

**TEACHER–PARENT COLLABORATION IN SUPPORTING EARLY
CHILDHOOD DEVELOPMENT IN EARLY CHILDHOOD EDUCATION (ECE)
INSTITUTIONS**

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ABSTRACT

This study aimed to analyze the forms of collaboration between teachers and parents in supporting early childhood development in Early Childhood Education (ECE) institutions, identify the supporting and inhibiting factors affecting its implementation, and explain its implications for children's development. The study employed a qualitative approach with a case study design. The research site was selected purposively from an ECE institution that had implemented parent partnership programs. The participants consisted of the ECE principal, classroom teachers, and parents of enrolled children. Data were collected through in-depth interviews, participant observation, and documentation, and were analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing and verification. The findings revealed that teacher–parent collaboration was implemented through regular communication, parenting programs, parental involvement in school activities, and support for learning at home. Communication was conducted through face-to-face meetings, communication books, and digital media, enabling continuous exchange of information regarding children's development. Parenting programs helped improve parents' understanding of child-rearing practices and developmental stimulation appropriate to their children's age. Parental involvement in school activities also created more positive learning experiences and increased children's self-confidence. However, the study identified several obstacles, including parents' limited time due to work responsibilities, differences in educational background, and limited opportunities for intensive individual communication between teachers and parents. The findings indicate that effective collaboration between teachers and parents contributes positively to children's socio-emotional, language, and cognitive development. Therefore, ECE institutions should strengthen flexible communication systems, develop sustainable parenting programs, and provide more inclusive family engagement strategies to ensure that school–family partnerships can be implemented effectively and sustainably.

Keywords: Early Childhood Development, ECE, Parenting Programs, School–Family Communication, Teacher–Parent Collaboration

ABSTRAK

Penelitian ini bertujuan untuk menganalisis bentuk-bentuk kolaborasi antara guru dan orang tua dalam mendukung perkembangan anak usia dini di lembaga Pendidikan Anak Usia Dini (PAUD), mengidentifikasi faktor-faktor pendukung dan penghambat yang memengaruhi pelaksanaannya, serta menjelaskan implikasinya terhadap perkembangan anak. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Lokasi penelitian dipilih secara purposif dari salah satu lembaga PAUD yang telah menerapkan program kemitraan dengan orang tua. Partisipan penelitian terdiri atas kepala sekolah PAUD, guru kelas, dan orang tua peserta didik. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa kolaborasi antara guru dan orang tua dilaksanakan melalui komunikasi secara rutin, program parenting, keterlibatan orang tua dalam kegiatan sekolah, serta dukungan terhadap proses pembelajaran anak di rumah. Komunikasi dilakukan melalui pertemuan tatap muka, buku komunikasi, dan media digital sehingga memungkinkan terjadinya pertukaran informasi secara berkelanjutan mengenai perkembangan anak. Program parenting membantu meningkatkan pemahaman orang tua mengenai praktik pengasuhan dan stimulasi perkembangan yang sesuai dengan usia anak. Keterlibatan orang tua dalam kegiatan sekolah juga menciptakan pengalaman belajar yang lebih positif serta meningkatkan rasa percaya diri anak. Namun, penelitian ini mengidentifikasi beberapa kendala, antara lain keterbatasan waktu orang tua akibat tuntutan pekerjaan, perbedaan latar belakang pendidikan, serta terbatasnya kesempatan untuk melakukan komunikasi individual secara intensif antara guru dan orang tua. Temuan penelitian menunjukkan bahwa kolaborasi yang efektif antara guru dan orang tua memberikan kontribusi positif terhadap perkembangan sosial-emosional, bahasa, dan kognitif anak. Oleh karena itu, lembaga PAUD perlu memperkuat sistem komunikasi yang fleksibel, mengembangkan program parenting yang berkelanjutan, serta menyediakan strategi keterlibatan keluarga yang lebih inklusif agar kemitraan antara sekolah dan keluarga dapat dilaksanakan secara efektif dan berkelanjutan.

Kata Kunci: Perkembangan Anak Usia Dini, Pendidikan Anak Usia Dini (PAUD), Program Parenting, Komunikasi Sekolah–Keluarga, Kolaborasi Guru–Orang Tua

A. Introduction

Early childhood education (ECE) is a fundamental foundation for human resource development

because this period is characterized by rapid growth in cognitive, language, socio-emotional, moral, and motor domains. Research has

consistently shown that children's early learning experiences influence school readiness, adaptive capacity, and future educational achievement (UNESCO, 2021; Bronfenbrenner, 1979). Therefore, the quality of ECE is determined not only by teachers and curriculum but also by active family involvement, particularly parental participation in supporting children's development.

