ENHANCING PARENTAL INVOLVEMENT IN EDUCATION: SCHOOL MANAGEMENT STRATEGIES FOR BUILDING SCHOOL-HOME PARTNERSHIPS

Hasbullah
UIN Antasari Banjarmasin
hasbullahbakeran@yahoo.com

Abstract
This research aims to identify effective school management strategies in enhancing parental involvement in education, with the ultimate goal of building a strong partnership between school and home. Parental involvement in education has long been recognized as having a significant positive impact on children's educational outcomes, including academic achievement and emotional well-being. The research method used was a literature review. The results show that effective communication between school and home is an important foundation in building an effective partnership. The use of modern technology such as mobile apps and other digital platforms was found to be helpful in facilitating such communication. In addition, the study also found that flexibility in engagement methods and providing rewards and recognition to parents significantly increased their level of participation. Accordingly, the study suggests the importance of education and training for parents, which not only enhances their ability to support their children academically but also enriches their involvement in the school community. In conclusion, supporting parental involvement requires a multifaceted and adaptive approach that recognizes and celebrates the contributions of each parent.
Keywords: Parental Involvement, Education, Strategy, School Management, Home-School Partnership Building.

Introduction

Children's education is a complex process that involves many parties, including parents and schools (Aslan & Shiong, 2023). The role of parents in children's education cannot be underestimated, given the many studies that show a positive relationship between parental involvement in education and various aspects of child development, such as better academic achievement, more positive behavior, and better attitudes towards school (NURHAYATI, 2022).

Parental involvement in children's education is a critical element in supporting student success at school (Rokhmaniyah et al., 2022). Numerous studies have shown that children whose parents are actively involved in their education tend to have higher academic achievement, more positive attitudes towards school, and better learning behaviors. This involvement not only results in improved academic performance but also in the development of healthier social and emotional attitudes (Aziza et al., 2022). From doing homework together to attending parent-teacher meetings, every aspect of parental involvement contributes to shaping positive learning attitudes and appreciating the importance of education (Sudarma, 2021).

Furthermore, parental involvement in education also builds a communication

bridge between school and home, allowing information and support to flow both ways (Qomariah & Yulia, 2023). This creates an integrated learning environment, where children feel supported not only by teachers but also by their parents at home. This involvement is especially important in dealing with learning challenges or difficulties, where cooperation between school and parents can find the best solution for the child. Thus, parental involvement not only affects children's educational outcomes directly, but also strengthens the support system for children's broader development, including academic, social and emotional aspects (Pradana & Ma'ruf, 2020).

Parental involvement in education has a significant correlation with student academic achievement. When parents are involved, they tend to positively influence children's learning motivation, study habits and attitudes towards education. This can be reflected in children's improved grades and academic performance at school (Fauzi, 2023). Parents who are proactive in following their children's learning development, such as helping with schoolwork and attending school activities, often instill educational values and higher academic goals in their children (Khodijah, n.d.). In addition, students whose parents are involved tend to have higher attendance rates and lower dropout rates, as involved parents monitor and emphasize the importance of consistent and continuous education for their child's future (Aslan, 2019); (Nurhayati et al., 2023).

On the other hand, student well-being, which includes emotional, social and behavioral health, is also affected by the level of parental involvement in education. Children of involved parents usually show higher levels of self-confidence, have better social skills, and tend to make healthier and more responsible decisions (Sari, n.d.). This involvement creates a sense of security and support that allows children to explore and face learning challenges with confidence (Agansi, 2021). In addition, open communication between parents and children helps students deal with academic and social pressures at school, reduces the likelihood of risky behavior, and improves overall psychological and emotional well-being. However, the level of parental involvement in children's education often encounters various barriers, both from the parents themselves and from the school system and management (Aziz, 2020).

