E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.6 No.1 2026 Page: 10-18

A HOLISTIC SCHOOL–PARENT PARTNERSHIP MODEL IN EARLY CHILDHOOD EDUCATION: A CASE STUDY OF BINTANG QUR'ANI KINDERGARTEN BANJARMASIN

Ishlah Wahdini[1], Aslamiah[2]
Universitas Lambung Mangkurat[12]
Email: Ishlah.wahdini@ulm.ac.id[1], aslamiah@ulm.ac.id[2]

Abstract
Early childhood education plays a fundamental role in shaping children's cognitive, social-emotional, moral, and spiritual development. One of the key determinants of Early Childhood Education quality is the strength of partnerships between schools and families. However, in many contexts, school–parent partnerships remain largely administrative rather than substantive. This study aims to examine the implementation of school–parent partnerships at Bintang Qur'ani Kindergarten in Banjarmasin and to develop a contextual, effective, and sustainable partnership model. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis involving school leaders, teachers, and parents. The findings indicate that the partnership model at Bintang Qur'ani Kindergarten in characterized by the integration of religious values, active parental involvement, and collaborative leadership practices. Supporting factors include strong school leadership, shared religious values, and intensive two-way communication. Meanwhile, barriers include parents' limited time availability and varying levels of educational awareness. Drawing on bronfenbrenner's ecological systems theory and epstein's six types of parental involvement, this study proposes a holistic partnership model grounded in participatory, equitable, and sustainable principles. The proposed model contributes to the strengthening of holistic-integrative early childhood education, particularly within culturally and religiously contextualized settings.
Keywords: Early Childhood Education, School–Parent Partnership, Ecological Theory, Epstein Model

INTRODUCTION

Early childhood education is widely acknowledged as a critical phase in human development, during which foundational capacities related to cognition, emotion, morality, spirituality, and social interaction are formed (Purwanti et al., 2024). Experiences acquired in early childhood significantly influence children's lifelong learning trajectories, personality development, and social adaptation. Consequently, the quality of educational stimulation provided during this period has long-term implications for individual and societal well-being.

In contemporary educational discourse, early childhood development is no longer perceived as the sole responsibility of educational institutions. Instead, it is understood as a shared responsibility among families, schools, communities, and broader social systems (Oktaviani et al., 2025). Children spend substantial portions of their time within family environments, making parental involvement a decisive factor in shaping learning experiences, behavioral patterns, and value internalization. Therefore, effective collaboration between schools and families is essential to ensure continuity and coherence in children's developmental experiences across

different contexts (Fuaddiana & Hibana, 2024).

In Indonesia, the strategic importance of early childhood education has been reinforced through various national policies, including the integration of one year of preschool education into the 13-year compulsory education program (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). Furthermore, the government has introduced the Holistic-Integrative Early Childhood Education framework, which emphasizes the integration of educational services with health, nutrition, care, protection, and parenting support. This policy framework explicitly positions families as strategic partners in early childhood education rather than passive beneficiaries, highlighting the importance of school-parent partnerships in achieving comprehensive child development outcomes (Hayati et al., 2024).

Despite these policy directions, empirical studies indicate that schoolparent partnerships in many early childhood institutions remain limited in scope and depth (Purwanti et al., 2021). Parental involvement is often restricted to administrative communication, such as receiving reports on children's progress, attending formal meetings, or participating in ceremonial events. Meaningful engagement where parents actively contribute to learning processes, decision-making, and developmental support remains relatively rare. This gap between policy expectations and practical implementation highlights the need for contextualized partnership models that are responsive to institutional, cultural, and social realities (Irawati & Agustian, 2025).

From a theoretical perspective, Bronfenbrenner's Ecological Systems Theory offers a comprehensive lens for understanding the importance of school–parent collaboration (Aeni & Formen, 2025). The theory posits that children's development is shaped by multiple, interconnected environmental systems. Within this framework, the mesosystem, which represents the interaction between family and school, plays a crucial role in early childhood development. When relationships between these systems are harmonious and mutually reinforcing, children experience consistent developmental support. Conversely, weak or fragmented interactions may hinder optimal development (Julaiha et al., 2023).

