



Development of Blended Learning-Based Family Institution Partnership Model in Stimulating Early Children's Development

Rezka Arina Rahma^{1*}, Lidya Amalia Rahman², Zihan Novita Sari³

¹Department of Nonformal Education, Universitas Negeri Malang, Indonesia

²Department of Digital Library, Universitas Negeri Malang, Indonesia

³Department of Physics Education, Universitas Negeri Malang, Indonesia

*Author Correspondence. Email: rezka.rahma.fip@um.ac.id, Phone: +62 821-3666-1002

Received: 27 January 2024; Revised: 28 February 2024; Accepted: 20 March 2024

Abstract: This study aimed to develop a partnership model between Early Childhood Education (PAUD) institutions and families based on blended learning and to test the partnership model's effectiveness in stimulating children's development. The research and development (R&D) method is used in this research. This study develops a blended learning-based partnership model between the Institute and the family and tests the model's effectiveness in stimulating children's development. The research subjects were principals, teachers, administrators, and parents at TPA Melati Dharma Wanita Persatuan UM. The results showed that the factual partnership model becomes a reference in developing the school's partnership model with parents through the blended learning method. This factual model includes planning, organizing, implementing, and evaluating the school's partnership program with parents. Through the blended learning method, the school partnership model with parents can help TPA Melati UM develop and implement a school partnership program with parents, which must be adapted to school conditions. It is the objective of School-Based Quality Improvement Management (Manajemen Peningkatan Mutu Berbasis Sekolah-MPMBS). Factors that influence the effectiveness of the blended learning model include the basic requirements of the model, the profile, roles and characteristics of the school, and monitoring and evaluation.

Keywords: partnership model development, early childhood education, blended learning.

How to Cite: Rahma, R.A., et al., Development of Blended Learning-Based Family Institution Partnership Model in Stimulating Early Children's Development., *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)*, 11(1), 62-72. doi: <https://doi.org/10.21831/jppm.v11i1.72228>



INTRODUCTION

Currently, the partnership in implementing modern education and learning is an understanding of program management and a program development strategy between families and learning institutions. These components are the main aspects that must be focused on when conducting partnerships. Therefore, learning institutions must have the main actors in the partnership. As a learning institution responsible for the learning program's success, the involvement of families with institutions is the spearhead in implementing partnerships.

Community participation in education units is facilitated through school committees. The school committee includes parents and other stakeholders. Normatively, the school committee should carry out four functions: decision-making, control, public accountability, support, and mediation between the school and the community it represents (Fitriani et al., 2021; Krismanda et al., 2017; Quesel et al., 2017). However, from several studies, many school committees still have not performed their functions and roles optimally. So now, there are re-emerging patterns of school participation directly among parents/families considered part of the community (Dwi Mulyono & Pardjono, 2014) (Sujarwo et al., 2021).



The family is society's smallest unit or institution and the core of social life. The family's position, among other things, is as a source of love, fulfilling a child's sense of comfort, as a model of attitude, and sharing tutorials on children's self-development (Popenoe, 2020). With child development, families need to stimulate every aspect of child development to grow and develop according to their abilities to be productive for themselves and their environment and be independent. The results of Lilawati's research show that families can improve the progress and success of their children with collaboration between families and schools (Lilawati, 2020).

The participation or involvement of parents/families in educational units is required at the kindergarten or elementary school level and the secondary school level. At the age of 11-17, children are in puberty, transition, and development of abstract thinking skills. At that age, children have a high level of vulnerability. They can be easily influenced by drugs, fighting, dropping out of school and other crimes, and experiencing psychological disorders. In times like this, support from parents is crucial to avoid these issues. The partnership between schools and parents at the secondary school level differs from the primary school level (Povey et al., 2016). At the secondary school level, children need relationships that prioritize caring and trust in children. High school students need opportunities to form their identities, express themselves, and engage in challenging experiences that can develop their abilities and self-esteem (Asiyani et al., 2023). They want autonomy, freedom, and time with their peers, but at the same time, they also need a reliable parent or adult.

Parental support becomes even more critical during these formative years to help mitigate these risks. The partnership between schools and parents at the secondary school level must adapt to the changing needs of adolescents. Unlike at the primary school level, secondary school students require relationships that prioritize care and trust (Dolinschi, 2024). Adolescents need opportunities to form their identities, express themselves, and engage in challenging experiences that foster their abilities and self-esteem. High school students seek autonomy, freedom, and time with their peers, yet they simultaneously need the presence of a reliable parent or adult who can provide guidance and support (Lichi et al., 2023). Effective parental involvement at this stage involves a delicate balance of granting independence while maintaining a supportive presence. By fostering open communication, showing empathy, and providing a secure environment, parents can help their adolescent children navigate the complexities of this critical developmental period, ultimately contributing to their overall well-being and success.

The model of parental participation in schools is a multidimensional concept. Other terms are often used, such as parent participation, parent involvement, home-school connection, home-school participation, or family-school relationships (Bonanati & Rubach, 2022; Đurišić & Bunijevac, 2017). So, in understanding the model of parental participation in schools, it is necessary to understand several models that have been defined.

The various benefits of parental involvement in educational institutions are as follows:

1. Parents can increase activity, interaction, and dialogue with children, become more sensitive, and understand the socio-emotional needs of children's intellectual growth.
2. Parents have self-efficacy in taking care of children.
3. Parents gain knowledge and descriptions of children's growth to provide love and strengthen and reduce punishment for children.
4. Parents understand the role of teachers and curriculum in schools.
5. Parents understand the lessons children are studying, so they are more active in helping children when studying at home.
6. Increased parental awareness of school is marked by their increased commitment to the school.
7. Parents have awareness and are active in sharing attention and encouragement for children's learning when Parents are aware and actively share attention and encouragement for children's learning when the school asks them to be the decision-makers.

