

School Collaboration Management and Parent Participation in Realizing Quality Schools in the Era of Independent Curriculum (Study at SD Negeri Klero 02)

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Abstract

Purpose: This study aims to examine collaborative management between schools and parents in improving the quality of basic education at SD Negeri Klero 02, especially in the context of the independent curriculum.

Methodology: The approach used was descriptive qualitative with data collection through observation, interviews, and documentation, involving school principals, teachers, and parents. Data triangulation techniques were applied to increase the validity of the findings.

Results: Systematic and integrated collaboration management between schools and parents successfully supports active learning, character development, and improved academic achievement among students. Effective communication, firm yet humane leadership, and regular parental involvement were found to be key factors in creating a positive and inclusive learning environment. The role of the principal in facilitating open dialogue and managing conflicts transparently is very important.

Applications/Originality/Value: This study emphasizes the importance of multi-stakeholder synergy in education as the foundation for the sustainable academic and personal development of students. These findings provide empirical contributions for policymakers and education practitioners in designing strategies to strengthen partnerships between schools and families and optimize the implementation of the independent curriculum. Thus, this study supports the improvement of student learning outcomes and character in a comprehensive manner in primary education.

Keywords: *Independent Curriculum, Collaborative School, Parental Involvement*

Introduction Section

Education is a fundamental right of every citizen guaranteed by the 1945 Constitution of the Republic of Indonesia, specifically Article 31 paragraph (1), which states that “every citizen has the right to education.” In its implementation, Permendikbudristek Number 16 of 2022 emphasizes that “learning must provide sufficient space for initiative, creativity, and independence of students according to their talents and interests, as well as the role of educators as facilitators and role models in creating a conducive learning atmosphere.” (Permendikbudristek, 2022). Elementary school, as the initial level of basic education, plays an important role in shaping the intellectual, social, and personal foundations of students as a whole (Taufiq, 2023).

Educational management is key to ensuring effective and efficient learning outcomes through the planning, organizing, implementation, and control of educational resources. The involvement of various parties, especially parents, is essential for educational management to be responsive to the needs of students and the community (Septiani et al., 2023). The Merdeka Curriculum gives educators and students the freedom to design learning that suits local characteristics and regional needs, thereby supporting national education goals (Tsuraya et al., 2022). The quality of education itself is measured by the ability of educational institutions to meet the expectations and needs of various stakeholders, including teacher competence, facilities, technology, and continuous evaluation (Figueiredo, 2025; Siswopranoto, 2022).

This study focuses on collaborative management between schools and parents as a form of systematic participation to realize quality elementary schools in the era of the Merdeka Curriculum. According to Fuadi & Arifin (2024), educational management involves the functions of planning, implementation, supervision, and guidance to achieve educational goals optimally. Ramayulis (2017) emphasizes the importance of these four functions working together to ensure effective and efficient education management.

School-parent collaboration is an ongoing active partnership to support child development, where parental involvement includes various forms such as caregiving, communication, volunteering, home learning, decision-making, and community cooperation (Epstein, 2011). Parental involvement in school activities plays a significant role in children's success through academic and social support.

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Quality schools are assessed based on their fulfillment of eight national education standards covering various aspects ranging from resources to management, as well as principles such as continuous improvement, curriculum flexibility, character and competency development, data-based management, participatory leadership, parental involvement, and inclusiveness (Permendikbudristek, 2022). The Merdeka Curriculum emphasizes flexible learning that is oriented towards the needs and interests of students, with evaluations that focus more on individual potential (Khoirurrijal et al., 2022; Syafei, 2025). Based on this, this study aims to examine how school collaboration management and parent participation can improve the quality of elementary schools in the context of the Merdeka Curriculum at SD Negeri Klero 02.

Method

Type and Design

This study uses a descriptive qualitative approach to gain an in-depth understanding of the meaning, experiences, and process of collaboration between schools and parents in improving the quality of SD Negeri Klero 02, Tenganan District, Semarang Regency, in October 2025. This study uses a descriptive qualitative approach to gain an in-depth understanding of the meaning, focus of the study is parent participation management and communication between schools and parents. The objects of the study include school collaboration management and parent participation, with the main subjects being school principals, classroom teachers, and parents of students.

Data and Data Sources

The data used consists of primary and secondary data. Primary data was obtained through direct observation of teaching and learning activities, interviews with the principal, teachers, and parents, as well as documentation of school documents. Secondary data was obtained from relevant literature such as theses and relevant research journals.