The family is the child's first and primary educational environment. According to Bronfenbrenner's ecological systems theory (1979), child development is shaped by interactions among multiple environmental systems, including family and school. When these environments work in harmony, children receive consistent and meaningful learning experiences. Conversely, inconsistencies between home parenting practices and school learning may create confusion and hinder optimal development. Hence, teacher-parent collaboration is a crucial component of quality ECE provision.

Teacher-parent collaboration can be understood through Epstein's School-FamilyCommunity Partnership

Model (2001), which emphasizes shared responsibility among schools, families, and communities. The model identifies six forms of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 2001; EBSCO, 2026). This framework has been widely applied in international studies because it explains how effective communication and parental participation can enhance children's academic and socio-emotional outcomes.

In Indonesia, the importance of partnerships between ECE institutions and families has been recognized in educational policies. However, implementation remains challenging. Latif et al. (2023) found that structured parenting programs can synchronize ECE curricula with home parenting practices, leading to more consistent developmental stimulation for children. Their program included parenting guidance, healthy nutrition, moral education, and healthy lifestyle practices implemented regularly in an ECE institution. These findings suggest that systematic collaboration contributes significantly to the quality

of early childhood care and education.

Studies conducted during the COVID-19 pandemic also revealed that intensive digital communication between teachers and parents became essential for maintaining early childhood learning (Jurnal Obsesi, 2022). The use of messaging applications, online groups, and school communication platforms enabled faster and more flexible information exchange regarding children's development. Nevertheless, digital communication also introduced challenges, such as variations in parents' digital literacy and limited time available for home learning support (Kurniawati et al., 2024).

Empirical evidence indicates that parental involvement is positively associated with children's language development, social competence, and school readiness (Fan & Chen, 2001; Sheridan et al., 2019). Children who receive consistent learning support at home tend to demonstrate better self-regulation, higher self-confidence, and more positive social interactions. In contrast, weak communication between teachers and parents may delay the identification of

developmental problems, including language delays, behavioral difficulties, and socio-emotional challenges.

However, most Indonesian studies have focused on describing forms of collaboration, such as routine meetings, communication books, and parenting activities, using descriptive qualitative approaches. Few studies have examined the relationship between the intensity of collaboration and specific developmental outcomes. Furthermore, contextual factors such as parental education, occupation, local culture, and institutional support have received limited attention. This situation indicates a significant research gap that requires more comprehensive and empirically grounded investigation.

Within ECE institutions, teachers play a strategic role as communication facilitators and connectors between schools and families. They provide feedback on children's development, discuss parenting strategies, and build trusting relationships with parents. Trust-based and two-way communication has been shown to be more effective in increasing parental

participation than one-way administrative communication (Epstein & Sheldon, 2006).

Based on these considerations, research on teacher–parent collaboration in supporting early childhood development in ECE institutions is highly relevant. This study is expected to provide empirical evidence regarding the forms of collaboration implemented, the supporting and inhibiting factors, and their implications for children’s development. The findings may also contribute to the development of a more effective, technology-responsive, and culturally appropriate school–family partnership model for Indonesian ECE settings.

Teacher–parent collaboration refers to an educational partnership that positions families and schools as two complementary environments in supporting children’s development. In the context of Early Childhood Education (ECE), collaboration is not limited to communication between teachers and parents; it also includes parents’ active involvement in learning activities, parenting practices, decision-making processes, and the evaluation of children’s development (Epstein,

2001). Effective partnerships are characterized by two-way communication, mutual trust, equality of roles, and shared goals aimed at optimizing children’s development (Sheridan et al., 2019).

In Indonesia, the concept of teacher–parent collaboration aligns with educational policies that emphasize the importance of family involvement in education, highlighting the synergy between educational institutions and families in character building and child development (Ministry of Education and Culture, 2017). Latif et al. (2023) found that systematically designed parenting programs can increase parental involvement and create consistency between developmental stimulation at home and at school. This finding reinforces the view that structured collaboration is more effective than incidental or merely administrative interactions.

Bronfenbrenner’s ecological theory of development (1979) serves as a major foundation for understanding the relationship between family, school, and child development. The theory states that children’s development is influenced by interactions between individuals

and multiple environmental systems, namely the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Family and school belong to the microsystem because they are the environments that interact directly with the child. The relationship between family and school is referred to as the mesosystem, which represents the connection between the child's two primary environments. Bronfenbrenner emphasized that the quality of interaction between family and school affects children's social, emotional, and academic development. When teachers and parents maintain good communication and provide mutual support, children experience more consistent learning and greater psychological security. In contrast, conflict or lack of communication between these environments may create stress and hinder children's development (Bronfenbrenner & Morris, 2006).

Epstein (2001) developed the School-FamilyCommunity Partnership Model, which explains that schools, families, and communities share responsibility for children's education. The model identifies six forms of

parental involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with the Community. This model has been widely used in international research because it provides a comprehensive framework for measuring parental involvement and the effectiveness of school-family partnerships (Hill & Tyson, 2009). In ECE settings, learning at home and communicating are the most dominant forms of involvement because young children still rely heavily on parental guidance in their daily activities.

