

## STRENGTHENING SCHOOL–FAMILY COLLABORATION THROUGH PARENTING ENGAGEMENT: A COMMUNITY-BASED INTERVENTION FOR STUDENT DEVELOPMENT

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### **Article History:**

Received: 12/11/2025

Revised: 21/12/2025

Accepted: 30/12/2025

### **Keywords:**

School–Family

Collaboration;

Parenting Engagement;

Parental Involvement;

**Abstract:** *This community engagement program aimed to strengthen school–family collaboration through parenting engagement and establish more coordinated support for student development. The program was implemented through parenting sessions, reciprocal discussions between parents and school personnel, student–parent reflection activities, and follow-up communication with homeroom teachers. The activities addressed students’ academic, behavioural, social, and developmental concerns, including discipline, learning concentration, responsibility, motivation, bullying, absenteeism, puberty, assessment preparation, and social media use. The findings indicate that parenting engagement created opportunities for parents and teachers to exchange information, identify student-related challenges, formulate practical responses, and align educational support between home and school. The integration of parenting activities with semester evaluation meetings also strengthened direct communication between parents and homeroom teachers. Although qualitative observations indicated changes in parental approaches and increased awareness of shared educational responsibilities, the absence of standardized pre- and post-assessments limits causal conclusions. The program highlights the importance of sustained, reciprocal, and collaborative school–family engagement for supporting student development.*

### **Introduction**

The development of students cannot be understood solely as the responsibility of schools because educational processes are shaped by interactions among students, families, teachers, and the broader social environment. During adolescence, this interconnectedness becomes particularly important because students experience substantial changes in their cognitive, emotional, social, and behavioral development. Parents remain influential in providing emotional support, establishing expectations, monitoring behavior, and creating learning conditions at home, while schools provide structured learning environments, professional guidance, peer interaction, and institutional support. From an ecological perspective, therefore, student development emerges through interactions among multiple environments rather than through the influence of a single institution (Bronfenbrenner, 1979). The quality of relationships between families and schools consequently becomes an important dimension of educational practice.

Research has consistently demonstrated that parental involvement is associated with students' educational outcomes. Meta-analytic evidence indicates that parental involvement can contribute positively to academic achievement, although the strength and nature of this relationship vary according to the form, quality, and context of involvement (Castro et al., 2015). Similarly, Boonk et al. (2018) found that several forms of parental involvement are positively associated with academic achievement, while emphasizing that not every form of participation produces the same educational benefits. More recent synthesis has further demonstrated the substantial body of research linking parental involvement with student achievement across different educational contexts (Kim, 2022). These findings suggest that the central question is no longer whether families matter to education, but rather how schools and families can establish forms of engagement that are meaningful, reciprocal, and connected to students' developmental needs.

This distinction is particularly important because parental involvement and parental engagement are not necessarily synonymous. Involvement may refer to parents' participation in school-related activities, attendance at meetings, communication with teachers, or assistance with homework. Engagement, by contrast, places greater emphasis on the quality of relationships, shared responsibility, agency, and parents' active contribution to children's learning and development. Goodall and Montgomery (2014) conceptualize this movement as a continuum from parental involvement toward parental engagement, in which the emphasis shifts from school-directed participation toward more collaborative relationships. Goodall (2017) similarly argues for learning-centred parental engagement in which parents are recognized not merely as recipients of school information but as active partners in the educational process. This conceptual shift has significant implications for schools seeking to build sustainable relationships with families.

The school-family relationship is therefore better understood as a partnership rather than a one-directional communication mechanism. Epstein's framework of school, family, and community partnerships provides an influential foundation for this perspective by identifying multiple dimensions of family engagement, including parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the wider community (Epstein, 2011). The framework emphasizes that effective partnerships should be deliberately organized around student learning and development rather than being limited to occasional meetings or administrative communication. In this sense, schools have an important institutional responsibility to create structures that enable families to participate meaningfully and to establish communication channels through which parents and educators can exchange information, identify problems, and coordinate appropriate responses. Contemporary

applications of the framework likewise emphasize that successful partnership programs require intentional planning, inclusive practices, and continuous improvement rather than isolated activities.

