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A PARENTING PROGRAM TO OPTIMIZE PARENTAL PARTICIPATION IN THE EARLY CHILDHOOD EDUCATION PROCESS

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Abstract

Parental participation is one of the key factors in supporting the success of early childhood education. However, in practice, there are still parents who do not participate optimally in their children's educational process, both at school and at home. Parenting programs are one of the efforts undertaken to strengthen the synergy between families and educational institutions. This study aims to describe the implementation of a parenting program in optimizing parental participation in the early childhood education process at Tri Sukses Kindergarten in Bandung. This study employed a qualitative descriptive method, with the research subjects being the school principal, teachers, and parents. Data collection techniques included observation, interviews, and documentation, while data analysis involved data reduction, data presentation, and drawing conclusions. The results of the study indicate that the parenting program implemented at Tri Sukses Kindergarten in Bandung City has been effective in enhancing parents' understanding of child-rearing and education, strengthening communication between teachers and parents, and increasing parental involvement in their children's learning and development activities. Thus, the parenting program plays a crucial role in building an effective partnership between the school and families so that the early childhood education process can proceed optimally.

Keywords: Parenting Programs, Parental Involvement, Early Childhood Education.

Abstrak

Partisipasi orang tua merupakan salah satu faktor penting dalam mendukung keberhasilan pendidikan anak usia dini. Namun, pada praktiknya masih terdapat orang tua yang belum berpartisipasi secara optimal dalam proses pendidikan anak, baik di lingkungan sekolah maupun di rumah. Program parenting menjadi salah satu upaya yang dilakukan untuk memperkuat sinergi antara keluarga dan lembaga pendidikan. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan program parenting dalam mengoptimalkan partisipasi orang tua terhadap proses pendidikan anak usia dini di TK Tri Sukses Kota Bandung. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek penelitian kepala sekolah, guru, dan orang tua. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa program parenting yang dilaksanakan di TK Tri Sukses Kota Bandung mampu meningkatkan pemahaman orang tua mengenai pola asuh dan pendidikan anak, mempererat komunikasi antara guru dan orang tua, serta meningkatkan keterlibatan orang tua dalam kegiatan pembelajaran dan perkembangan anak. Dengan demikian, program parenting berperan penting dalam membangun kemitraan yang efektif antara sekolah dan keluarga sehingga proses pendidikan anak usia dini dapat berlangsung secara optimal.

Kata Kunci : Program Parenting, Partisipasi Orang Tua, Pendidikan Anak Usia Dini.

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INTRODUCTION

Early childhood education (PAUD) is an educational stage that significantly determines the quality of a child's development in later years. Between the ages of 0 and 6, children experience rapid growth and development, a period often referred to as the "golden age" (Amiliya & Susanti, 2024). During this time, all aspects of development including religious and moral values, physical and motor skills, cognitive abilities, language, social-emotional skills, and artistic expression develop optimally when children receive appropriate stimulation from their environment (Ramadhani et al., 2022). Therefore, the success of early childhood education is not only the responsibility of educational institutions but also requires the active involvement of the family particularly parents as the child's first and primary educators.

The family is the first educational environment that shapes a child's character, habits, and the foundation of their personality (Yasin & Habibah, 2023). Parents play a role in providing love, protection, guidance, and stimulation that support children's holistic growth and development. According to Ki Hajar Dewantara, the family is the primary center of education that exerts a significant influence on the formation of a child's character before they enter the school and community environments. Thus, the success of early childhood education is greatly influenced by the synergy between families and educational institutions (Suharyani et al., 2024).

The importance of parental involvement is also explained in the ecological theory of development proposed by Urie Bronfenbrenner. Bronfenbrenner, as cited in Lubis & Lubis (2024), states that a child's development is influenced by the interaction of various interconnected environmental systems, one of which is the relationship between family and school (the mesosystem). The better the relationship and cooperation between these two environments, the greater the opportunity for children to gain consistent learning experiences that support optimal development. Conversely, a lack of communication and collaboration between parents and schools can hinder children's learning and development.

Although the importance of parental participation is widely understood, in reality, parental involvement in their children's education still faces various obstacles. Some parents have limited time due to work commitments, lack an understanding of their child's developmental stages, or believe that education is entirely the responsibility of teachers at school. As a result, communication between parents and teachers is not yet optimal, academic support at home remains insufficient, and participation in school activities is not yet maximized. These conditions can affect the success of early childhood education.