In recent decades, many studies have illustrated the importance of cooperation between schools and homes or families in supporting the teaching and learning process (Suroso et al., 2021). However, there is still a gap between the idealism of parental involvement and the reality in the field. Some of the factors inhibiting parental involvement include parents' limited time due to busy work schedules, parents' lack of understanding of how to contribute to their children's education, and the lack of effective initiatives and strategies from the school to involve parents substantially in the education process (Muniroh, 2020).

Therefore, there is an urgent need for school management to develop and implement effective strategies to promote parental involvement. It is important for schools to identify barriers to parental involvement and address these barriers in innovative and inclusive ways. Building a strong partnership between school and home is not an easy task and requires coordination and commitment from various parties (Siti, 2022); (Sarmila et al., 2023).

Against this background, this study will focus on identifying and analyzing effective school management strategies in improving parental involvement in children's education. By understanding the various aspects of effective strategies, this research is expected to provide applicable recommendations for schools to improve cooperation and partnership with parents, in order to achieve optimal educational outcomes for students.

Research Methods

The study in this research uses literature review. The literature research method is a systematic approach to collecting, identifying, and analyzing data found in various written sources, such as books, scientific journals, and articles, to examine and understand a phenomenon or research problem. This process involves collecting relevant information and then identifying and organizing it to achieve the stated research objectives (Sio et al., 2024). This approach is considered effective for building a deep theoretical understanding of a particular topic (Nguyen et al., 2024). The literature research method allows researchers to search for references from various trusted sources, including the process of searching for keywords to find the literature that is most relevant to the research topic. Through this method, researchers can identify gaps in existing research and build a theoretical foundation for their research (Kim et al., 2024).

Results and Discussion
Theory of Parental Involvement

The parental involvement model developed by Joyce Epstein and her colleagues is a comprehensive framework for understanding and improving family involvement in education (NURHAYATI, 2022). The model details six interrelated types of involvement, namely parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Each of these types offers specific strategies that schools can adopt to facilitate and strengthen parental involvement in children's education (Rokhmaniyah et al., 2022). For example, in the parenting aspect, schools can provide parents with information on parenting skills that support children's growth at home and at school, while in the communication aspect, schools can develop effective methods for continuous information exchange between parents and schools (Aziza et al., 2022).

The implementation of the Epstein model not only supports students' academic performance but also strengthens the relationship between school and family, which has a positive impact on the wider community. For example, through volunteering, parents are invited to be directly involved in the classroom or school activities, which increases their understanding of their child's educational environment and builds a sense of belonging to the school (Sudarma, 2021). Learning at home, on the other hand, encourages parents to be involved in their child's learning at home, providing support in doing assignments or providing motivation in learning. This model effectively integrates resources from the community with the needs of the school and students, proving that family engagement is an important component of successful education (Qomariah & Yulia, 2023).

Continuing from the discussion of Epstein's engagement model, decision-making emphasizes the importance of parental participation in school decision-making, through such things as school committees or educational support groups. This aspect contributes to empowering parents to participate in formulating policies and programs that have a direct impact on their children's education (Fauzi, 2023). Meanwhile, collaborating with the community suggests that schools build partnerships with various elements in the community, such as local businesses, non-profit organizations and health services, to support students' learning and development needs (Khodijah, n.d.). Thus, this model not only strengthens the relationship between parents and the school but also brings the school closer to the wider community.

The conclusion of applying Epstein's parental involvement model is the expansion of the understanding that children's education is not only the responsibility of the school, but also of parents and the surrounding community (Azan & Ritonga, 2021). The model shows that multi-faceted involvement of parents and communities has a significant positive impact on students' educational experience, including improved academic achievement, social skills and motivation to learn. Moreover, by integrating resources and support from all parties, the model helps to create an educational environment that is inclusive, supportive and conducive to student growth and learning. Thus, parental and community involvement according to the Epstein model is not only important but fundamental in creating an effective and sustainable education system (Tarigan, 2022).