The quality of parental engagement is also influenced by parents' beliefs, confidence, and perceptions of their role in education. Hoover-Dempsey et al. (2005) demonstrated that parents' decisions to become involved are influenced by role construction, self-efficacy, invitations from schools and teachers, and perceptions of opportunities for involvement. More recent evidence reinforces the importance of parental self-efficacy in shaping home-school partnerships. A multilevel meta-analysis by Zhang et al. (2024) found meaningful associations between parenting self-efficacy and parents' contributions to home-based involvement, school-based involvement, communication, relationships, and educational expectations. This suggests that strengthening school-family collaboration requires more than asking parents to participate; schools also need to create supportive environments that increase parents' confidence, clarify their roles, and make participation accessible and meaningful.

Communication represents another central mechanism through which school-family collaboration is established. Effective communication enables parents and teachers to share information about students' academic progress, behavior, emotional conditions, social relationships, and learning needs. It can also facilitate early identification of problems before they develop into more complex educational difficulties. However, communication becomes less effective when it is primarily administrative, irregular, or dominated by the school. Partnership-oriented communication requires reciprocity, respect, responsiveness, and opportunities for parents to express their observations and concerns. Epstein and Sheldon (2016) emphasize that supportive leadership and deliberate organizational structures are important for transforming policies concerning parental engagement into functioning partnership programs (Mahbubi et al., 2021).

These considerations are especially relevant in secondary education, where adolescent development generates educational challenges that cannot always be addressed effectively within the classroom alone. Problems related to motivation, discipline, concentration, peer relationships, absenteeism, bullying, digital media use, and responsibility often involve interactions between school experiences and family environments. The PKM context underlying this study similarly identified a range of adolescent issues requiring communication and coordination between parents and school personnel, including learning motivation, discipline, concentration, responsibility, peer influence, bullying, truancy, cleanliness, and gadget or social media use. The report further indicates that parents and school personnel were encouraged to discuss these issues and connect them with appropriate follow-up through homeroom teachers.

Such experiences demonstrate the practical importance of developing mechanisms through which families and schools can respond to student development collaboratively.

Recent literature further indicates that family–school partnerships can produce benefits beyond academic outcomes, including broader social and developmental benefits, while also highlighting persistent challenges related to inequality, power relations, and differences in family circumstances (Mu et al., 2023). Their systematic review of partnerships among families, schools, and universities emphasizes that partnership initiatives need to account for educational and social inequalities rather than assuming that all families possess the same resources or opportunities to participate. Similarly, recent research on adolescent mental health and parent engagement suggests that stronger parent engagement is generally associated with more favorable adolescent mental health outcomes, although the available evidence does not automatically establish causal relationships (Povey et al., 2025). This is important because school–family collaboration should be understood not merely as an administrative strategy but as part of a broader support system for student wellbeing and development.

Nevertheless, parental engagement frequently remains event-based, school-centred, and dependent on parents' physical presence at school. Such approaches can limit participation, particularly when families face time constraints, different expectations, limited confidence, or other contextual barriers. The PKM report itself notes limitations in parental participation during the implemented activities, indicating that not all parents were able to attend. This limitation highlights the need for engagement strategies that extend beyond attendance at formal parenting events. Sustainable collaboration should include ongoing communication, home-based learning support, teacher–parent consultation, reflective dialogue, and coordinated follow-up concerning students' academic and behavioral development.

Against this background, the present community-based intervention focuses on strengthening school–family collaboration through parenting engagement. Rather than treating parents as passive recipients of educational information, the program positions them as partners who contribute to identifying student needs, communicating with teachers, supporting learning at home, and participating in solutions to developmental challenges. The intervention is particularly concerned with strengthening reciprocal communication between parents and school personnel and establishing practical mechanisms for continued collaboration. This orientation is consistent with evidence that meaningful partnerships require coordinated efforts among multiple educational actors rather than isolated actions by parents or teachers alone. Recent systematic evidence also underscores the importance of coordinated professional support and communication in facilitating effective family–school cooperation, while noting that stronger empirical evaluation is still needed.

