



Principal Leadership Strategies and Parental Involvement in Elementary School Learning

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ABSTRACT

Parental involvement is crucial to improve the quality of learning at the primary school level, yet it is often restricted and unequal. This study investigates the tactics used by school administrators to increase family participation in the learning process, assesses the efficiency of various leadership strategies in establishing school-parent synergy, and analyses the challenges associated with increasing parental involvement. Data were obtained from elementary schools in Cluster 4, Pidie Regency, using a qualitative field study design that included observations, in-depth interviews, and document analysis. The data show that administrators have used a variety of tactics, including routine communication, family involvement in school events, and the availability of collaboration spaces. These methods are positive, but they have not yet resulted in optimal and equitable parental participation. The effectiveness of leadership methods in developing synergy between schools and parents is still in its early stages, with modest impact on long-term parental support and student learning outcomes. Low parental awareness, work-related time restrictions, a lack of knowledge of parental obligations, and poor two-way communication are all significant barriers. The study finds that increasing parental involvement necessitates more tailored, consistent, and educational leadership tactics. The findings add to the conversation about educational leadership by emphasizing the significance of contextualized principal tactics in developing school-parent partnerships at the primary level.

1. Introduction

Education serves as a crucial foundation for cultivating human character, enhancing cognitive skills, and promoting social responsibility (Myende & Nhlumayo, 2022). In addition to providing academic knowledge, education serves as a transforming process whereby individuals develop moral ideals, life skills, and the capacity to adapt to social and technological changes (Barth & Tsemach, 2025). Education functions as a strategic tool for national development, as the calibre of a nation's human resources is intricately connected to the efficacy of its educational system (Yulianti et al., 2022). In Indonesia, this commitment is clearly defined in Law No. 20 of 2003 about the National Education System, which underscores fair access, enhancement of quality, relevance, and efficient management of education to tackle local, national, and global issues (Marwan et al., 2024).

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Elementary education has a vital role within this system, as it establishes the framework for the children's cognitive, emotional, and psychomotor development (Fitriadi et al., 2024). At this period, children acquire fundamental literacy and numeracy abilities while also developing character, discipline, and learning habits that will impact their future academic decisions (Sri Ratna Dewi et al., 2024). Therefore, the efficacy of primary education cannot depend exclusively on schools as formal entities; it necessitates the active participation of families and the wider society (Choi et al., 2025). Parents, as the initial and foremost instructors of children, are pivotal in facilitating learning processes both at home and in educational institutions (Siraj et al., 2022).

Comprehensive studies have shown that parental involvement significantly affects students' academic performance, motivation, behavior, and general development (Ma et al., 2022). Parental engagement in overseeing educational activities, liaising with educators, and participating in school initiatives fosters a more conducive learning atmosphere and enhances children's commitment to their education (Wilder, 2023). Nonetheless, in numerous educational settings, parental involvement is often restricted and inconsistent (Jeynes, 2024). Parents are frequently viewed, and occasionally view themselves, as primarily accountable for fulfilling children's material needs, whilst educational obligations are predominantly assigned to schools (Sengonul, 2022). This circumstance illustrates a continual disparity between the expected standards of parental involvement and its actual implementation in educational institutions (Kim, 2022).

In this environment, school leadership is a crucial element in connecting schools and parents. The principal, as the foremost authority in the school, is pivotal in cultivating school culture, devising policies, and promoting collaboration among stakeholders. Effective principal leadership transcends administrative and managerial responsibilities, encompassing the establishment of inclusive, participatory, and communicative connections with teachers, parents, and the broader community (Arief et al., 2025). By employing strategic leadership, principals can facilitate parental engagement as active collaborators in the educational process instead of mere spectators (Permatasari et al., 2025).