One approach that can be taken to increase parental participation is through parenting programs. A parenting program is a series of activities designed by educational institutions to enhance parents' knowledge, skills, and awareness in nurturing, educating, and supporting their children's development (Rahmawati, 2022). These programs can take various forms, such as parenting seminars, parent classes, consultations, group discussions, joint learning activities with children, and training on positive parenting. Through these programs, parents are expected to gain a better understanding of their children's developmental needs and be able to apply parenting approaches that align with what is taught in school.

The importance of parenting programs is also supported by Albert Bandura's Social Learning Theory. Bandura, as cited in Wahyuni & Fitriani (2022), explains that children learn through observational learning and by imitating the behaviors of those around them. Parents, as primary role models, have a significant influence on the formation of children's attitudes, character, and behavior. Therefore, enhancing parental competencies through parenting programs will have a positive impact on the quality of care children receive, thereby supporting the success of early childhood education.

Furthermore, the concept of partnership between schools and families is reinforced by Joyce L. Epstein through her theory of School, Family, and Community Partnership. Epstein, as cited in Mustofa (2025), explains that parental involvement in children's education can take various forms, such as effective communication, support for learning activities at home, participation in school activities, shared decision-making, and collaboration with the community. A strong partnership between schools and parents creates a conducive learning environment and has a positive impact on children's academic and social-emotional development.

Tri Sukses Kindergarten in Bandung is one of the early childhood education institutions that offers a parenting program as part of its efforts to foster good cooperation between the school and parents. This program is carried out through various activities aimed at improving parents' understanding of parenting, health, education, and early childhood development. In addition to serving as a medium for conveying information, the parenting program also serves as a platform for two-way communication between teachers and parents so that various issues faced by children can be discussed and solutions found together.

It is hoped that the implementation of the parenting program at TK Tri Sukses in Bandung will increase parental participation in supporting their children's educational process whether through academic support at home, attendance at school activities, or ongoing communication with teachers. Such participation is a key factor in creating continuity between education at home and at school, ensuring that children receive a more meaningful and consistent learning experience.

Based on this description, it is clear that parenting programs play a strategic role in strengthening the relationship between families and educational institutions. However, the effectiveness of these programs requires further in-depth analysis to determine the extent to which they can optimize parental participation in the early childhood education process. Therefore, this study was conducted to describe the implementation of a parenting program aimed at optimizing parental participation in the early childhood education process at Tri Sukses Kindergarten in Bandung. The research findings are expected to provide insights for early childhood education institutions in developing more effective parenting programs and strengthening the partnership between schools and families to achieve quality early childhood education.

METHOD

This study employs a qualitative approach using descriptive methods to gain an in-depth understanding of the implementation of a parenting program aimed at optimizing parental participation in the early childhood education process at Tri Sukses Kindergarten in Bandung. This approach was chosen because it allows for a natural depiction of the phenomenon based on the informants' experiences and perspectives. The research subjects included the principal,

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teachers, and parents of students, who were selected using purposive sampling that is, based on their involvement in and understanding of the implementation of the parenting program.

Data collection was conducted through observation, semi-structured interviews, and documentation. Observation was used to examine the program's implementation and parental participation; interviews were used to gather information regarding the program's implementation, benefits, and challenges; while documentation served as supporting data in the form of activity schedules, attendance lists, photographs, and other relevant documents.

Data validity was tested through source triangulation and methodological triangulation by comparing information from the school principal, teachers, and parents, as well as the results of observations, interviews, and documentation, to enhance data credibility. Data analysis followed the model proposed by Miles, Huberman, and Saldaña as cited in Qomaruddin & Sadiyah (2024), which includes data reduction, data presentation, and drawing conclusions or verification. These three stages were carried out systematically to produce valid findings regarding the implementation of the parenting program in optimizing parental participation at Tri Sukses Kindergarten in Bandung.