Data Collection Technique

Data collection techniques used triangulation methods, namely observation, interviews, and documentation to improve the validity of the research results. Observation directly observed interactions and collaborative activities in the school environment. Interviews provided in-depth information from various perspectives of educational actors with an open communication style. Documentation collects and analyzes documents such as meeting minutes, school activity reports, and collaboration policy archives, which reinforce the observation and interview data.

Data Validity

Data validity is maintained through triangulation of techniques and sources, enriching validity with cross-confirmation between observations, interviews, and documents, involving school principals, teachers, and parents (Luthfiyani & Murhayati, 2024; Susanto et al., 2023).

Data Analysis

Data analysis follows the Miles et al., (2014) model with three interactive stages: data reduction, simplifying and focusing the data; data presentation, organizing the data in tables or charts; and conclusion drawing/verification, finding patterns and validating findings. This process is cyclical and iterative to produce valid and meaningful conclusions.

Result

This study was conducted at SD Negeri Klero 02 with a focus on managing collaboration between schools and parents and the level of parental participation in supporting the achievement of excellent schools. SD Negeri Klero 02 is an elementary school that is striving to improve its quality in various aspects, one of which is improving school quality. This study aims to explore how synergy between schools and parents can be maximized in order to realize the vision of schools as institutions of excellence. The results of this study are compiled to provide solutions and answer questions related to collaboration and parental participation in a focused and comprehensive manner.

Vision of SD Negeri Klero 02.

“The realization of students who are devout, capable, reliable, confident, and civilized.”

Mission of SD Negeri Klero 02.

In an effort to implement the vision of SPF SD Negeri Klero 02 Elementary School in Tenganan District, the school's mission is outlined as follows:

1. Implementing active, creative, and enjoyable learning through various approaches and activities that strengthen character and personal development.
2. Guiding students to compete for achievement in accordance with their competencies, interests, and talents.
3. Creating a friendly, comfortable, clean, beautiful, safe, and conducive school environment.
4. Fostering a spirit of teaching and learning that is empathetic, diligent, and critical without discrimination, based on a spirit of cooperation in inclusive education services.
5. Cultivating an appreciation and practice of religious teachings so that individuals of faith, piety, and noble character are developed.

Collaborative management between the school and parents at SD Negeri Klero 02 is designed in a systematic and integrated manner to support the school's vision. The implementation of this collaboration is in line with the school's mission, which emphasizes active, creative learning and supports character development. Since the beginning of the school year, the school has been actively building communication and cooperation with parents through initial meetings and the use of WhatsApp groups, so that parents can stay informed about their children's activities and progress. This is in line with the school's goal of providing enjoyable, inclusive learning that focuses on character building.

School collaboration with parents is ongoing and involves several key parties, such as: The principal and teachers are responsible for leading the planning, implementation, and evaluation of the collaboration program, while parents play an active role as partners who provide input and assist their children with their studies at home. The school committee acts as a bridge of communication between the school and parents. This synergy is realized through regular meetings and parental involvement in learning. Meetings are held at least twice per semester with an agenda agreed upon by both the school and parents, conducted openly and supported by meeting documentation.

Overcoming communication barriers and differences of opinion is an important part of collaboration management, whereby schools implement an open dialogue approach, structured mediation, and communication training for teachers and parents to support harmonious relationships. Parental involvement is considered to have a significant impact on school quality, especially when it is structured through school committees, regular meetings, and training programs that build trust between parties. Tangible parental support includes assisting with homework at home and parenting training.

This structured collaboration has been shown to improve student academic achievement, attendance, and motivation, as well as involve parents in curriculum planning and social support through ongoing evaluation of the quality of participation. The principal's firm and humane leadership facilitates effective communication, conflict management, and harmonious relations between the school and parents, thereby strengthening the quality of education and creating an inclusive, safe learning environment that supports the development of students who are devout, capable, and have good character in accordance with the school's vision.

The role of the principal is crucial in maintaining the quality of collaboration with parents, including leading the formulation of a vision, organizing effective communication, and managing conflicts transparently. Principals and teachers work together to build two-way communication with parents that supports the implementation of a curriculum and learning that is enjoyable and relevant to the needs of students. Parents welcome communication from the school through meetings, thereby strengthening relationships. Parents are also involved in planning activities and assist with learning activities at home so that learning is integrated and in line with the school's vision.