Benefits of Parent Involvement

Social Exchange Theory can provide insight into how students' achievement and behavior are influenced by their interactions with others in the school environment, including teachers, peers, and school staff. For example, students may be more motivated to achieve if they feel that their efforts will be rewarded with recognition, praise, or other rewards by their teachers or parents (Tohani, 2020). Conversely, if students see that their efforts do not result in rewards or good grades, this theory

suggests that they may be less motivated to put effort into school tasks, resulting in a negative influence on their academic performance (Nugraha et al., 2021). In this context, students' perceptions of the "rewards" or "costs" of their interactions with the educational environment play an important role in determining their attitudes and behaviors towards learning.

Behaviorally, if students feel that they are supported and valued within their school environment, this can result in positive attitudes and adaptive behaviors, such as cooperation, participation in classroom activities, and conformity to school rules (Manullang et al., 2021). On the other hand, if students feel unfairness in treatment or if they do not feel adequate appreciation of their contributions, they may exhibit negative behaviors, such as withdrawal, aggression, or indiscipline. This reflects the understanding that the dynamics of social exchange and students' subjective appraisal of interactions in their school environment can have far-reaching impacts, not only on academic achievement but also on their daily behavior (Sari, n.d.).

Social Exchange Theory provides useful insights in understanding how the quality of school programs can be influenced by the dynamics of interactions between teaching staff, students, and parents (Aziz, 2020). For example, programs that promote relationships based on fair and beneficial exchanges may be more effective in achieving their educational goals. When teachers feel supported and valued by the school administration through recognition, incentives and adequate resources for teaching, they are more likely to invest more deeply in their teaching, which contributes to improved student performance and overall program quality (Muniroh, 2020). On the other hand, if teachers feel neglected or overburdened without adequate support, this may have a negative impact on their motivation and ultimately on the quality of teaching provided in the school program (Maulana et al., 2023).

In addition, parental involvement also plays a crucial role in the quality of education programs. Through Social Exchange theory, we can see that if schools are successful in creating the perception that parents' participation will provide significant benefits to their children's educational outcomes, parents are more likely to be actively involved in school activities and programs. Conversely, if parents feel that their contributions are not valued or do not affect their children's educational outcomes, they may be less motivated to participate (Siti, 2022). Effective parental participation is often associated with improved student social and academic skills, which goes hand in hand with improving the overall quality of the education program. Thus, a balanced and beneficial exchange relationship between all stakeholders in the education ecosystem can significantly influence the effectiveness and quality of school programs (Kusuma, 2020).

Barriers to Parental Involvement

Barriers to parents' involvement in their children's education are often caused by economic factors, which have a significant impact on the extent to which parents can be involved in their children's school life. Economic factors such as long and inflexible working hours, low income and the inability to bear education-related costs, such as transportation costs to school or related events, can hinder parental involvement (Aslan, 2016). For example, parents who work in jobs with irregular working hours or that require them to work multiple jobs just to meet basic family needs may find little time to participate in school activities (Kusuma, 2020). This not only limits their ability to be directly involved in their children's education but may also cause them to feel isolated from the school community, which may reduce their understanding and support of their child's education (AFIZHAH, 2022).

In addition, cultural and language factors often act as barriers to parental involvement in the education system. Parents from different cultural backgrounds may have different perceptions or expectations of their role in their children's education and these can differ significantly from the norms embraced by the education system where they live (Hifza et al., 2020). Language issues are also an important barrier; parents who do not speak or understand the language of instruction may find it difficult to communicate with teachers and school staff, read school materials or help with their children's homework. As a result, cultural and language barriers can make parents feel powerless or unable to effectively support their children's education and engage in the school community (Zalillah, n.d.).