RESULTS AND DISCUSSION

Results

Overview of the Implementation of the Parenting Program at Tri Sukses Kindergarten in Bandung

Based on observations, interviews, and documentation, it was found that the parenting program at Tri Sukses Kindergarten in Bandung is one of the school's flagship programs, designed to build a partnership between the school and families in supporting the optimal development of young children. This program is implemented as part of the school's vision, which positions parents as strategic partners in the educational process. The school believes that the success of the learning process is not only determined by the quality of classroom instruction but is also influenced by the continuity of stimulation provided by parents within the family environment. Therefore, the parenting program is conducted in a planned and sustainable manner as a medium for communication, education, and collaboration between teachers and parents.

Based on an interview with the principal, the implementation of the parenting program begins with the development of an annual work plan formulated through faculty meetings. During the planning stage, the school identifies parents' needs through observations of children's development, evaluations of previous activities, and input from teachers and parents. These findings serve as the basis for determining parenting themes relevant to families' needs, such as positive parenting, character development, managing device use, children's health and nutrition, readiness for elementary school, and strategies for supporting children's learning at home.

Teachers explained that the selection of parenting materials is done contextually to align with the challenges parents face. For example, when an increase in children's device usage was observed, the school held a seminar on digital literacy and guidance on technology use for young children. Similarly, when teachers identified that children were struggling to develop independence, the school organized parenting activities focused on fostering a sense of responsibility and character development within the family environment. Thus, the material provided is not generic but tailored to the actual needs of the students and their families.

Observations show that parenting activities are conducted on a regular basis, both in the form of face-to-face meetings and collaborative activities between teachers and parents. These activities are generally held at the beginning of the semester, midway through the semester, or during special school events. The school also provides opportunities for parents to participate in individual consultations if developmental issues are identified that require joint attention. This indicates that the parenting program is not merely a ceremonial activity but an integral part of the school's educational process.

In addition to seminars and workshops, the school also conducts hands-on activities that involve both parents and children simultaneously. Based on observations, these activities include family days, cooking together, educational games, reading books together, religious activities, and simple projects that parents and children work on together at home. Through these activities, parents gain firsthand experience in how to provide developmental stimulation for their children in accordance with early childhood characteristics. Teachers serve as facilitators who provide guidance, while parents act as active partners in the learning process.

The documentation shows that each parenting activity is always accompanied by an evaluation conducted by the school. The evaluation is carried out through discussions with teachers, simple questionnaires for parents, and reflections on the implementation of the activities. The evaluation results are used to improve the implementation of subsequent parenting programs so that the material provided is increasingly tailored to parents' needs. This demonstrates that the parenting program at Tri Sukses Kindergarten in Bandung applies the principle of continuous improvement in every implementation.

Forms of Parental Participation in the Parenting Program

Research findings indicate that parental participation in the parenting program is not only demonstrated through attendance at school-organized activities but is also reflected in their involvement throughout their children's educational process. Based on interviews with teachers, the majority of parents showed high enthusiasm for participating in parenting activities. This was evident from the relatively high attendance at each activity, parents' active participation in discussion sessions, and their willingness to share experiences regarding child-rearing within the family environment.

Observations during parenting activities revealed that parents not only listened to the material presented by the speakers but also actively asked questions about various challenges they faced in raising their children. Some parents sought advice on difficulties in managing tantrums, establishing discipline, limiting screen time, and improving their children's communication skills. These interactions indicate that the parenting program has become a shared learning space between the school and families in seeking solutions to various parenting challenges.

Another form of participation was evident in the increased communication between teachers and parents outside of the parenting sessions. Based on interview results, teachers stated that after participating in the parenting sessions, parents more frequently shared information about their children's progress at home, inquired about learning strategies implemented at school, and sought advice when encountering challenges in supporting their children's learning. The intensity of this communication strengthened the partnership between the school and families, thereby ensuring a more integrated educational process for the children.

Documentation also revealed an increase in parental involvement in various school activities, such as celebrations of national and religious holidays, arts performances, educational field trips, and community service events. Parents not only attended as participants but were also involved in the planning, implementation, and evaluation of these activities. This involvement had a positive impact on fostering harmonious relationships among teachers, parents, and students.

In addition to participation within the school environment, this study found changes in parents' behavior regarding how they support their children at home. Based on interview results, most parents have begun to establish the habit of reading with their children, limit screen time according to their children's age, involve their children in simple household chores, and provide opportunities for their children to learn independently. Teachers also noted that these changes are evident in the children's increased independence, self-confidence, communication skills, and discipline during school-based learning activities.