Accordingly, this article examines a community-based intervention designed to strengthen school–family collaboration through parenting engagement in supporting student development. The study seeks to understand how structured engagement activities can facilitate communication between parents and school personnel, encourage shared responsibility for student development, and establish more collaborative forms of educational support. By focusing on the relational and organizational dimensions of parental engagement, the study contributes to the growing discussion on how schools can move beyond episodic parental involvement toward more sustainable, reciprocal, and student-centred family–school partnerships.

## Method

This community engagement study employed a participatory, school-based approach to strengthen collaboration between families and schools through parenting engagement. The approach was selected because school–family collaboration requires active participation from multiple educational stakeholders rather than a one-directional transfer of information from school to parents. Participatory engagement enables stakeholders to identify educational challenges, exchange perspectives, and develop responses that are relevant to students' needs (Arnstein, 1969; Kemmis & McTaggart, 2000). The program was conducted at SMA NU 1 Bondowoso during July–December 2026, with parents or guardians, students, teachers, and school representatives involved as the principal participants. The intervention was designed to encourage parents and school personnel to share responsibility for supporting students' academic, behavioral, emotional, and social development (Mahbubi, 2025).

The implementation consisted of several interconnected stages. The first stage involved identifying challenges in school–family communication and student development through discussions with school representatives, teachers, and parents. Attention was given to issues such as learning motivation, discipline, concentration, responsibility, peer influence, bullying, absenteeism, and the use of gadgets and social media (Mahbubi, 2025; Mahbubi & Widad, 2025). This stage was intended to establish a contextual understanding of the problems that could be addressed through collaborative engagement rather than relying solely on predetermined intervention activities. The identification process was consistent with an ecological perspective, which views student development as influenced by interconnected environments, particularly family and school (Bronfenbrenner, 1979).

The second stage involved the implementation of parenting engagement activities through educational sessions and interactive discussions. Parents received information concerning their role in supporting adolescent development, maintaining constructive communication, creating supportive learning environments at home, and coordinating with teachers when students

encountered academic or behavioral difficulties. Rather than positioning parents merely as recipients of information, the activities encouraged dialogue and reflection concerning their experiences and challenges. This orientation reflects the transition from parental involvement toward parental engagement, in which parents participate more actively in educational processes and develop reciprocal relationships with schools (Goodall & Montgomery, 2014; Goodall, 2017).

The third stage focused on strengthening direct communication between parents and teachers. Discussions provided opportunities for parents to communicate concerns regarding students and for teachers to provide contextual information about students' learning and behavior at school. Homeroom teachers functioned as an important point of contact for follow-up communication and coordination. This mechanism was aligned with the school-family partnership framework, which emphasizes communication, learning at home, decision-making, and coordinated support as important dimensions of family engagement (Epstein, 2011).

The final stage involved reflection and qualitative evaluation. Participant responses, discussions, observations, and follow-up interactions were reviewed to identify changes in communication patterns, parental awareness, and willingness to collaborate with school personnel. The evaluation emphasized participants' experiences and perceived changes rather than statistical measurement. Because the program did not employ a standardized pre-test/post-test design, a control group, or longitudinal measurement, the findings are interpreted as qualitative evidence of program implementation and perceived engagement rather than as evidence of causal effectiveness. This methodological limitation is important when interpreting the contribution of the intervention and provides a basis for future programs to incorporate more systematic outcome evaluation.

## Result

### Strengthening School-Family Communication and Shared Understanding

The first major result of the community-based intervention was the strengthening of communication and shared understanding between families and school personnel regarding students' academic, behavioral, social, and developmental needs. This finding is important because school-family collaboration is not simply a matter of increasing parents' physical presence at school; it requires the development of reciprocal relationships through which parents and educators exchange information, negotiate expectations, and coordinate support for students. Previous research has consistently emphasized that meaningful parental engagement is associated with student engagement, academic development, and broader educational outcomes (Boonk et al., 2018; Castro et al., 2015; Kim, 2022). More recent evidence also indicates that parent engagement during secondary education is relevant to adolescent wellbeing, although

causal relationships should be interpreted cautiously (Povey et al., 2025). In this intervention, communication became the principal mechanism through which the school and families could move from separate understandings of student problems toward a more shared perspective.