Institutional factors also play a role in creating barriers to parental involvement. Schools that do not offer sufficient or flexible opportunities for parental involvement, or that fail to maintain effective and inclusive communication with families, may indirectly hinder parental participation (IRWAN, 2023). Institutional policies and practices that do not take into account the needs and limitations of parents, such as meetings scheduled at inconvenient times for working parents or a lack of communication strategies that take into account language barriers, can reduce the effectiveness of parental involvement (Rosdiana & Irwan, 2020). In some cases, negative perceptions or unpleasant past experiences with the education system may discourage parents from getting involved (Aslan et al., 2019). Therefore, deliberate and sustained efforts from schools to address these institutional factors are essential to facilitate wider and more effective participation of parents in their children's education.

Management Strategies to Increase Parental Involvement

To increase parental involvement in their children's education, schools need to prioritize building effective communication and developing inclusive and supportive programs and policies (Mustofa et al., 2022). The adoption of modern communication technologies, such as online portals and smartphone apps, can provide a convenient

way for parents to keep up to date with their children's academic progress and activities and facilitate a two-way dialogue between teachers and parents (Aslan & Pong, 2023). Through open and regular communication, schools can help ensure that parents feel involved and empowered to support their children's education, despite the challenges of busy schedules or other barriers (Thoif, 2023).

Furthermore, one important management strategy in improving parental involvement in children's education is to create effective two-way communication between educational institutions and families. Good communication can be established through various means, such as the use of social media, messaging apps or regular parent-teacher meetings. In addition, educational institutions need to be proactive in providing information about children's development and achievements and provide constructive suggestions on ways parents can support learning at home (Wardani & Dwiningrum, 2021). It is also important to organize activities that invite active participation from parents, such as parenting classes, workshops, or school events that require their involvement. This not only helps build a sense of community between school and family but also gives parents a better understanding of school activities and curriculum (Raafi, 2020).

In addition, recognizing and valuing the role and contribution of parents in the school community is key to increasing their involvement. This can be done by appreciating parents' involvement, either verbally in meetings or through written rewards such as certificates (Aslan & Setiawan, 2019). Furthermore, providing opportunities for parents to share their expertise or hobbies with students can add value to the learning process and simultaneously increase parental involvement in school activities. With this strategy, parents will feel valued and seen as important partners in their child's education, which in turn can increase their involvement in their child's overall education (Heryanto, 2021).

To encourage deeper parental involvement, it is important for schools to make the involvement process a convenient and accessible part for all parents, regardless of their background or busy schedule. This can be achieved by providing various options for activities or ways of participating that can be adapted to the conditions and time of each parent (Rambe & Hidayat, 2021). For example, for parents who have limited time due to work, schools can offer the option to contribute virtually or provide recordings of meetings that can be watched at a later time. In addition, schools should always be inclusive and ensure that all activities are open to parents from all social, economic and cultural backgrounds, so that no one feels marginalized (Ulum, 2021).

The conclusion that can be drawn is that the realization of parental involvement in the child's education process requires planned and sustainable management efforts and strategies from the school. Building effective two-way communication, appreciating parents' contributions and creating an inclusive and accessible environment for all parents are some of the main strategies that can be used. With

optimal parental involvement, a child's learning process can become more holistic and include support and input not only from the school but also from the family environment. This will certainly contribute to improving the quality of education and have a positive impact on the overall development of the child.

Conclusion

The key findings on improving parental involvement in education emphasize the importance of proactive school management strategies in building strong partnerships between school and home. Effective communication is key; schools should ensure that information on school activities and student progress is communicated clearly, in a timely manner and through various platforms that are accessible to parents. In addition, encouraging flexible participation and accommodating the different needs of parents plays an important role. These practices provide opportunities for parents to be involved in their child's education according to their abilities and resources.

Correspondingly, included in the key findings is the importance of valuing and acknowledging parents' contributions and promoting inclusive participation to ensure that each parent feels valued and can contribute. Inclusive strategies help in overcoming barriers related to different socioeconomic and cultural backgrounds. Empowering parents with education and resources that enable them to support their children's learning at home is another constructive endeavor. In conclusion, to form effective school-home partnerships, schools must implement strategies that support holistic parental involvement and shared responsibility in children's education.