Vygotsky (1978) emphasized that children's cognitive development occurs through social interaction with adults and more capable peers. The concept of the Zone of Proximal Development (ZPD) explains that children can achieve higher levels of ability through assistance or scaffolding provided by adults. In the context of teacher-parent collaboration, both teachers and parents act as facilitators who provide support according to children's developmental needs. When learning strategies at school are aligned with stimulation at home, children receive consistent scaffolding, enabling more

optimal internalization of knowledge. Sheridan et al. (2019) found that coordination between teachers and parents in providing learning support can improve children's language skills, self-regulation, and social competence.

Early childhood development includes changes in physical-motor, cognitive, language, socio-emotional, moral, and artistic domains. According to the National Association for the Education of Young Children (NAEYC, 2020), child development is holistic and influenced by biological factors, environmental conditions, and the quality of interactions with adults. Therefore, stimulation provided at home and at school should complement one another. In the socio-emotional domain, children learn to recognize emotions, regulate behavior, cooperate, and build relationships with others. Consistent support from parents and teachers is crucial for the development of self-regulation and a sense of security. In the language and cognitive domains, parental involvement in reading, storytelling, and discussing with children has been shown to enhance early literacy skills and school readiness (Fan & Chen, 2001).

Communication is the core of teacher–parent collaboration. Hoover-Dempsey and Sandler (2005) explained that parents are more likely to become involved when they feel respected, receive sufficient information, and believe that their involvement has a positive impact on their children. Effective communication is open, continuous, and problem-solving oriented. Digital technology has also transformed communication patterns between teachers and parents. The use of messaging applications, online learning platforms, and school communication groups enables faster and more flexible information exchange regarding children's development. However, the effectiveness of digital communication depends on parents' digital literacy and teachers' ability to use technology professionally (Kurniawati et al., 2024).

The effectiveness of teacher–parent collaboration is influenced by various factors, including parents' educational level, occupation, economic conditions, cultural background, and institutional support from ECE centers. Parents with higher educational attainment tend to

have a better understanding of the importance of involvement in their children's education, while work-related time constraints often become barriers to participation (Desforges & Abouchaar, 2003). From the school perspective, the leadership of the ECE principal, organizational culture, and family involvement policies play important roles in creating a partnership-supportive environment. Schools that actively invite parental participation and provide comfortable communication spaces tend to have higher levels of parental involvement (Epstein & Sheldon, 2006).

Based on the theories and previous studies, teacher-parent collaboration is viewed as a variable that influences early childhood development. The forms of collaboration include routine communication, involvement in home learning, participation in school activities, and parenting programs. Meanwhile, children's development is measured through socio-emotional, language, cognitive, and motor domains in accordance with the national standards for child development achievement. This conceptual framework positions communication and parental

involvement as the main mechanisms that connect the influence of family and school environments on child development. Therefore, this study is expected to explain how the quality of teacher-parent collaboration contributes to optimizing early childhood development in ECE institutions.

B. Research Methods

This study employed a qualitative approach with a case study design to gain an in-depth understanding of teacher-parent collaboration in supporting early childhood development in an Early Childhood Education (ECE) institution. The qualitative approach was chosen because the study focused on the experiences, perceptions, and collaborative practices occurring in a real-life context, allowing the researcher to obtain a comprehensive understanding of the dynamics of school-family relationships. The case study design was selected because the research was conducted in a specific ECE institution, enabling the phenomenon to be explored thoroughly within its social and

cultural context (Yin, 2018; Creswell & Poth, 2018).

The research was conducted in an ECE institution that had implemented partnership programs with parents. The site was selected through purposive sampling based on several criteria, including regular communication between teachers and parents, the implementation of parenting programs, and parental involvement in learning and child development activities. The participants consisted of the ECE principal, classroom teachers, and parents of enrolled children. In addition, several children were observed as supporting sources of information. Participants were selected purposively because they were considered to have relevant knowledge and experience related to the focus of the study.

Data were collected through in-depth interviews, participant observation, and documentation. Semi-structured interviews were conducted with the principal, teachers, and parents to obtain information about forms of collaboration, communication patterns, challenges encountered, and their impact on children's

development. Participant observation was carried out by observing classroom activities, parent meetings, parenting programs, and daily interactions between teachers and parents within the ECE environment. Documentation was used to complement the data through the analysis of school work programs, communication books, child development records, parenting activity schedules, and digital communication records between teachers and parents. In this qualitative study, the researcher acted as the primary instrument (human instrument) responsible for planning, collecting, analyzing, and interpreting the data. To support the data collection process, interview guides, observation sheets, and documentation formats were developed based on Epstein's (2001) indicators of teacher-parent collaboration and the national indicators of early childhood development achievement.