The program created opportunities for school representatives to communicate directly with parents concerning challenges observed among students. The issues discussed included discipline, concentration in learning, responsibility, motivation, bullying, absenteeism, cleanliness, and personal neatness. At the same time, parents were invited to explain difficulties they encountered with their children at home. This two-way exchange was significant because it allowed student-related problems to be understood across different contexts rather than being attributed exclusively to the school or family. The school could communicate what it observed in the educational environment, while parents could contribute information concerning students' behavior and circumstances outside school. The report documents this reciprocal discussion and the emergence of jointly considered solutions, including appropriate rewards and consequences, intensive guidance, positive modelling, and harmonious communication.

Such reciprocal communication corresponds with the conceptual shift from parental involvement toward parental engagement. Goodall and Montgomery (2014) argue that engagement represents a continuum in which the relationship between schools and families becomes increasingly reciprocal and learning-centred. Goodall (2017) further emphasizes that parents should not be treated merely as recipients of information provided by schools but as active participants whose knowledge and experiences contribute to educational processes. In the present intervention, parents were given space to describe problems from the family perspective, while teachers communicated observations from the school environment. This arrangement created the foundation for a more balanced relationship in which both parties contributed information relevant to student development.

The finding is also consistent with Epstein's (2011) school, family, and community partnership framework, particularly its emphasis on communication as a fundamental dimension of family engagement. Communication becomes meaningful when it is connected to students' learning, development, and wellbeing rather than being restricted to administrative announcements. The intervention demonstrated this principle by using discussion sessions to address concrete student-related concerns. Parents and school personnel were not simply exchanging general information; they were discussing problems that required coordinated responses. The activity therefore transformed communication into a practical mechanism for joint problem-solving.

Evidence from empirical research further supports the importance of parent-teacher communication. A longitudinal study of middle school students found significant relationships

between several dimensions of parent–teacher interaction, including parents’ active communication with teachers, teachers’ active contact with parents, and participation in parent meetings, and students’ academic achievement (Wang et al., 2022). Although the present community intervention did not quantitatively measure academic achievement, the finding provides a relevant theoretical basis for understanding why improved communication can constitute an important component of student support. Similarly, a systematic review and meta-synthesis of parent–teacher conferences found that these encounters provide important opportunities for home–school collaboration and identified communication as a central element of the roles performed by teachers, parents, and students (Pillet-Shore et al., 2024). The parenting activities in the present program functioned in a comparable way by creating structured opportunities for communication beyond routine administrative interactions.

The intervention also expanded the scope of communication beyond academic performance. In the second discussion session, parents and school personnel addressed physical and psychological changes associated with puberty, preparation for national assessment, and the influence of social media and the internet. This broader focus is particularly relevant during adolescence because students increasingly encounter social, emotional, and digital challenges that may influence their educational experiences. The recent systematic review by Povey et al. (2025), which examined 32 studies, found that most reviewed studies reported associations between greater parent engagement and lower levels of adolescent mental ill health, while also emphasizing the need for stronger causal research. The present intervention similarly suggests that communication between families and schools can provide an avenue for identifying and discussing developmental concerns, although it does not provide evidence of measurable changes in adolescent mental health.

Another important dimension of the intervention was the creation of a more emotionally supportive relationship between parents and students. The parenting activity concluded with a reflective session in which students expressed apologies, affection, gratitude, hopes, and appreciation toward their parents, while parents responded through advice, encouragement, prayers, and physical expressions of affection. The report describes the session as emotionally meaningful for participants. Although this activity was primarily directed toward strengthening parent–child relationships, it also contributed indirectly to the broader school–family partnership by positioning families as active partners in students’ emotional and developmental support.