References

AFIZHAH, A. (2022). *IMPLEMENTASI RENCANA KERJA SEKOLAH DI SMPIT IBNUL QAYYIM MAKASSAR*. eprints.unm.ac.id. http://eprints.unm.ac.id/23637/

Agansi, R. (2021). *IMPLEMENTASI KURIKULUM JARINGAN SEKOLAH ISLAM TERPADU (JSIT) DI SEKOLAH DASAR ISLAM TERPADU (SDIT) AN-NAHL KOTAMOBAGU*. *Query date: 2024-05-18 05:39:52*. http://repository.iain-manado.ac.id/1756/1/SKRIPSI%20LENGKAP%20RISKA%20MILA%20SARI%20AGANSI.pdf

Aslan. (2019). Peran Pola Asuh Orangtua di Era Digital. *Jurnal Studia Insania*, *7*(1), Article 1. http://dx.doi.org/10.18592/jsi.v7i1.2269

Aslan, A. (2016). Kurikulum Pendidikan Vs Kurikulum Sinetron. *Khazanah: Jurnal Studi Islam Dan Humaniora*, *14*(2), Article 2.

Aslan, A., & Pong, K. S. (2023). Understanding the Trend of Digital Da'wah Among Muslim Housewives in Indonesia. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, *16*(1), Article 1. https://doi.org/10.37812/fikroh.v16i1.681

Aslan, A., & Setiawan, A. (2019). Internalization of Value education In temajuk-melano malaysia Boundary school. *Edukasia: Jurnal Penelitian Pendidikan Islam*, *14*(2), Article 2.

Aslan, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, *3*(2), Article 2. https://doi.org/10.51278/bpr.v3i2.515

Aslan, Setiawan, A., & Hifza. (2019). Peran Pendidikan dalam Merubah Karakter Masyarakat Dampak Akulturasi Budaya di Temajuk. *FENOMENA*, *11*(1), Article 1. https://doi.org/10.21093/v.v11i1.1713

Azan, K., & Ritonga, M. (2021). F. Potensi Desentralisasi dalam Pengembangan Pendidikan. *KAPITA SELEKTA PENDIDIKAN*, *Query date: 2024-05-18 05:39:52*. https://books.google.com/books?hl=en&lr=&id=2Vo5EAAAQBAJ&oi=fnd&pg=P A33&dq=orang+tua+dalam+pendidikan+strategi+manajemen+sekolah+pemban gunan+kemitraan+%22sekolah+rumah%22&ots=doNq3lwsSr&sig=7Frkq2R4tXOd _qfeYI3lRq-7hgs

Aziz, M. (2020). *Implementasi manajemen keuangan pendidikan di Rumah Gemilang Indonesia.* repository.uinjkt.ac.id. https://repository.uinjkt.ac.id/dspace/handle/123456789/41916

Aziza, A., Widowati, A., & … (2022). Analisis Pengalaman Kepala Sekolah Dalam Menerapkan Program Adiwiyata di Sekolah. *Jurnal Pendidikan …*, *Query date: 2024-05-18 05:39:52*. https://online-journal.unja.ac.id/JPTD/article/view/19048

Fauzi, A. (2023). *Efektivitas Pengelolaan Lembaga Pendidikan Dasar Di SDN 1 Kurungrejo Dan Mi Al Azhar Kecamatan Prambon Kabupaten Nganjuk.* repository.ptiq.ac.id. https://repository.ptiq.ac.id/id/eprint/934/

Heryanto, G. (2021). *Strategi Literasi Politik: Sebuah Pendekatan Teoritis dan Praktis.* books.google.com. https://books.google.com/books?hl=en&lr=&id=pTlGEAAAQBAJ&oi=fnd&pg=P A7&dq=orang+tua+dalam+pendidikan+strategi+manajemen+sekolah+pembang unan+kemitraan+%22sekolah+rumah%22&ots=3qWqroHmAc&sig=x3Q5uLgTMb K6Oh9vgLcmjvvYzhI

Hifza, Juliana, Palapa, A., Maskur, & Aslan. (2020). The Strategic Foundation for Competitive Excellent Development in Integrated Islamic Primary Schools in Indonesia. *International Journal of Advanced Science and Technology*, *29*(12s), Article 12s.