Data analysis was conducted interactively following the model proposed by Miles, Huberman, and Saldaña (2014), which includes data reduction, data display, and conclusion drawing and verification.

During the data reduction stage, the researcher selected and focused on data relevant to the research objectives. The data were then organized into narrative descriptions and thematic categories to facilitate interpretation. Finally, patterns, relationships, and meanings were identified to draw valid conclusions consistent with the field findings.

To ensure the trustworthiness of the data, the study applied source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from the principal, teachers, and parents, while technique triangulation involved comparing data from interviews, observations, and documentation. The researcher also conducted member checking by asking participants to review the interview results and the researcher's interpretations to ensure that the findings accurately reflected the actual conditions. All stages of the research process were documented systematically as part of an audit trail to enhance the transparency and accountability of the study.

This study also adhered to research ethics principles by

obtaining permission from the institution and all participants, ensuring the confidentiality of participants' identities, and using the data solely for academic purposes. Before data collection began, participants were informed about the research objectives, the potential benefits of the study, and their right to refuse or withdraw from participation at any time without any consequences. Therefore, the research process was expected to be conducted ethically, objectively, and with full respect for the rights of all participants.

C. Results And Discussion

The findings revealed that teacher–parent collaboration in the ECE institution was implemented through various formal and informal activities. The most dominant form of collaboration was regular communication between teachers and parents through monthly meetings, communication books, and digital communication groups. Teachers regularly provided information about children's development, learning activities, and behavior at school. Parents also used these communication channels to

share information about their children's conditions at home, including learning habits, health, and behavioral changes within the family environment. These findings indicate that two-way communication has become the primary mechanism for building partnerships between the school and families.

In addition to regular communication, the ECE institution organized parenting programs aimed at improving parents' understanding of child-rearing and developmental stimulation. These programs were conducted through seminars, group discussions, and practical guidance on supporting learning at home. Parents reported that the parenting programs helped them understand how to provide appropriate language, socio-emotional, and motor stimulation according to their children's developmental stages. Teachers also observed that parents became more active in assisting their children's learning at home and more responsive to information provided by the school after participating in the parenting programs.

Observational data showed that parental involvement in school

activities was relatively high. Parents participated in classroom activities, celebrations of special events, and play-based activities with their children. This involvement not only strengthened the relationship between parents and teachers but also created a more enjoyable learning experience for children. Children appeared more confident and comfortable when they observed cooperation between their teachers and parents in supporting their activities at school.

However, the study also identified several obstacles to effective collaboration. Some parents experienced time constraints due to work responsibilities, which prevented them from attending school meetings regularly or optimally supporting their children's learning at home. Differences in educational background and understanding of child development also resulted in variations in the quality of parental involvement. From the teachers' perspective, limited time for intensive individual communication with each parent was another significant challenge.

These findings are consistent with Bronfenbrenner's ecological theory (1979), which emphasizes that children's development is influenced by interactions between family and school as components of the mesosystem. Harmonious relationships between these environments provide consistent learning experiences and support children's socio-emotional development. The findings also support Epstein's (2001) school–family partnership model, particularly the dimensions of communicating and learning at home. Effective communication enables teachers and parents to align their parenting and learning strategies, while home learning support reinforces the stimulation provided at school.

From Vygotsky's sociocultural perspective (1978), teacher–parent collaboration can be understood as a form of shared scaffolding provided to children. When teachers and parents offer consistent support, children have greater opportunities to develop language skills, self-regulation, and social competence. These findings are also in line with Sheridan et al. (2019), who found that coordination between teachers and parents

positively contributes to young children's socio-emotional development and school readiness.

Overall, the findings demonstrate that teacher–parent collaboration plays an important role in supporting early childhood development in ECE institutions. The effectiveness of collaboration is influenced by the quality of communication, parental involvement in school activities and home learning, and institutional support from the ECE center. Therefore, ECE institutions should develop more flexible communication systems, strengthen parenting programs, and provide involvement strategies that are accessible to parents with diverse educational and occupational backgrounds.

D. Conclusion

This study demonstrates that teacher–parent collaboration plays a crucial role in supporting early childhood development in ECE institutions. The most prominent forms of collaboration include regular communication, parenting programs, parental involvement in school activities, and support for learning at home. The synergy between schools

and families creates more consistent developmental stimulation, which positively influences children's socio-emotional, language, and cognitive development. However, the effectiveness of collaboration is still affected by several factors, such as parents' time constraints, differences in educational background, and limited opportunities for intensive individual communication between teachers and parents. Therefore, ECE institutions should develop more flexible communication systems, strengthen sustainable parenting programs, and provide more inclusive family engagement strategies to ensure that school-family partnerships can be implemented effectively and sustainably.

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