activities, including parenting programs, parent classes, supplementary feeding programs (PMT), early detection of child growth and development (DDTK), clean and healthy living behavior (PHBS) programs, charity activities, and other school initiatives. Supporting factors include open communication, trust in the school, shared commitment, and adequate facilities, all of which strengthen collaboration between parents and the school. Meanwhile, the main bar-

riers to parental involvement are parents' limited time, work commitments, and the lack of awareness among some parents regarding the importance of their role in early childhood education. Therefore, stronger collaboration among schools, teachers, and parents should be continuously fostered to ensure the delivery of sustainable, effective, and high-quality early childhood education.

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