IRWAN, S. (2023). *MANAJEMEN PENINGKATAN MUTU PESERTA DIDIK DI MA ROUDLOTUL HUDA PURWOSARI KECAMATAN PADANG RATU KABUPATEN LAMPUNG TENGAH.* repository.radenintan.ac.id. http://repository.radenintan.ac.id/id/eprint/30962

Khodijah, S. (n.d.). EVALUASI PROGRAM ORGANISASI PENGGERAK SEKOLAH LITERASI INDONESIA PADA LEMBAGA PENGEMBANGAN INSANI DOMPET DHUAFA PARUNG …. *Repository.Uinjkt.Ac.Id*, *Query date: 2024-05-18 05:39:52*. https://repository.uinjkt.ac.id/dspace/handle/123456789/73761

Kim, K., Lee, K., & Kwon, O. (2024). A systematic literature review of the empirical studies on STEAM education in Korea: 2011–2019. *Disciplinary and Interdisciplinary Education in …*, *Query date: 2024-05-10 07:14:07*. https://doi.org/10.1007/978-3-031-52924-5_6

Kusuma, I. (2020). *Implementasi Program Kerja Adiwiyata Sekolah dalam Membentuk Karakter Peduli Lingkungan Siswa di MTs N 1 Ponorogo. Query date: 2024-05-18 05:39:52.*

http://etheses.iainponorogo.ac.id/9694/1/INTAN%20WIDYA%20KUSUMA_SKRIP SI%20E-THESES.pdf

Manullang, S. O., Mardani, M., & Aslan, A. (2021). The Effectiveness of Al-Quran Memorization Methods for Millennials Santri During Covid-19 in Indonesia. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), Article 2.

Maulana, A., Ramadhani, F. A., & … (2023). Implementasi Pembelajaran Kewirausahaan Melalui Budidaya Kopi Di Pondok Pesantren. *PRIMER: Jurnal Ilmiah …*, *Query date: 2024-05-18 05:39:52*. https://ejournal.itka.ac.id/index.php/primer/article/view/64

Muniroh, M. (2020). *Implementasi Manajemen Kurikulum Pendidikan Berbasis Fitrah dan Adab di TK Adzkia Banjarnegara. Query date: 2024-05-18 05:39:52*. https://eprints.uinsaizu.ac.id/7021/1/COVER_BAB%20I_BAB%20V_DAFTAR%20PUS TAKA.pdf

Mustofa, A., Nasrullah, M., & Wiyono, D. (2022). UPAYA GURU PENDIDIKAN AGAMA ISLAM DALAM MENANGGULANGI KENAKALAN SISWA DI SMP ISLAM AL-MAARIF 01 SINGOSARI. *Vicratina: Jurnal Ilmiah …*, *Query date: 2024-05-18 05:39:52*. https://jim.unisma.ac.id/index.php/fai/article/download/17119/12879

Nguyen, D., Boeren, E., Maitra, S., & … (2024). A review of the empirical research literature on PLCs for teachers in the Global South: Evidence, implications, and directions. *… Development in Education, Query date: 2024-05-10 07:14:07*. https://doi.org/10.1080/19415257.2023.2238728

Nugraha, M. S., Liow, R., & Evly, F. (2021). The Identification of Online Strategy Learning Results While Students Learn from Home During the Disruption of the COVID-19 Pandemic in Indonesia. *Journal of Contemporary Issues in Business and Government*, 27(2), Article 2.