Complementing this ecological perspective, epstein's six types of parental involvement offer a practical framework for operationalizing school–family partnerships (Oktavianingsih, 2025). Epstein identifies parenting, communication, volunteering, learning at home, decision-making, and community collaboration as key dimensions of parental involvement (Epstein, 2018). These dimensions provide actionable strategies for schools to engage families beyond passive participation, fostering shared responsibility, mutual empowerment, and sustained collaboration.

Within the Indonesian context, cultural and religious values further shape school–parent partnerships (Suriansyah et al., 2019). Islamic-based early childhood institutions, in particular, emphasize moral and spiritual development alongside cognitive growth. Shared religious values can serve as a strong foundation for collaboration, fostering trust, commitment, and collective responsibility between schools and families (Oktaviani et al., 2025). Bintang Qur'ani Kindergarten in Banjarmasin represents a distinctive example of an early childhood institution that integrates Qur'anic values, character education, and active parental involvement. The institution positions parents not merely as recipients of educational practices, but as partners in nurturing children's holistic development. Thus, this study focuses on exploring how school–parent partnerships are

conceptualized and implemented at Bintang Qur'ani Kindergarten and how these practices align with theoretical frameworks and national policy expectations. By doing so, this study aims to contribute a contextualized and theoretically grounded model of holistic school-parent partnership in early childhood education.

METHOD

This study employed a qualitative research approach with a case study design. The qualitative approach was chosen to capture the depth, complexity, and contextual nuances of school–parent partnership practices in an early childhood education setting. A case study design allows for intensive exploration of a bounded system, enabling researchers to understand processes, interactions, and meanings from the perspectives of participants (Yin, 2018).

Bintang Qur'ani Kindergarten in Banjarmasin was selected as the research site due to its distinctive characteristics as an Islamic-based early childhood institution that emphasizes parental involvement and holistic education. Research participants included the school principal, teachers, and parents. The principal was selected because of their central role in leadership, policy formulation, and partnership facilitation. Teachers were included as they engage directly with children and parents in daily educational activities. Parents were involved to capture family perspectives on partnership experiences, expectations, and challenges. Participants were selected purposely to ensure the collection of information-rich data.

Data were collected through multiple techniques to enhance credibility through triangulation. First, semi-structured interviews were conducted to explore participants' perceptions, experiences, and interpretations of school–parent partnerships. Interview guides were designed to cover key aspects such as forms of involvement, communication patterns, decision-making processes, and perceived benefits and challenges. Second, participant observation was carried out during learning activities, parenting programs, school meetings, and religious or social events involving parents. Observation enabled the researcher to capture actual partnership practices, interaction patterns, and contextual dynamics that might not be fully articulated through interviews alone. Third, document analysis was conducted to examine institutional documents, including school vision and mission statements, partnership program plans, meeting minutes, communication records, and evaluation reports. These documents provided additional insights into formal partnership structures and institutional commitments.

Data analysis was carried out using thematic analysis. The process involved data reduction through coding, categorization of emerging themes, and interpretation of relationships between themes. The analysis focused on identifying patterns related to partnership forms, strategies, supporting and inhibiting factors, and alignment with theoretical frameworks. To ensure trustworthiness, the study employed triangulation of data sources and methods, as well as prolonged engagement in the research setting.

RESULTS AND DISCUSSION

Results

Institutional Context of Bintang Qur'ani Kindergarten

Bintang Qur'ani Kindergarten is an Islamic integrated early childhood institution located in Banjarmasin, South Kalimantan, Indonesia. Established initially as a childcare center, the institution later developed into a legally recognized Early childhood education provider offering daycare, playgroup, and kindergarten services. Its educational

philosophy emphasizes the integration of Qur'anic values, moral and character development, creativity, independence, and joyful learning.