Diverse leadership styles, such as transformational, democratic, and collaborative leadership, have been recognized as beneficial for enhancing school–parent connections (Nafisah et al., 2022). Principals who emphasize transparent communication, reciprocal trust, and collaborative decision-making are more likely to foster parental engagement (Lu & Chen, 2025). The efficacy of these methods is significantly contingent upon circumstance. Socio-cultural factors, parental educational backgrounds, vocational requirements, and communication styles profoundly affect the reception and implementation of leadership methods within educational institutions (Daulay et al., 2024).

In Cluster 4 of Pidie Regency, family involvement in the educational process at elementary schools has not attained an optimal level (Hornby & Lafaele, 2023). Despite the region's strong cultural ideals of unity and collaboration, parental engagement in schools frequently appears inconsistent and programmatic rather than ongoing and focused on learning. Multiple reasons contribute to this condition, including parental work obligations, low awareness of educational responsibilities, inadequate comprehension of how to assist children's learning, and communication hurdles between schools and families. These obstacles underscore the necessity for leadership methods that are not merely formal and systematic but also adaptable, compelling, and attuned to local circumstances.

Prior research has highlighted the significance of principal leadership in fostering parental engagement; however, empirical evidence specifically investigating how principals formulate and execute strategies to promote parental involvement in elementary education, especially in rural or semi-rural settings, is uncommon (Mayger & Provinzano, 2022). Furthermore, limited research has investigated the degree to which these tactics successfully foster sustained synergy between educational institutions and parents, along with the challenges that hinder their execution.

This study aims to fill these gaps by analyzing the tactics utilized by school administrators to enhance parental involvement in the educational process at Elementary Schools in Cluster 4, Pidie Regency. The study specifically aims to investigate the leadership tactics employed, assess their success in promoting school–parent collaboration, and identify the primary problems encountered by administrators in facilitating parental engagement. This study aims to enhance the literature on educational leadership and parental involvement through a comprehensive and context-aware analysis, while also delivering pragmatic insights for school leaders and policymakers striving to fortify collaborative partnerships in elementary education.

2. Methodology

This study utilized a qualitative research design with a field research methodology to thoroughly investigate the tactics employed by school leaders to enhance parental involvement in the learning process (Gioia, 2021). A qualitative technique was deemed suitable as the study aimed to comprehend leadership behaviors, perspectives, interactions, and contextual difficulties as they manifest organically within the school setting. Utilizing this methodology, the researcher successfully obtained comprehensive, descriptive data that accurately represent the actual conditions, experiences, and interpretations formulated by the participants in the study.

2.1 Research Location and Duration

The study was performed at public elementary schools within Cluster 4 in Pidie Regency, Aceh Province. Cluster 4 denotes a consortium of primary schools within a shared administrative jurisdiction that engage in consistent professional and managerial collaboration. This cluster was chosen since it exemplifies the usual traits of elementary education in semi-rural settings, where family involvement is acknowledged as significant but not yet fully realized. Data collection occurred throughout a specified timeframe of the academic year, enabling the researcher to witness standard school activities, family engagement methods, and leadership interactions in their authentic context.

2.2 Research Participant

The study participants were chosen through purposive sampling, determined by their responsibilities and significance to the research aims. The participants were school principals, educators, parents, and students. School principals were chosen as primary informants because of their pivotal role in leadership and decision-making. Teachers were included due to their direct engagement with parents and children in the educational process. Parents contributed their thoughts on participation, experiences, and perceived obstacles, while students offered supplementary insights regarding learning assistance both at home and in school. This selection provided an extensive comprehension of leadership styles and parental involvement from various perspectives.

2.3 Data Collection Techniques

Data were gathered through three primary methods: observation, in-depth interviews, and documentation.

Observations were carried out using participatory observation, wherein the researcher actively engaged in the school environment while retaining the function of an observer. The observations were on the leadership techniques of school administrators, modes of communication between schools and parents, parental engagement in school activities, and the overall school atmosphere concerning collaboration. This method allowed the researcher to document real-time interactions and behaviors that may not be entirely disclosed through interviews alone.