NURHAYATI, N. (2022). *AKTUALISASI KERJASAMA GURU DAN ORANG TUA DALAM PROSES PEMBELAJARAN BLENDED LEARNING DI SMP NEGERI 1 TOMONI KABUPATEN … . Query date: 2024-05-18 05:39:52*. http://repository.iainpalopo.ac.id/id/eprint/5708/1/NURHAYATI.pdf

Nurhayati, N., Aslan, A., & Susilawati, S. (2023). PENGGUNAAN TEKNOLOGI GADGET SEBAGAI MEDIA PEMBELAJARAN PADA ANAK USIA DINI DI RAUDHATUL ATFHAL AL-IKHLAS KOTA SINGKAWANG. *JIP: Jurnal Ilmu Pendidikan*, 1(3), Article 3.

Pradana, G., & Ma'ruf, M. (2020). *Desentralisasi pendidikan. Query date: 2024-05-18 05:39:52*. https://statik.unesa.ac.id/profileunesa_konten_statik/uploads/perpustakaan/file /e914e72b-0fc6-4ffe-99fd-fa1564241aa8.pdf

Qomariah, C., & Yulia, N. K. T. (2023). Implementation of Interactive Books Based on Local Wisdom and STEAM as Creative Learning in Islamic Early Childhood Education. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 11(2), 323–323. https://doi.org/10.21043/thufula.v11i2.21224

Raafi, R. (2020). *Studi Implementasi Manajemen Kurikulum Sekolah Islam Terpadu di SDIT Ihsanul Fikri Kota Magelang.* eprintslib.ummgl.ac.id. http://eprintslib.ummgl.ac.id/2039/

Rambe, T., & Hidayat, T. (2021). *Sosiologi dari Ruang Kelas. Query date: 2024-05-18 05:39:52*.

Rokhmaniyah, M., Suryandari, K., Fatimah, S., & … (2022). *Anak Putus Sekolah, Dampak, dan Strategi Mengatasisnya.* books.google.com. https://books.google.com/books?hl=en&lr=&id=T36fEAAAQBAJ&oi=fnd&pg=PA 1&dq=orang+tua+dalam+pendidikan+strategi+manajemen+sekolah+pembangu nan+kemitraan+%22sekolah+rumah%22&ots=N7u8WDLSjn&sig=qnaV6ACYM6T wZGv5TVCyi2VcgmY

Rosdiana, R., & Irwan, M. (2020). *Kapita Selekta Pendidikan Nonformal.* books.google.com. https://books.google.com/books?hl=en&lr=&id=m48mEAAAQBAJ&oi=fnd&pg= PA1&dq=orang+tua+dalam+pendidikan+strategi+manajemen+sekolah+pemban gunan+kemitraan+%22sekolah+rumah%22&ots=rzoziM-x8k&sig=ZrEd27b-Vbz2tH7bf55l1stngak

Sari, F. (n.d.). IMPLEMENTASI 9 PILAR PENDIDIKAN KARAKTER DALAM MEMBENTUK KEMANDIRIAN ANAK USIA 5-6 TAHUN DI RA DARUL HIDAYAH KABUPATEN …. *Jurnal.Stitnualhikmah.Ac.Id,* Query date: 2024-05-18 05:39:52. http://www.jurnal.stitnualhikmah.ac.id/index.php/scholastica/article/view/2168

Sarmila, U., Aslan, A., & Astaman, A. (2023). THE ROLE OF PARENTS TOWARDS YOUTUBE USERS IN BUILDING CHILDREN'S RELIGIOUS BEHAVIOR IN KUALA PANGKALAN KERAMAT VILLAGE. *Archipelago Journal of Southeast Asia Islamic Studies (AJSAIS), 1*(2), Article 2.