This dimension is important because effective communication cannot be reduced to the frequency of contact between parents and teachers. The quality of relationships, trust, respect, and perceived reciprocity also shape whether families are willing to communicate openly with

schools. Research on family–school partnerships has increasingly highlighted the need to move away from narrow definitions of parental engagement that privilege school-defined forms of participation. Recent scholarship argues that partnership models should recognize family agency, reciprocity, and differences in family experiences rather than interpreting limited school attendance automatically as a lack of parental interest (Yull et al., 2024). This perspective is particularly relevant to community-based programs because participation may be influenced by practical, social, and contextual circumstances.

The intervention also demonstrated that communication could become more meaningful when it was connected to subsequent interaction with homeroom teachers. After the parenting activities, parents were directed to classrooms to meet homeroom teachers and receive students' semester evaluation results. This transition connected collective parenting discussion with individualized information about student development. It created an opportunity for parents to obtain more specific information and for teachers to engage directly with families concerning students' progress. In this sense, communication was not treated as a single event but as a process extending from general discussion toward more individualized follow-up.

The importance of coordinated communication is reinforced by recent systematic evidence concerning school support professionals. A 2026 systematic review found that effective family–school cooperation depends on coordinated efforts among different professionals and identified communication and cooperation with families as important functions of school support teams. Although the present intervention did not establish a formal multiprofessional team, the role of teachers and homeroom teachers in maintaining communication demonstrates the value of having identifiable school personnel responsible for continuing family contact.

The findings therefore indicate that the intervention strengthened school–family communication in three interconnected ways: it created reciprocal opportunities for information exchange, expanded the discussion from academic matters to broader adolescent development, and connected collective parenting activities with direct follow-up between parents and homeroom teachers. The report itself concludes that the combination of parenting activities and report distribution helped strengthen relationships between parents and the school and align educational and parenting practices at home and school. These outcomes support the argument that school–family collaboration becomes more meaningful when communication is structured around shared concerns and followed by opportunities for coordinated action.

Nevertheless, the findings should be interpreted within the methodological boundaries of the intervention. The evidence is primarily qualitative and derives from program activities, participant discussions, observations, and documented interactions. There was no standardized measure of communication quality administered before and after the intervention, and no

comparison group was used. Consequently, the results cannot establish that the intervention caused measurable improvements in student achievement or other developmental outcomes. Instead, the principal finding is that structured parenting engagement created a practical communication space through which families and school personnel could develop greater shared understanding of student needs. This finding is consistent with broader research emphasizing that effective family-school partnerships require reciprocal communication, shared responsibility, and sustained opportunities for collaboration rather than one-time parental participation (Epstein & Sheldon, 2016; Mu et al., 2023).

Overall, the first major result demonstrates that communication served as the central bridge between family and school. By enabling parents and teachers to exchange perspectives, discuss concrete student challenges, develop shared responses, and continue communication through homeroom teachers, the intervention contributed to a more collaborative understanding of student development. The significance of this result lies not in demonstrating a statistically measured outcome, but in showing how a community-based parenting engagement program can create the relational conditions necessary for sustained school-family collaboration.

### **Establishing Collaborative Support and Follow-Up for Student Development**

The strengthening of school-family collaboration in this community engagement program was not limited to the delivery of parenting information, but was directed toward establishing a more coordinated system of support for students' academic, social, and personal development. The program created opportunities for parents and school representatives to discuss student-related concerns, exchange perspectives, and identify practical forms of support that could be implemented both at school and at home. This orientation was important because student development is shaped by interconnected educational environments rather than by the school or family independently. Bronfenbrenner's (1979) ecological perspective emphasizes that children and adolescents develop through interactions among multiple social contexts, while Epstein (2011) argues that meaningful family engagement requires structured connections between school practices, family support, and student needs.

During the parenting activities, the school communicated several issues encountered among students, including discipline, concentration in learning, responsibility, motivation, bullying, absenteeism, cleanliness, and neatness. Rather than presenting these issues as problems that should be addressed exclusively by teachers, the school invited parents to share their experiences and observations concerning their children at home. This reciprocal process enabled both parties to recognize that student difficulties may have different manifestations across educational environments. The report documents that discussions generated several possible responses, including appropriate rewards and consequences, intensive guidance and support,

positive modelling, and the development of harmonious communication between adults and students. Such an approach reflects the principle that effective family–school partnerships should involve mutual exchange rather than one-way communication from school to parents (Goodall, 2017).