Comprehensive interviews were performed utilizing semi-structured guidelines to facilitate adaptability while maintaining coherence with the research objectives. Interviews with school principals examined leadership techniques, policy decisions, and initiatives to promote parental involvement. Interviews with educators explored their experiences in interacting with parents and facilitating principal efforts. Interviews with parents concentrated on their comprehension of involvement, experiences with school programs, and obstacles in engaging with the school. Interviews with pupils yielded additional insights regarding the learning help provided by parents. This strategy enabled participants to articulate their perspectives openly and comprehensively.

Documentation was utilized to corroborate and authenticate facts acquired from observations and interviews. The investigated documents comprised school work programs, meeting minutes, attendance records for parental activities, school regulations, and other pertinent materials concerning parental engagement and leadership methods. These documents furnished formal evidence of strategies and initiatives executed by school principals.

2.4 Data Analysis

Data analysis was performed concurrently with data gathering, adhering to an interactive analysis methodology. The method commenced with data reduction, wherein pertinent material was picked, streamlined, and classified according to the research topic. The subsequent phase entailed data presentation, when structured data were exhibited in narrative and thematic formats to enhance interpretation. Ultimately, conclusions were derived by recognizing patterns, correlations, and repeating themes associated with principal leadership styles, parental involvement, and experienced challenges. This iterative procedure enabled the researcher to perpetually enhance interpretations and maintain uniformity among data sources.

3. Results

3.1 Principal's Strategy for Increasing Parental Participation in the Learning Process.

The examination of leadership practices in Cluster 4 of Pidie Regency reveals that the principals of SDN Bintang HU and SDN Blang Kula employ divergent yet synergistic techniques to enhance parental engagement in the educational process. The two principals exhibit a robust dedication to promoting collaboration between schools and families; however, their methodologies vary in focus and implementation, mirroring the distinct circumstances and problems of their individual institutions.

At SDN Bintang HU, the principal employs a strategy rooted in intensive and humanistic engagement to establish partnerships with parents. This technique is executed by frequent meetings, active communication via group communications, and house visits when particular circumstances necessitate direct interaction. The principal underscores empathy, transparency, and reciprocal trust as essential components for fostering a constructive school-family relationship. To augment family involvement, the principal orchestrates many specialized initiatives, including parent assemblies, parenting workshops, and collaborative literacy and home tutoring programs. These efforts not only connect home and school but also enable parents to engage actively in their children's educational path. The principal emphasizes the necessity of synchronizing perspectives between instructors and parents over educational objectives and advocates for productive discussions about student advancement. School planning, particularly concerning habit formation programs, thematic learning, and extracurricular activities, actively integrates family feedback and involvement to guarantee that programs are contextually pertinent and receive enhanced familial support. The leadership approach at SDN Bintang HU is defined by inclusivity and relationship dynamics, enabling parents to articulate their views, concerns, and suggestions without reservation.

Nonetheless, the principal recognizes ongoing issues, specifically inadequate participation at school events and inconsistent parental comprehension of the significance of home-based assistance. A progressive and developmental method is implemented to tackle these issues: first with parental education via counseling, progressing to the adoption of exemplary practices, and concluding with recognition or awards for highly engaged parents. The results of these initiatives are assessed via student achievement monitoring, improved communication quality, and heightened family involvement in school programming. The principle perceives parents as engaged collaborators, not merely in fostering academic success but also in nurturing a constructive learning environment at home to enhance the overall educational quality within the cluster.

Conversely, at SDN Blang Kula, the principal employs a rigorous, systematic, and discipline-focused leadership style. This approach prioritizes consistency, adherence to regulations, and robust parental commitment as essential conditions for effective collaboration. The principal emphasizes that good school-family cooperation is contingent upon parental discipline and shared accountability. The leadership method, while predominantly directive, facilitates dialogue through parent-teacher meetings and internet communication, maintaining open communication within defined protocols.