The school's vision and mission strongly shape its partnership practices. Education is viewed as a shared responsibility between school and families, grounded in religious Islamic values such as ukhuwah (brotherhood), amanah (trust), and ta'awun (mutual assistance). This alignment of values creates a conducive foundation for collaboration, fostering mutual commitment and shared responsibility in supporting children's development.

Forms of School–Parent Partnership

The findings indicate that school–parent partnerships at Bintang Qur'ani Kindergarten are implemented through multiple, interrelated forms. The first is partnership in communication. Communication between school and parents is facilitated through regular face-to-face meetings, WhatsApp groups, communication books, and periodic parent forums. This communication is dialogical rather than one-directional, allowing parents to express concerns, provide feedback, and participate in discussions about children's development.

The second is partnership in learning activities. Parents are actively involved in learning programs such as "Parent as Teacher," thematic projects, and home-based learning activities. These practices ensure continuity between school learning and home experiences, reinforcing children's cognitive and emotional development.

The third is partnership in religious and social activities. School–parent collaboration extends to religious events such as Islamic celebrations, Ramadan programs, and social charity activities. These activities strengthen children's spiritual development while fostering social responsibility and empathy.

The fourth is partnership in decision-making. Parents are represented in school committees and involved in planning annual programs, evaluating activities, and providing input on school policies. This participatory approach reflects the principle of equity in partnerships.

The last is partnership in creating supportive learning environments. Parents contribute learning materials, educational resources, and environmental support, enhancing the quality of learning spaces both at school and at home. These findings demonstrate that partnership practices align closely with Epstein's Six Types of Involvement and reflect a comprehensive approach to family engagement.

Then Partnership continuous cooperation in a partnership must always include effective and open communication so that stakeholders understand and know the performance system of the institution that is entrusted in developing a directed and effective education for children and education (Mayasari, M., Ahmad, S., & Purwanti, R., 2025; Purwanti, R., Mujiyat, M., & Ngadimun, N., 2024).

Strategies for Strengthening Partnerships

The school employs several strategies to strengthen partnerships with parents. Leadership plays a critical role, with the principal acting as a facilitator of collaboration and communication. Parenting programs are designed contextually, integrating Islamic values and addressing parents' real-life challenges. Digital communication platforms are utilized to overcome time constraints and increase accessibility for parents. Moreover, partnerships are extended beyond families to include community organizations, educational institutions, health services, and local businesses. This multi-sector collaboration reflects an ecological approach to early

childhood education, supporting children's holistic development.

The result found that participatory management has been shown to increase the effectiveness of learning and the quality of education in school (Ani, F., et all, 2025; Lailawati, S. M., et all, 2025; Piranggada, T. H., Triyoso, M, et all 2025; Purwanti, I. R., Dewi, N.,, et all, 2025).

Supporting and Inhibiting Factors

Supporting factors include participatory leadership, shared religious values, strong interpersonal relationships, and effective communication. These elements contribute to the development of trust, mutual understanding, and a sense of shared ownership of educational processes. In contrast, inhibiting factors include parents' limited time due to work commitments, differences in parenting styles, limited involvement of fathers, and resource constraints. These challenges highlight the influence of ecosystem factors within Bronfenbrenner's ecological framework, which indirectly affect the sustainability of school-parent partnerships.

Responsive and collaborative leadership is an important factor in supporting the success of digital-based early childhood learning through strengthening partnerships between schools and families (Leluni et al., 2025). The results of the study show that the implementation of talent management by school principals is able to support the career development of teachers and education personnel in a more targeted manner (Purwanti, I. R., Dewi, N., Komariyah, L., & Dwiyono, H. Y. (2025).

Then The leadership of the principal is an important factor in determining the success of the management of educational institutions (Muthoharoh, T., Rindi, M., Lyana, S., Kardina, T., Saputra, R. A., Suriansyah, A., & Purwanti, R., 2026: Suriansyah, A., & Purwanti, R.,2025).