The quality of collaboration between parents and the school at SD Negeri Klero 02 is evident in the synergy that supports the school's vision of creating students who are devout, capable, reliable, confident, and civilized. This collaboration involves all stakeholders, such as the principal, teachers, parents, and school committee, in the joint planning, implementation, and evaluation of programs. Regular meetings at least twice per semester and effective communication through various media ensure that parents' input is received and followed up appropriately. The success of collaboration is also supported by formal guidelines, conflict management mechanisms, and active parental participation in learning and school activities. This has a positive impact on improving students' academic and non-academic achievements. The principal plays an important role in maintaining the quality of collaboration by organizing communication, facilitating discussions, managing conflicts, and ensuring follow-up based on evaluations. Thus, this collaboration is a real involvement that strengthens the quality of education and the achievement of the school's vision and mission in an inclusive and conducive manner.

Discussion

Collaborative management between the school and parents at SD Negeri Klero 02 shows that collaboration is designed systematically and integrated to support the school's vision and mission, which emphasizes active, creative learning and character development. These findings are in line with Widyawati (2017) research, which emphasizes the importance of systematic collaborative management in creating a conducive school environment and student-centered learning. Teachers' communication patterns in building parental involvement in schools are shaped by parents' interest in various learning programs and the need to follow and encourage their children's learning programs (Triwardhani & Trigartanti, 2020). Principals and teachers play an important role in maintaining the quality of this collaboration, including leading the formulation of a vision, organizing communication, and managing conflicts transparently, consistent with

findings that humanistic and assertive leadership greatly influences the success of school-parent collaboration (Melani et al., 2020).

Active parental involvement as school partners in learning and routine activities significantly improves student academic achievement. Structured cooperation, such as regular meetings and responsive communication, is a best practice in managing parental involvement. Studies show that this collaboration is an important strategy in education management to create a positive learning environment and optimal student character development. The implications of these findings emphasize the importance of synergy between schools and families to support children's educational success empirically (Ramdani et al., 2019).

Collaboration between schools and parents in children's education is very important as active partners who support the learning process through regular involvement in school activities and guidance at home. A study by Amalia et al., (2024) confirms that open communication and ongoing cooperation between teachers and parents improve children's academic, character, and social development. Regular meetings twice per semester, consistent communication, and involvement in learning and extracurricular activities are concrete examples of effective collaboration that strengthens support for students (Mutmainah et al., 2024).

The scope of cooperation includes regular meetings at least twice per semester, open communication channels, and direct involvement in extracurricular activities in line with study results that emphasize the importance of consistent and inclusive communication between schools and parents. School leadership that applies a firm yet humanistic approach plays an important role in facilitating effective communication and managing the dynamics of parent-school relationships, as explained in recent research on the role of school principals in encouraging parent involvement (Proff et al., 2025). Inclusive and communicative leadership can create a harmonious environment that enhances collaboration and educational success.

The implications of these findings in the field of education emphasize the importance of planned collaboration between teachers and parents as an effective strategy for improving the quality of education and children's learning outcomes. In addition, such collaboration also strengthens the aspect of character building and sustainable attitudes among students. On a broader scale, these results highlight the importance of synergy between families and educational institutions as the foundation for successful inclusive, adaptive, and sustainable education in the modern era (Muaziz et al., 2025).

Close collaboration between school principals, teachers, parents, and school committees is a dynamic and ongoing process that plays a central role in improving the quality of education and student academic achievement. Recent research confirms that the active involvement of all stakeholders in the planning, implementation, and evaluation of learning programs that directly involve parents has contributed significantly to consistent improvements in student literacy and numeracy scores over the past several semesters. This is in line with the findings of Antoni et al., (2025), which emphasize the importance of multi-stakeholder collaboration in accelerating learning outcomes, particularly in basic literacy and numeracy skills. Research in Indonesia indicates that initiatives involving collaboration between schools and communities, including school committees, are effective in improving the quality of learning and school programs, thereby positively impacting student achievement. The implications of these findings reinforce the important role of school principals as managers who empower committees and teachers in collaborative synergy to support successful learning (Oriyanto E.E, Bambang I, 2025). More broadly in educational science, these findings confirm Bronfenbrenner's ecological theory, which shows that social support systems are important in developing individual potential. Thus, the implementation of multi-party collaboration not only improves students' academic and non-academic achievements but also strengthens the overall education ecosystem based on partnership and shared responsibility.

Conclusion

This study concludes that systematic and integrated collaboration between the school and parents at SD Negeri Klero 02 significantly improves the quality of education by supporting active learning, character development, and student achievement. Effective communication, firm yet empathetic leadership, and regular parental involvement are key factors that foster a positive and inclusive learning environment. These findings highlight the important role of multi-stakeholder synergy in education, emphasizing the importance of planned cooperation between principals, teachers, parents, and school committees as the basis for the sustainable academic and personal development of students.

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