Overall, the study's results indicate that the parenting program at Tri Sukses Kindergarten in Bandung has made a positive contribution to increasing parental participation in the early childhood education process. This participation is reflected not only in attendance at school activities but also in changes in communication patterns, parenting styles, and parents' active involvement in supporting their children's growth and development—both within the family and at school.

The Impact of Parenting Programs on Parental Participation in Their Children's Education

Based on the results of observations, interviews, and documentation, the parenting program implemented at Tri Sukses Kindergarten in Bandung has had a positive impact on increasing parental participation in early childhood education. This impact is evident in changes in parents' attitudes, knowledge, and involvement in supporting learning activities both at school and at home.

Interviews with the principal revealed that before the parenting program was implemented in a structured manner, parental involvement remained largely passive. Most parents only came to school when picking up report cards or during specific events. Communication between teachers and parents also tended to occur primarily when issues arose with the child. After the parenting program was implemented on a regular basis, communication patterns shifted to become more intensive and collaborative. Parents began actively discussing their children's development, seeking input from teachers regarding parenting approaches, and providing information about their children's behavior at home.

Teachers noted that these changes also had a positive impact on the learning process in the classroom. Children who received consistent support at home demonstrated better development in terms of independence, communication skills, discipline, and the ability to socialize with peers. Parents also gained a better understanding of the importance of providing age-appropriate stimulation, ensuring that activities at home aligned with the learning taking place at school. Observations during the learning process indicate that children who receive active support from their parents tend to be better prepared to participate in learning activities. They are more confident when expressing their opinions, able to complete tasks independently, and

demonstrate better collaboration skills than before. Teachers noted that these changes are influenced not only by school-based learning but also by increased parental involvement in fostering positive habits at home.

In addition to impacting children's development, the parenting program also enhances parents' understanding of early childhood education concepts. Parents are beginning to realize that early childhood learning is not focused solely on academic skills but places greater emphasis on the holistic development of all aspects of a child's growth. This understanding encourages parents to value the learning-through-play process more and to stop placing excessive academic demands on their children.

Based on documentation of school activities, increased parental participation is also evident in the growing number of parents attending school events, such as committee meetings, religious activities, arts performances, family project activities, and community service events. Parents not only attend as participants but also provide support in the form of ideas, labor, and resources, thereby ensuring that school programs run more effectively.

Supporting and Hindering Factors in the Implementation of the Parenting Program

The research findings indicate that the successful implementation of the parenting program at Tri Sukses Kindergarten in Bandung was supported by several factors. The first factor is the principal's commitment to making the parenting program a priority for the school. The principal provided support through the development of a systematic program, the provision of facilities and infrastructure, and by giving teachers opportunities to enhance their skills in communicating with parents.

The second factor is the teachers' competence in building good relationships with parents. Teachers serve not only as educators for the children but also as facilitators who educate parents on parenting styles, child development, and strategies for supporting learning at home. The teachers' open and communicative attitude fosters an atmosphere of mutual trust, making parents feel comfortable discussing various issues their children face.

Another supporting factor is the availability of digital communication platforms that facilitate the exchange of information between schools and parents. The use of class WhatsApp groups allows teachers to quickly share learning materials, activity documentation, school announcements, and provide consultations. These platforms also serve as an alternative for parents who cannot attend in-person parenting sessions.

In addition to these supporting factors, this study also identified several barriers to the implementation of the parenting program. The main barrier stems from parents' time constraints, as most of them work and are therefore not always able to attend parenting activities according to the school's schedule. This situation has resulted in parent attendance at some activities falling short of the target.

In addition to time constraints, differences in parents' educational and socioeconomic backgrounds also influence their level of participation. Some parents have a good understanding of the importance of early childhood education, while others still believe that the responsibility

N.Herlinawati-1, R.Yanuarsari-2., & F.R.Ghoer-3. (2026). A Parenting Program to Optimize Parental Participation in the Early Childhood Education Process. for their children's education lies entirely with teachers. These differing perceptions result in uneven levels of parental involvement in supporting their children at home.

Another obstacle is that some parents still lack the confidence to express their opinions or seek advice regarding their children's development. Some parents worry that any challenges their children face might be perceived as a failure on their part as caregivers. This situation poses a challenge for teachers to continue fostering open, warm, and mutually respectful communication.