The principal has instituted measures to enhance family involvement, including compulsory information meetings, monitored home learning activities, and parental engagement in community service and student discipline initiatives. Nonetheless, collaboration is hindered by passive parental involvement, which typically manifests only in response to administrative obligations. The principal use direct reminders, personal pleas, and assertive communication to enhance awareness and promote more involvement.

The principle encourages instructors to proactively engage with parents, acknowledging that some educators are hesitant due to families' limited receptivity. Parental involvement in school planning is deliberately restricted to specific activities, as the principle contends that certain decisions ought to be confined to the school's internal administration. Communication with parents is explicit, lucid, and pragmatic, guaranteeing that expectations and messages are comprehended without ambiguity. The primary problem recognized at SDN Blang Kula is the restricted availability and time of parents, particularly those engaged in full-time employment. To address this, the principle modifies meeting schedules and works closely with the school committee to ensure consistent communication.

The assessment of parental engagement at SDN Blang Kula centers on attendance records at school activities and noticeable alterations in student conduct at home and in the classroom. The principal seeks to transform parents from passive participants into active collaborators who consistently engage in enhancing educational quality. The principal asserts that without substantial and ongoing parental engagement, attaining the required educational achievements in Cluster 4 will be challenging. The data reveal that both SDN Bintang HU and SDN Blang Kula exhibit effective but divergent leadership strategies in enhancing parental participation. The principal of SDN Bintang HU employs a humanistic, interactive, and persuasive methodology that cultivates emotional intimacy, trust, and incremental empowerment of parents. Simultaneously, the principal of SDN Blang Kula implements a directed, compliance-oriented strategy that emphasizes structure, discipline, and accountability. Notwithstanding these disparities, both encounter analogous challenges—namely, inadequate parental awareness, restricted time, and poor bidirectional communication—and both acknowledge that enduring educational enhancement relies on active parental involvement.

therefore, both methodologies have yielded favorable initial results, such as enhanced communication between school and home, heightened parental engagement, and noticeable improvements in student development. For parental participation to be a fundamental and enduring aspect of school culture, continuous system reinforcement, collaboration among stakeholders, and new engagement initiatives are important. A balanced strategy that integrates empathy, structure,

and collective accountability will empower schools in Cluster 4 of Pidie Regency to enhance collaboration and improve educational quality more efficiently.

3.2 Effectiveness of Principal Leadership Strategies in Promoting Collaboration Between Schools and Parents.

The principal's leadership strategy has been successful in enhancing collaboration between the school and parents at SD Gugus IV in Pidie Regency. The principal articulates a clear vision emphasizing the significance of family involvement as active collaborators in the educational process. This vision is implemented via ongoing efforts to promote open, reciprocal, and continuous communication between the school and families. Consistent meetings, the smart employment of modern communication platforms, and the involvement of parents in many school activities have effectively established enhanced channels of engagement and mutual trust.

Teachers typically consider the principal's leadership as transformational and participatory, reflected in the principal's encouragement of teachers to involve parents in collaborative decision-making concerning student learning and school advancement. The leadership strategy prioritizes collaborative involvement, guaranteeing that parents not only obtain information but also possess significant possibilities to share their viewpoints and criticism. These inclusive methods have enabled parents to get a deeper comprehension of their educational roles and responsibilities, resulting in heightened engagement in both school and home learning assistance.

The school's assessment of parental engagement is executed through straightforward yet targeted methods, including tracking parental attendance at meetings, evaluating the promptness of responses to school messages, and noting the extent of family support for student programs. These measures offer tangible markers of involvement, enabling the school to perpetually enhance its methods. The influence of these leadership initiatives is seen in multiple critical aspects. Educators and guardians observe significant enhancements in student conduct, motivation, and academic performance, suggesting that the reinforced school–parent collaboration has favorably impacted the whole educational environment. The principal's consistent communication and inclusive leadership style have fostered an environment of mutual respect, shared responsibility, and collective dedication to student success.