The partnership practices at Bintang Qur'ani Kindergarten illustrate the practical integration of Bronfenbrenner's ecological theory and Epstein's involvement model. The school functions as a bridge institution, connecting family, community, and broader social systems (Wardah & Anggraeni, 2025). Proximal processes such as consistent communication and joint activities strengthen children's developmental outcomes. The findings reinforce previous research indicating that holistic, value-based partnerships contribute significantly to children's social-emotional and moral development.

Then, the result found that the important of leader (Purwanti, R., et all, 2025; Wahdati, S., et all, 2025; Purwanti, R., Suriansyah, A., & Bachri, A. A, 2025; Abduh, M.,, et all, 2025; Purwanti, I. R., Dewi, N., Komariyah, L., & Dwiyono, H. Y., 2025; Usman, N. K., Efendi, K., Suriansyah, A., & Purwanti, R.). In Indonesia, the strategic importance of early childhood education has been increasingly emphasized through a series of national policies aimed at strengthening the foundation of human development. Early childhood is recognized as a critical period in which cognitive, social-emotional, moral, and spiritual capacities are formed, influencing children's long-term educational trajectories and life outcomes. Consequently, the government has positioned early childhood education as a central component of national development, acknowledging its role in reducing educational disparities and promoting social equity from an early age.

One of the most significant policy initiatives reinforcing this commitment is the integration of one year of preschool education into the 13-year compulsory education program. This policy reflects a paradigm shift in which early childhood education is no longer viewed merely as preparatory or optional, but as an essential stage within the formal education system.

By mandating at least one year of preschool education, the government seeks to ensure that all children enter primary education with adequate readiness in terms of basic competencies, social skills, and learning dispositions.

In addition to expanding access, Indonesian Early childhood education policies emphasize the holistic nature of child development. The framework of Holistic-Integrative Early Childhood Education underscores the importance of integrating educational services with health, nutrition, care, protection, and parenting support.

This approach recognizes that children's development is influenced by multiple, interconnected environments and that effective early childhood education requires coordinated efforts across sectors and stakeholders. Within this policy context, families are explicitly positioned as strategic partners rather than passive recipients of educational services. Parental involvement is regarded as a critical factor in ensuring continuity between home and school environments, thereby enhancing the effectiveness of early learning experiences. Policies encourage schools to actively engage parents through communication, collaboration, and shared responsibility in supporting children's development.

Overall, national policies on early childhood education in Indonesia provide a strong foundation for the development of comprehensive school–parent partnership models. By embedding early childhood education within compulsory education and promoting holistic-integrative principles, these policies create an enabling environment for collaborative practices between schools and families. Such alignment between policy frameworks and partnership initiatives is essential for achieving sustainable improvements in the quality and equity of early childhood education.

CONCLUSION

This study concludes that effective school–parent partnerships in early childhood education are not merely supportive mechanisms but constitute a central pillar in fostering children's holistic development. The case of Bintang Qur'ani Kindergarten demonstrates that partnerships grounded in shared values, particularly religious and moral principles, can significantly enhance the quality and sustainability of early childhood education services.

The findings reveal that school–parent partnerships at Bintang Qur'ani Kindergarten extend beyond administrative communication and parental attendance at formal events. Instead, partnerships are manifested through active parental involvement in learning activities, religious and social programs, participatory decision-making processes, and continuous two-way communication. Such practices create a coherent developmental environment in which children experience consistency between home and school contexts. From a theoretical perspective, the integration of Bronfenbrenner's ecological systems theory and Epstein's Six Types of Parental Involvement provides a robust framework for understanding and implementing effective partnerships.

The school functions as a connecting node within the mesosystem, facilitating meaningful interactions between families and broader community structures. These interactions strengthen proximal processes that are essential for early childhood development, particularly in the social-emotional, moral, and spiritual domains. Furthermore, this study highlights the importance of contextualization in partnership models. The incorporation of Islamic values serves not only as an ethical foundation but also as a unifying element that fosters trust, mutual respect, and shared responsibility between schools and families. This value-

based approach contributes to parents' sense of belonging and ownership, which in turn enhances their commitment to children's education.