To address these various obstacles, the school has implemented several strategies, including scheduling parenting activities at more flexible times, providing parenting materials in digital formats, offering individual consultation services, and strengthening communication through online platforms. Additionally, the school involves experts from various fields—such as psychologists, education practitioners, and healthcare professionals—to ensure the materials provided are engaging and tailored to parents' needs.

Overall, the research findings indicate that the implementation of the parenting program at Tri Sukses Kindergarten in Bandung has been successful and has made a tangible contribution to increasing parental participation in early childhood education. Although there are still some challenges in its implementation, the various efforts made by the school have ensured the program's sustainability, thereby strengthening the partnership between the school and families. These findings indicate that parenting programs are an effective strategy for building collaboration between schools and parents to support children's optimal development.

Discussion

Implementation of the Parenting Program as a Form of Partnership Between School and Family

The research results show that the parenting program at Tri Sukses Kindergarten in Bandung has been implemented in a planned and sustainable manner as a strategy to increase parental participation in the early childhood education process. This program is not only focused on providing information about child development but is also aimed at building a strong partnership between the school and families. The activities carried out include parenting seminars, parenting classes, child development consultations, group discussions, parent-child activities (family day), and communication via digital media. This variety of activities demonstrates that the school strives to accommodate parents' needs so they can actively participate in their children's educational process.

Parenting program planning is carried out by identifying parents' needs based on teachers' observations of students' development, evaluations of previous programs, and discussions between the principal and teachers. These findings indicate that the implementation of the program is not ad hoc but rather part of the school's systematically designed work plan. Thus, each parenting activity has clear objectives, relevant content, and success indicators that can be evaluated periodically.

The implementation of parenting programs tailored to parents' needs demonstrates the application of adult education principles (andragogy)—that is, learning that takes into account participants' experiences, needs, and real-life challenges. Parents do not merely receive information in a one-way manner; they are also given the opportunity to discuss, ask questions,

and share experiences regarding child-rearing. This process makes parenting activities more participatory, so that the material covered is easier to understand and apply in daily life.

The findings of this study are consistent with the ecological theory of development proposed by Bronfenbrenner. According to Bronfenbrenner, as cited in Astari et al. (2024), children's development is influenced by various interacting environmental systems. One of the systems with the greatest influence is the mesosystem—that is, the relationship between family and school. A harmonious relationship between these two environments will result in consistent learning experiences, thereby supporting children's optimal development. Conversely, if the family and school operate independently without effective communication, the stimulation the child receives becomes inconsistent and may hinder the achievement of developmental milestones.

Based on research findings, the implementation of a parenting program at Tri Sukses Kindergarten in Bandung has strengthened the relationship between families and the school through more open communication. Parents receive regular updates on their children's development, while teachers gain insight into the children's circumstances within the family environment. This exchange of information enables both parties to develop aligned strategies for providing stimulation to the children. This situation demonstrates that the parenting program serves as a bridge connecting the formal educational environment with the family environment. In addition to fostering communication, the parenting program also builds mutual trust between teachers and parents. This trust is evident in parents' increased openness to consulting with teachers about various issues related to their children's development, such as difficulties managing emotions, device usage, discipline, and readiness for learning. On the other hand, teachers also have the opportunity to provide parenting recommendations tailored to each child's developmental characteristics. Relationships based on mutual trust serve as a vital foundation for building sustainable educational partnerships.

These research findings are supported by the School, Family, and Community Partnership concept developed by Epstein. Epstein, as cited in Nugraha et al. (2025), explains that educational success is influenced by the involvement of three main components: school, family, and community. This concept identifies six forms of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The research results indicate that most of these forms of involvement have been implemented at Tri Sukses Kindergarten in Bandung, particularly in the areas of communication, learning at home, and parental involvement in school activities. This suggests that the parenting program organized by the school has led to the formation of a comprehensive educational partnership.

The research findings also indicate that the success of the parenting program is influenced by the principal's commitment to supporting the program's implementation. The principal serves not only as an administrative leader but also as an instructional leader who facilitates teachers in building communication with parents. This support is evident in the systematic planning of the program, the provision of resource persons as needed, and the ongoing evaluation of activities. Supportive school leadership is a key factor in fostering a culture of collaboration between schools and families.