The collaborative process also provided a space for parents to understand student challenges that might not be immediately visible in the home environment. Discussions addressed developmental and educational concerns associated with adolescence, including physical and psychological changes during puberty, preparation for national assessment, and the influence of social media and the internet. These topics illustrate why continuous communication between parents and teachers is necessary. Adolescents increasingly experience multiple influences outside the immediate family, and parents may require information from teachers to understand how these influences appear in students' learning and social behaviour. Similarly, teachers can benefit from parents' knowledge of students' circumstances and behavioural patterns outside school. Recent research indicates that parent engagement in secondary education can be particularly relevant to adolescents' psychosocial development, although the existing evidence does not always permit strong causal conclusions (Povey et al., 2025).

An important component of the program was the connection between parenting activities and direct follow-up through homeroom teachers. After the parenting session, parents were directed to classrooms to meet with the respective homeroom teachers and receive information concerning students' semester evaluations. The report describes this activity as a means of strengthening the relationship between parents and the school while aligning educational and parenting practices at home and at school. This mechanism transformed the parenting activity from a single educational event into an opportunity for direct communication concerning students' educational progress. Parent–teacher meetings can function as an important channel for sharing information, clarifying expectations, and developing coordinated responses to students' needs (Munthe & Westergård, 2023).

The follow-up mechanism was particularly relevant because family engagement becomes more meaningful when communication is connected to concrete educational decisions and continuing support. Hoover-Dempsey et al. (2005) explain that parental involvement is influenced not only by parents' willingness to participate but also by the invitations and opportunities provided by schools. In this context, inviting parents to communicate directly with homeroom teachers created a more accessible pathway for participation. The school did not position parents merely as recipients of information; instead, parents were given an opportunity to discuss their children's educational circumstances and become involved in interpreting student progress. Such interaction is consistent with a partnership-oriented model in which

responsibility for student development is distributed among the actors surrounding the learner.

The program further encouraged the alignment of support provided in the home and school environments. The report indicates that parenting activities were intended to connect parents and school personnel and to harmonize educational and parenting practices across the two environments. This alignment is important because contradictory expectations between home and school can make it difficult for students to understand behavioural and learning expectations. Epstein (2011) emphasizes that effective school–family partnerships involve overlapping responsibilities in supporting students’ learning and development. Similarly, Goodall (2017) distinguishes meaningful parental engagement from passive participation, arguing that engagement becomes more educationally significant when parents are involved in supporting children’s learning rather than merely attending school events.

Another notable feature was the reflective activity involving students and their parents. At the end of the parenting sessions, students were encouraged to apologize to their parents, express affection and gratitude, while parents were invited to provide advice, hopes, and prayers through direct emotional interaction. This activity broadened the meaning of school–family collaboration beyond academic performance and behavioural control. It created an emotional space in which students and parents could reconnect, communicate appreciation, and recognize their reciprocal responsibilities. Family engagement research increasingly emphasizes that relationships and trust are important foundations for productive collaboration between educational institutions and families (Mu et al., 2023).

The implementation also suggests that collaborative support requires continuity rather than dependence on a single parenting event. The report records examples in which parents reported applying lessons from the parenting program and changing previously authoritarian, permissive, or neglectful approaches toward more democratic interaction. These observations should be interpreted cautiously because the program did not employ standardized pre- and post-intervention measures. Nevertheless, they provide qualitative indications that parenting engagement may encourage reflection and behavioural adjustment when parents receive opportunities to discuss their practices and connect them with students’ developmental needs. Recent evidence similarly suggests that the quality and nature of parent–teacher relationships can be associated with student outcomes, although the strength and direction of these relationships vary across contexts (Wang et al., 2022).