REFERENCES

Abduh, M., Yahyadin, M., Ahdar, M., Suriansyah, A., & Purwanti, R. (2025). The Role of Policy in Building Human Resources (Case Study of the Ustadz Program of the Ustadz Boarding School Raudlatut Tholibin Batu Tunau). *Journal of English Language and Education, 10(4),* 1654-1662.

Aeni, K., & Formen, A. (2025). Pengaruh kemitraan PAUD dan keluarga dalam mendukung praktik playful parenting. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7*(5), 5123–5135.

Ani, F., Suriansyah, A., & Purwanti, R. (2025). Effectiveness of Educational Facilities and Infrastructure in Strategic Management Perspective (Case Study at SMA Negeri 2 Dusun Hilir). *Jurnal Visionary: Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan, 13*(2), 232-238.

Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools (2nd ed.).* Routledge.

Fuaddiana, A. D., & Hibana, H. (2024). Kemitraan sekolah dengan orang tua dalam meningkatkan pembelajaran partisipatif di taman kanak-kanak. Mitra Ash-Shibyan: *Jurnal Pendidikan dan Konseling, 7*(2), 134–145.

Hayati, N., Suriansyah, A., Purwanti, R., & Agusta, A. R. (2024). Implementation of project-based learning model to improve children's speaking skills in early childhood education. *Early Childhood and Family Parenting Journal, 5*(2), 45–56.

Irawati, S. N., & Agustian, M. F. Y. (2025). Parent involvement in early childhood education: Strengthening the home–school connection. *The Journal of Academic Science, 2*(9), 1–10.

Julaiha, J., Suriansyah, A., & Asniwati, A. (2023). Learning model of reading and writing literacy in early childhood education during the COVID-19 pandemic. *International Journal of Social Science and Human Research,* 6(3), 1590–1598.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Kebijakan wajib PAUD satu tahun prasekolah dalam kerangka wajib belajar 13 tahun.* Jakarta: Kemendikbudristek.

Lailawati, S. M., Suriansyah, A., & Purwanti, R. (2025). Manajemen Strategik Dalam Sistem Pendidikan: Studi Kasus UPTD SD NEGERI JILATAN ALUR. *Pendas: Jurnal Ilmiah Pendidikan Dasar, 10(03),* 150-158.

Leluni, E., Suriansyah, A., & Purwanti, R. (2025). Kepemimpinan responsif dan kolaboratif untuk pemenuhan kebutuhan anak dan orang tua dalam pembelajaran PAUD berbasis digital. *Sindoro: Cendikia Pendidikan, 16*(10), 21–30.

Mayasari, M., Ahmad, S., & Purwanti, R. (2025). Partnership model in supporting principal performance. *Journal of English Language and Education, 10*(3), 836-843.

Muthoharoh, T., Rindi, M., Lyana, S., Kardina, T., Saputra, R. A., Suriansyah, A., & Purwanti, R. (2026). Strategi kepala sekolah dalam menganalisis lingkungan internal dan eksternal sekolah berbasis analisis SWOT di SDN Sungai Pinang Baru 1. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI), 6*(1), 95–103.

Oktaviani, M. N., Aslamiah, A., Effendi, R., & Suriansyah, A. (2025). Manajemen kemitraan di lembaga PAUD (Studi multi situs TK Negeri Pembina Banjarmasin Tengah dan TK Negeri Pembina Banjarmasin Timur). *Pendas: Jurnal Ilmiah Pendidikan Dasar, 10(*1), 112–126.

Oktavianingsih, E. (2025). Pengembangan program pelibatan orang tua dalam penyelenggaraan pendidikan anak usia dini. *Journal of Early Childhood Care and Education, 1*(2), 22–34.