Sio, K., Fraser, B., & Fredline, L. (2024). A contemporary systematic literature review of gastronomy tourism and destination image. *Tourism Recreation Research,* Query date: 2024-05-10 07:14:07. https://doi.org/10.1080/02508281.2021.1997491

Siti, C. (2022). *IMPLEMENTASI PENDIDIKAN KARAKTER DI RA MA'ARIF NU 01 KALISABUK CILACAP.* Query date: 2024-05-18 05:39:52. https://eprints.uinsaizu.ac.id/13386/1/SKRIPSI%20UIN%20DIJE%20REVISI%202.pdf

Sudarma, M. (2021). *Daring Duraring Belajar dari Rumah: Strategi Jitu Guru, Orang Tua, dan Siswa di Masa Pandemi.* books.google.com. https://books.google.com/books?hl=en&lr=&id=yrU8EAAAQBAJ&oi=fnd&pg=P P1&dq=orang+tua+dalam+pendidikan+strategi+manajemen+sekolah+pembang unan+kemitraan+%22sekolah+rumah%22&ots=ekM9LLrINO&sig=FCmDcBU04A1 3QTDzsCGR4Web0cs

Suroso, A., Hendriarto, P., Mr, G. N. K., Pattiasina, P. J., & Aslan, A. (2021). Challenges and opportunities towards an Islamic cultured generation: Socio-cultural analysis. *Linguistics and Culture Review, 5*(1), Article 1. https://doi.org/10.37028/lingcure.v5n1.1203

Tarigan, K. (2022). Fungsi CSR PT Perkebunan Nusantara IV Unit Pasir Mandoge Dalam Pemberdayaan Masyarakat di Desa Bandar Pasir Mandoge Kecamatan Bandar Pasir …. *Jurnal Ilmiah Mahasiswa Ilmu …,* Query date: 2024-05-18 05:39:52. http://download.garuda.kemdikbud.go.id/article.php?article=3273568&val=287 46&title=Fungsi%20CSR%20PT%20Perkebunan%20Nusantara%20IV%20Unit%20Pa sir%20Mandoge%20Dalam%20Pemberdayaan%20Masyarakat%20di%20Desa%20Ba ndar%20Pasir%20Mandoge%20Kecamatan%20Bandar%20Pasir%20Mandoge%20K abupaten%20Asahan

Thoif, M. (2023). *Tinjauan Yuridis Pendidikan Nonformal dalam Sistem Pendidikan Nasional di Indonesia*. Query date: 2024-05-18 05:39:52.

Tohani, E. (2020). *Hubungan Dialektis Pendidikan dan Pembangunan*. books.google.com. https://books.google.com/books?hl=en&lr=&id=KfoOEAAAQBAJ&oi=fnd&pg=PA23&dq=orang+tua+dalam+pendidikan+strategi+manajemen+sekolah+pembangunan+kemitraan+%22sekolah+rumah%22&ots=aomVes7RRK&sig=uwE50x7sirpQSBWnAgOM-GAah8

Ulum, M. (2021). Sinergitas guru dan orang tua dalam menumbuhkan minat belajar anak di lembaga pendidikan madrasah ibtidaiyah Bustanul Ulum. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah …*, Query date: 2024-05-18 05:39:52. https://ejournal.uas.ac.id/index.php/auladuna/article/view/758

Wardani, K., & Dwiningrum, S. (2021). Studi Kasus: Peran Orang Tua dalam Pendidikan Inklusi di Sekolah Dasar Seruma. *Wacana Akademika: Majalah …*, *Query date: 2024-05-18 05:39:52*. https://jurnal.ustjogja.ac.id/index.php/wacanaakademika/article/view/6409

Zalillah, S. (n.d.). Internalisasi Nilai-Nilai Karakter Dalam Pembelajaran Akidah Akhlak Di MTs. S. Sabilal Akhyar Kec. Binjai Kab. Langkat. *Eprints.Pancabudi.Ac.Id, Query date: 2024-05-18 05:39:52*. https://eprints.pancabudi.ac.id/id/eprint/850/1/SITI%20ZALILLAH.pdf