Despite these positive indications, participation remained an important limitation. The report indicates that not all parents were able to participate in the parenting activities. Consequently, the collaborative support mechanism could not reach every family equally. This limitation is significant because family engagement programs may unintentionally privilege

families who have greater availability, resources, or confidence in interacting with schools. Mu et al. (2023) note that partnerships can generate important benefits but may also encounter limitations related to participation, communication, and unequal access. Therefore, future implementation should develop more flexible communication channels and systematic follow-up mechanisms so that parents who cannot attend face-to-face activities can remain connected with teachers.

Overall, the program demonstrated that parenting engagement can function as an entry



*Figure 1 Parenting engagement activity aimed at strengthening synergy among the school, parents, and students in supporting students' educational and personal development.*

point for developing a broader school–family support system. Its contribution was not simply the transfer of parenting knowledge but the creation of opportunities for reciprocal communication, shared problem identification, coordinated responses, emotional reconnection, and follow-up through homeroom teachers. These processes correspond with contemporary understandings of family–school collaboration, in which effective partnerships are characterized by communication, reciprocity, shared responsibility, and sustained engagement (Arar & Karadaş, 2026). Although the qualitative nature of the evidence prevents claims of measurable causal effects, the implementation provides a practical foundation for developing more systematic and continuous school–family collaboration programs in the future (Mahbubi et al., 2025).

## Discussion

The findings of this community engagement program indicate that parenting engagement can serve as a practical mechanism for strengthening school–family collaboration and developing

more coordinated support for students. The program did not position parents merely as recipients of information but created opportunities for parents and school personnel to discuss student problems, exchange perspectives, formulate possible responses, and continue communication through homeroom teachers. This approach is consistent with the ecological understanding of student development, which recognizes that adolescents develop through interactions across interconnected environments, particularly the family and school (Bronfenbrenner, 1979). The implementation therefore demonstrates the importance of moving from a conventional school-centered model toward a partnership model in which responsibility for student development is shared.

One important finding was the emergence of reciprocal communication between the school and parents. During the parenting activities, the school presented concerns involving discipline, concentration, responsibility, motivation, bullying, absenteeism, cleanliness, and neatness, while parents were invited to communicate problems experienced by their children at home. This reciprocal exchange is theoretically important because effective parental engagement depends not simply on parental attendance but on meaningful interaction surrounding students' learning and development (Goodall, 2017). Epstein's (2011) framework similarly emphasizes that school-family partnerships become more effective when schools establish structured opportunities for communication and shared responsibility. Thus, the activity provided an initial institutional space for integrating information that previously existed separately within the school and family environments.

The discussion also demonstrates that student development requires collaborative responses rather than isolated interventions. The solutions generated during the program included appropriate rewards and consequences, intensive guidance, positive modelling, and harmonious communication. These responses suggest a shift from simply identifying student problems toward considering how adults in different environments can coordinate their responses. Hoover-Dempsey et al. (2005) explain that parental involvement is shaped partly by schools' invitations and opportunities for participation. When schools actively invite parents to contribute to problem-solving, parents may perceive themselves as legitimate educational partners rather than external stakeholders. This is particularly relevant in adolescence, when students increasingly negotiate autonomy while continuing to require guidance from adults (Steinberg, 2001).

The connection between parenting engagement and homeroom teacher follow-up further strengthened the collaborative character of the program. After the parenting session, parents met with homeroom teachers to receive students' semester evaluation results. The report explicitly identifies this interaction as a means of strengthening relationships between parents and school

and harmonizing educational practices at home and school. Such continuity is important because a parenting seminar by itself may have limited influence if the knowledge obtained by parents is not connected to subsequent communication and educational action. Munthe and Westergård (2023) show that parent-teacher conferences provide an important arena in which parents, teachers, and students negotiate information, roles, and responsibilities. Accordingly, the integration of parenting activities with homeroom-based follow-up represents a potentially valuable organizational mechanism for sustaining family engagement.