The principal's leadership at SD Gugus IV has demonstrated efficacy in fostering a peaceful and constructive synergy between the school and parents. Through the integration of a clear vision, transparent communication, and collaborative planning, the principal has successfully converted parental involvement from a marginal activity into a fundamental element of the school's pedagogical framework. This strategic cooperation enhances academic objectives while fortifying the social and ethical underpinnings of student growth, therefore fostering a more comprehensive and sustainable model of educational advancement in the region.

3.3 Principals' Challenges in Promoting Parental Involvement in the Educational Process

Obstacles to promoting active parental engagement continue to be a significant barrier for primary schools in Cluster 4 of Pidie Regency. Both principals recognize that less parental involvement arises from an interaction of structural, social, and psychological factors. The main factors comprise parental job commitments that restrict their participation in school activities; socioeconomic limitations that impact both time and resources; and a lack of educational awareness, especially among families that view education as exclusively the duty of teachers and institutions. This conventional thinking persists in obstructing the development of collective accountability

between home and school. Despite the principals' persistent endeavors to enhance engagement—via intense communication by homeroom teachers, invitations to school programs, and tailored strategies to foster rapport—the general parental reaction remains unsatisfactory. In numerous instances, participation in meetings or events is confined to a select number of parents who exhibit a robust dedication to education, whereas others remain disengaged or attend solely when matters pertain directly to their children.

The limited engagement of parents has concrete consequences for student development. The absence of support for home learning, coupled with inadequate oversight of students' conduct and study practices, frequently results in discrepancies between the ideals upheld at school and those enacted at home. Educators have shown that adolescents with less involved parents typically exhibit diminished motivation, discipline, and academic concentration. The lack of constant collaboration between family and school can hinder the establishment of a helpful learning environment.

The principals observe that communication obstacles—such as restricted access to technology, inadequate responsiveness to school communications, and the belief that family meetings lack direct benefits—diminish participation rates. The principals are endeavoring to reform communication methods by employing more adaptable media, customizing engagement techniques to meet parental requirements, and enlisting the school committee as an intermediary to enhance outreach to families. The findings demonstrate that the obstacles to fostering parental participation are complex and intertwined with wider social contexts. The principals have shown initiative and dedication; nonetheless, lasting development necessitates collaborative efforts involving teachers, community leaders, and local education officials. Enhancing awareness, fostering trust, and creating culturally attuned engagement programs are crucial measures for converting parental involvement from a mere symbolic act into a fundamental element of educational achievement in Cluster 4 of Pidie Regency.

5. Conclusions

This study reveals that the principal leadership is crucial in promoting parental involvement in the elementary school learning process. The results demonstrate that school principals in Cluster 4, Pidie Regency, have employed several leadership methods, such as regular communication with parents, parental engagement in school events, and the enhancement of collaborative forums via school committees. These techniques demonstrate an understanding of the significance of family involvement as a crucial element of good education and school enhancement. However, the analysis indicates that the execution of these strategies has not yet achieved optimal and sustained parental engagement. Parental involvement is sometimes contingent upon specific situations and programs rather than being consistent and focused on learning. This indicates that current leadership techniques, although beneficial, are constrained in their ability to convert parental involvement into a mutual and constant obligation between schools and families. Numerous structural and contextual obstacles further limit the efficacy of leadership tactics. This encompasses insufficient parental knowledge of their role in facilitating children's education, time limitations arising from professional obligations, a lack of comprehension regarding effective methods to support learning at home, and inadequate reciprocal communication between educational institutions and parents. These issues underscore the necessity for leadership strategies that are not merely administrative but also instructional, persuasive, and attuned to the socio-economic and cultural circumstances of parents. In conclusion, enhancing parental involvement in primary education necessitates principal leadership practices that are more coherent, individualized, and contextually aware. School administrators are urged to transition from formal programs to ongoing engagement initiatives that enable parents to

become active collaborators in the educational process. This study's findings enhance the literature on educational leadership and parental involvement by presenting empirical evidence from a local context and offering practical implications for school leaders and policymakers aiming to strengthen and improve school–parent partnerships to support student learning and educational quality

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