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This finding aligns with the research by Hornby and Lafaele cited in Nuriah et al. (2026), which states that the success of parental involvement in education is influenced by several factors, including school leadership, effective communication, teachers' attitudes toward parents, and the school's willingness to involve families in the educational process. Schools that are able to foster open communication and value the role of parents tend to have higher levels of family participation compared to schools that still rely on one-way communication.

Based on these overall findings, it can be understood that the parenting program at Tri Sukses Kindergarten in Bandung not only serves as an educational outreach activity but has evolved into an institutional strategy for building educational partnerships. This program serves as a means to align educational goals between the school and the family so that children receive consistent stimulation across various settings in their lives. Thus, the implementation of the parenting program is a form of collaborative education focused on the best interests of young children.

Increased Parental Participation in the Early Childhood Education Process

One of the key findings of this study is the increased parental participation following the parenting program held at Tri Sukses Kindergarten in Bandung. This increase is evident not only in parents' attendance at school activities but also in changes to their attitudes and behaviors when supporting their children's learning at home. Parents became more active in communicating with teachers, gained a better understanding of their children's developmental needs, and became more involved in various activities organized by the school. This indicates that the parenting program not only provided parents with additional knowledge but also helped raise awareness of the importance of family involvement in early childhood education.

Interview results show that before participating in the parenting program, some parents still believed that the educational process was entirely the school's responsibility. Teachers were seen as the party most responsible for children's learning success, while parents' roles were largely limited to meeting their children's physical needs and handling school administrative matters. However, after participating in various parenting activities, there was a shift in mindset toward viewing education as a shared responsibility between families and schools. This change in perception marked the beginning of a stronger partnership in supporting children's development.

This change is reflected in the increased frequency of communication between parents and teachers. Parents have begun to actively share updates on their children's progress at home, consult about challenges their children face, and seek advice on learning strategies that can be applied within the family environment. Conversely, teachers also provide feedback on children's progress during school-based learning. This two-way communication ensures continuity in the stimulation children receive, thereby making the educational process more effective.

These research findings align with the School, Family, and Community Partnership theory proposed by Joyce L. Epstein. Epstein, as cited in Nugraha et al. (2025), explains that parental involvement is one of the key factors determining a child's educational success. According to Epstein, parental participation is not only measured by their presence at school but also by their involvement in supporting learning at home, effective communication with teachers, participation in decision-making, and contributions to various school activities. Thus, the higher

the quality of the partnership between school and family, the greater the child's chances of obtaining an optimal learning experience.

Research findings indicate that the forms of parental involvement at Tri Sukses Kindergarten in Bandung have reflected several dimensions of involvement outlined by Epstein. Parents not only attend parenting workshops but have also begun to incorporate learning activities with their children at home, such as reading storybooks, assisting with simple projects, establishing prayer routines, limiting screen time, and fostering children's independence in daily activities. These changes indicate that the parenting program has successfully linked the learning process at school with parenting practices within the family environment.

Furthermore, the research findings show that effective communication between teachers and parents also boosts parents' confidence in fulfilling their role as their children's primary educators. Before participating in the parenting program, some parents admitted to still feeling uncertain about addressing various issues related to their children's development. After receiving educational materials and having the opportunity to discuss these topics with teachers and experts, they felt more confident in applying parenting approaches suited to the characteristics of young children. This indicates that the parenting program serves as a tool for parent empowerment, enhancing parents' capacity to fulfill their educational roles within the family environment.

These findings are supported by research by Hoover-Dempsey and Sandler, as cited in Chairunnissa & Pandia (2023), which explains that parental involvement is influenced by their beliefs regarding the importance of their role as educators, their level of confidence in supporting their children, and the availability of support from the school. When schools are able to establish positive communication and provide opportunities for parents to participate in the educational process, family participation increases significantly. This is evident in the implementation of the parenting program at Tri Sukses Kindergarten in Bandung, where the school actively invites, facilitates, and values parents' contributions in every activity.

The research findings also show that increased parental participation contributes to the creation of a more conducive learning environment for children. Parents have begun to establish learning routines at home, reinforce positive behaviors, and engage their children in activities that stimulate language, social, and cognitive development, as well as independence. The alignment between learning at home and at school provides children with a more consistent learning experience, thereby supporting the achievement of early childhood education goals.