The findings are also consistent with evidence that the quality of parent-teacher relationships can be associated with student educational outcomes. Wang et al. (2022), for example, found longitudinal associations between parent-teacher relationships and middle school students' academic achievement. However, such evidence should not be interpreted as establishing a direct causal effect in the present program. The current activity was qualitative and did not employ standardized outcome measurements or a comparison group. Therefore, its contribution is better understood as demonstrating a feasible process through which communication and coordinated support can be developed rather than as statistically demonstrating improved student achievement.

Another significant dimension was the inclusion of developmental issues relevant to adolescents. The program addressed puberty, preparation for national assessment, and the influence of social media and the internet. These issues illustrate the changing nature of family-school collaboration at the secondary-school level. Parents require information about challenges emerging in the school environment, while teachers may benefit from understanding students' experiences outside school. Recent systematic evidence suggests that parent engagement is relevant to adolescent mental health and psychosocial development, although the existing literature also cautions against making strong causal interpretations from predominantly correlational evidence (Povey et al., 2025). Consequently, school-family collaboration should address not only academic performance but also students' emotional, social, and developmental circumstances.

The reflective session provides another important insight into the meaning of collaboration. Students were encouraged to apologize to their parents and express affection and gratitude, while parents were invited to provide advice, hopes, and prayers through direct emotional interaction. This activity indicates that school-family partnership can also facilitate relational and emotional dimensions of education. Family engagement is more sustainable when relationships are characterized by trust, respect, and reciprocity rather than communication focused exclusively on problems or academic evaluation (Mu et al., 2023). In this sense, the program expanded collaboration from administrative communication toward relationship

building.

The reported changes in parental orientation also provide supporting evidence of reflective learning. The report describes parents who previously demonstrated authoritarian, permissive, or neglectful tendencies as moving toward more democratic parenting approaches. This finding corresponds with the broader literature emphasizing the importance of responsive communication and balanced parental guidance in adolescent development (Baumrind, 1991; Darling & Steinberg, 1993). Nevertheless, these changes should be regarded as qualitative observations rather than measured intervention effects. Future programs should employ systematic pre- and post-assessments, follow-up interviews, and longitudinal observation to determine whether reported changes are sustained.

Finally, the findings highlight the need to institutionalize family engagement rather than treating parenting activities as occasional events. Research on school–family partnerships shows that collaboration can generate substantial educational benefits but may also face barriers involving communication, participation, expectations, and unequal access (Mu et al., 2023). The report itself indicates that participation was not universal, meaning that the program did not reach all parents equally. Future implementation should therefore provide multiple communication channels, flexible meeting arrangements, and systematic follow-up for parents unable to attend face-to-face activities. Recent research likewise identifies communication gaps and mismatched expectations as important challenges in school–family collaboration (Arar & Karadaş, 2026). Overall, the program demonstrates that parenting engagement is most valuable when it functions as part of a continuing collaborative system involving parents, teachers, homeroom teachers, and students.

## Conclusion

The community engagement program demonstrates that parenting engagement can provide a meaningful foundation for strengthening collaboration between schools and families in supporting student development. Through parenting sessions, reciprocal discussions, direct communication with parents, reflective activities, and follow-up with homeroom teachers, the program created opportunities for schools and families to develop a shared understanding of students' academic, behavioural, social, and developmental needs. The integration of parenting activities with semester evaluation meetings further strengthened communication and helped connect educational support provided at school with support provided at home.

The program also indicates the importance of collaborative and continuous support rather than one-time parenting education. Discussions concerning discipline, motivation, responsibility, bullying, absenteeism, puberty, assessment preparation, and social media enabled

parents and school personnel to identify practical responses together. The reflective session further emphasized the relational dimension of education by encouraging parents and students to express affection, gratitude, advice, and expectations.

Although the report describes qualitative indications of changes in parental approaches toward more democratic interaction, these findings should not be interpreted as statistically established intervention effects. The absence of standardized pre- and post-assessments and a comparison group limits the extent to which causal conclusions can be drawn. Future programs should therefore strengthen systematic evaluation, expand parental participation, and establish longer-term follow-up mechanisms. Overall, the program provides a practical model for developing sustained school-family partnerships in which parents, teachers, homeroom teachers, and students share responsibility for creating supportive conditions for student development.

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