Piranggada, T. H., Triyoso, M., Suriansyah, A., & Purwanti, R. (2025). Instructional Leadership Strategies Of School Principals In Enhancing Language Teachers'performance. *Esteem Journal of English Education Study Programme, 8*(2), 1026-1033.

Purwanti, I. R., Dewi, N., Komariyah, L., & Dwiyono, H. Y. (2025). Strategi talent management kepala sekolah SMKN 1 Kongbeng dalam pengembangan karier pendidik dan tenaga kependidikan untuk penguatan kemitraan industri. *Jurnal Locus Penelitian dan Pengabdian, 4(11*), 10588–10601.

Purwanti, I. R., Dewi, N., Komariyah, L., & Dwiyono, H. Y. (2025). Strategi Talent Management Kepala Sekolah SMKN 1 Kongbeng Dalam Pengembangan Karier Pendidik dan Tenaga Kependidikan Untuk Penguatan Kemitraan Industri. *Jurnal Locus Penelitian dan Pengabdian, 4*(11), 10588-10601.

Purwanti, I. R., Dewi, N., Komariyah, L., & Dwiyono, H. Y. (2025). Strategi Talent Management Kepala Sekolah SMKN 1 Kongbeng Dalam Pengembangan Karier Pendidik dan Tenaga Kependidikan Untuk Penguatan Kemitraan Industri. *Jurnal Locus Penelitian dan Pengabdian, 4*(11), 10588-10601.

Purwanti, R., Aslamiah, A., & Suriansyah, A. (2024). The leadership of school principals in developing local character education in early childhood education. *International Journal of Social Science and Human Research, 7*(7), 4215–4223.

Purwanti, R., Mujiyat, M., & Ngadimun, N. (2024). Community Empowerment Strategy for Local Character Education in Wetland Environment. *International Journal Education, School Management And Administration, 1*(2), 10-15.

Purwanti, R., Suriansyah, A., & Bachri, A. A. (2025). Principals' Values and Beliefs in Integration Curriculum the Local Character Education at Kindergarten. *Journal of Cultural Analysis and Social Change, 2768-2778.*

Purwanti, R., Suriansyah, A., & Rafianti, W. R. (2021). Parents' assistance in instilling independence character in learning from home during the COVID-19 pandemic. *Jurnal Pendidikan dan Pemberdayaan Masyarakat, 8*(2), 123–134.

Purwanti, R., Suriansyah, A., Bachri, A. A., & Mujiyat, M. (2025, March). Case study: Values and beliefs of excellence-based quality leadership in a junior high school. In 2nd International Conference on Environmental Learning Educational Technologies (*ICELET 2024) (pp. 155-165). Atlantis Press.*

Suriansyah, A., Aslamiah, A., & Maimunah, M. (2019). The implementation of center-based learning model in developing early childhood character education. *European Journal of Education Studies, 6(7), 67*–79.

Suriansyah, A., & Purwanti, R. (2025). Gaya kepemimpinan kepala TK (Studi deskriptif pada salah satu TK di wilayah Kecamatan Takisung Kabupaten Tanah Laut). *Pendas:*

Jurnal Ilmiah Pendidikan Dasar, 10(03), 250–260.

Usman, N. K., Efendi, K., Suriansyah, A., & Purwanti, R. (2025). The Role and Effectiveness of Vocational Education Policy in Improving Language Competence And Competitiveness of Vocational High School Graduates. *Esteem Journal of English Education Study Programme,* 8(2), 994-1001.

Wahdati, S., Suriansyah, A., & Purwanti, R. (2025). The Leader Who Touches Souls: Creating A Positive Culture and Meaningful Learning In Earlychildhood Education. *E-CHIEF Journal, 5*(2), 8-16.

Wardah, H., & Anggraeni, I. (2025). Peningkatan partisipasi orang tua melalui komunikasi sekolah di PAUD. *Jurnal Jendela Bunda, 13(2), 55*–66.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.