Thus, it is clear that parenting programs are an effective strategy for improving the quality of parental participation. This participation is not merely administrative or ceremonial but involves active, sustained engagement focused on the child's holistic development. These findings reinforce the view that the success of early childhood education is largely determined by the quality of the partnership built between schools and families.

The Impact of Parenting Programs on Child Development, as Well as Supporting and Hindering Factors

Research results indicate that increased parental participation following participation in a parenting program has a positive impact on children's development. Teachers observed changes in aspects of independence, communication skills, discipline, responsibility, and children's

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ability to interact with peers. Children also appeared better prepared to participate in learning activities because they experienced consistent practices between their family and school environments. These findings indicate that the benefits of parenting programs are not only felt by parents but also contribute to optimizing students' development.

These findings align with Albert Bandura's Social Learning Theory, as cited in Pratini et al. (2026), which states that children learn through the process of observing, imitating, and internalizing the behaviors of those in their immediate environment. Parents serve as the primary role models for children in shaping habits, attitudes, values, and character. Therefore, when a parenting program successfully improves the quality of parental care, these changes will indirectly influence children's behavior and development. Children who grow up in a family environment that provides positive role models will more easily develop prosocial behavior, discipline, and self-control.

In addition to impacting children's development, this study identified several factors that support the success of parenting programs, including the principal's commitment, teachers' competence in building communication with parents, support from digital communication tools, and the enthusiasm of most parents in participating in the activities. These factors serve as the primary foundation for creating a sustainable partnership between schools and families. On the other hand, this study also identified several barriers, such as parents' time constraints due to work demands, differences in educational levels, and the persistent perception that education is the school's responsibility. These barriers indicate that implementing parenting programs requires flexible strategies to effectively reach all parents from diverse backgrounds. Therefore, the school utilizes digital communication platforms, provides individual counseling services, and schedules activities at times that better accommodate parents' circumstances.

These findings are supported by research by Hornby and Lafaele cited in Fatonah (2022), which explains that barriers to parental involvement can stem from individual, family, school, or social factors. Consequently, schools need to develop various forms of communication and services capable of accommodating the needs of every family. In the context of Tri Sukses Kindergarten in Bandung, the use of communication technology has proven to be an effective innovation for maintaining the relationship between teachers and parents despite time constraints.

Overall, the research findings indicate that the parenting program at Tri Sukses Kindergarten in Bandung has made a significant contribution to increasing parental participation and strengthening the partnership between the school and families. This success is demonstrated by parents' increased understanding of early childhood education, more intensive communication with teachers, greater involvement in the learning process at home, and positive changes in children's development. Thus, the parenting program can be viewed as an effective strategy for supporting high-quality, collaborative early childhood education that is oriented toward the best interests of the child.

CONCLUSION

Based on the research findings, it can be concluded that the parenting program at Tri Sukses Kindergarten in Bandung has been implemented in a planned, systematic, and sustainable manner as an effort to build a partnership between the school and families in supporting the early childhood education process. This program is carried out through various activities, such as parenting seminars, parent classes, child development consultations, discussions, collaborative activities between parents and children, and ongoing communication via digital

media. The implementation of this program provides parents with opportunities to enhance their knowledge and skills in child-rearing while strengthening communication with teachers.

Research findings indicate that parenting programs are effective in optimizing parental participation in the early childhood education process. Increased participation is evident in parents' involvement in school activities, the frequency of communication with teachers, support for learning at home, and the adoption of parenting styles better suited to children's needs and developmental stages. The synergy between schools and families has a positive impact on children's development, particularly in terms of independence, discipline, communication skills, and readiness to engage in the learning process.

Although the implementation of the parenting program has been successful, this study also identified several challenges, including parents' time constraints due to work demands, differences in educational backgrounds, and the fact that some parents still view education as primarily the school's responsibility. Nevertheless, various strategies implemented by Tri Sukses Kindergarten in Bandung such as more flexible scheduling of activities, the use of digital communication tools, and the provision of consultation services have been effective in minimizing these obstacles.

Thus, the parenting program can be concluded to be an effective strategy for increasing parental participation and strengthening the partnership between the school and families. The success of this program demonstrates that active parental involvement is a key factor in realizing high-quality, holistic, and sustainable early childhood education. Therefore, parenting programs need to be continuously developed through innovative activities, improved communication, and regular evaluations to maximize their benefits for children's development and the enhancement of early childhood education services.

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