The challenges of institutional partnerships with families during the COVID-19 pandemic are that several parents feel unable to guide their children in learning, lack knowledge in understanding children's development, and have difficulty applying discipline to their children. According to the results of Lim Seong Pek and Rita Wong Mee's research, among 2,504 parents, 86% of parents have anxiety about their children's future due to the current pandemic. Therefore, families need support from educational institutions in providing learning assistance and effectively stimulating children's development through partnerships (Seong Pek & W Mee Mee, 2020).

However, education challenges during the COVID-19 pandemic still exist and are still felt by several parties, ranging from educators, students, and even parents as guardians of students. The policy of learning from home makes many parents unable to guide their children in learning; they lack knowledge in understanding children's development and find it challenging to apply discipline.

Based on the field results, it is necessary to have an alternative to bridge the needs of parents and educational institutions. Family cooperation with academic institutions is essential. The form of responsibility for providing education is cooperation between families, schools, and the community as a harmonious partnership. Institutional partnerships with families are crucial to help families implement education and care more effectively, certified, and effectively. However, the problem is how to stimulate early childhood development through effective education and parenting to help parents monitor their child's development through the blended learning method to establish a harmonious partnership between the institution and the family. Using the blended learning method, caregivers and parents have the same role. Blended learning is a choice to increase the effectiveness and efficiency of learning, especially in stimulating early childhood development and expanding access to services at TPA Melati.

METHOD

This research is a Research and Development (R&D). Adapted from the Borg and Gall model, the two objectives of the research development procedure are developing a product and testing the product's effectiveness to achieve the goal. The development stage involves analysis, design, development, implementation, and evaluation (Gall et al., 1996; Robert Coe et al., 2021).

This model is also known as the systems approach model. The first stage of this approach is not focused on analysis. However, learning needs to be created, especially related to organizational problems, which will be resolved using new skills. This research method was carried out to develop a school partnership model with parents through social media in school-based quality improvement management in private secondary schools.

However, this research and development is only limited to the fifth stage of the development steps, namely: 1) potential and problems; 2) data collection; 3) product design; 4) design validation; 5) design revision. It is done to produce only a product in the form of a school partnership model (PAUD institution, namely TPA Melati UM) with parents through the blended learning method. The following is the flow of the procedures:

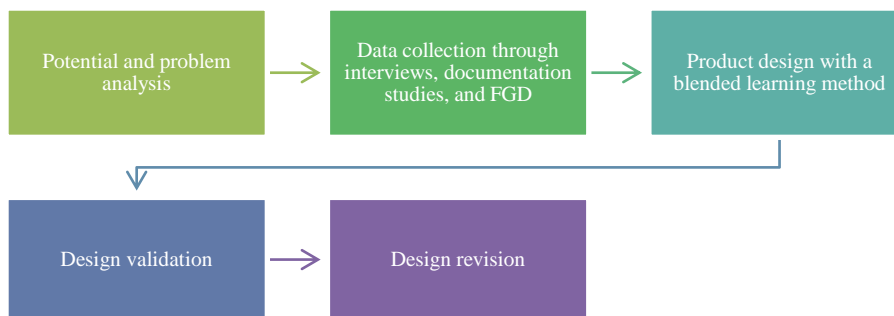


Figure 1. Research Flow

This research was conducted at TPA Melati UM with data sources consisting of stakeholders who are interrelated with the implementation and management of family partnership programs at TPA Melati UM, namely: (1) Principals; (2) Head of Family Education Program; (3) Partnership Program Coordinator; (4) Secretary of the Family Education Program (School information system manager).

The data collection technique is through interviews, documentation studies, and FGDs. The analysis data method used in this research is a SWOT; the step used is SWOT matrix analysis (Strengths, Weaknesses, Opportunities, and Threats). SWOT analysis is a strategic planning method used to monitor and evaluate the environment, in this case, educational institutions, both external and internal, for a specific purpose, and MAS. The steps used are IFAS (Internal Factors Analysis Summary) matrix analysis and EFAS (External Factors Analysis Summary) matrix analysis based on SWOT (Strengths, Weaknesses, Opportunities, and Threats) matrix analysis. In addition, the SWOT analysis results were modified with MAS (Modify, Add, Size) so that the results of this study can be a new idea for schools that, of course, are adapted to school conditions. The results of this research can be a new idea for TPA Melati UM as an educational institution, which will then be adapted to the conditions of the school.

RESULTS AND DISCUSSION

RESULTS

In general, TPA Melati UM has implemented several programs according to the needs analysis conducted by the school. TPA Melati UM has carried out several activities in the family education program. The family education program implemented by the school currently consists of two parts: the program for strengthening family partnerships and the program for strengthening the educational ecosystem. However, in this study, the focus of model development is limited to developing family partnership-strengthening programs. School partnerships are carried out with parents, school alums, and Malang State University, an educational institution that oversees TPA Melati and is part of The Learning University.

Based on the results of the preliminary study conducted using interview techniques and documentation studies, a factual partnership model was formulated, which became a reference in developing the school partnership model with parents through the blended learning method. This factual model includes planning, organizing, implementing, and evaluating the school's partnership program with parents. The factual model of school partnerships with parents at TPA Melati UM can be summarized as follows:

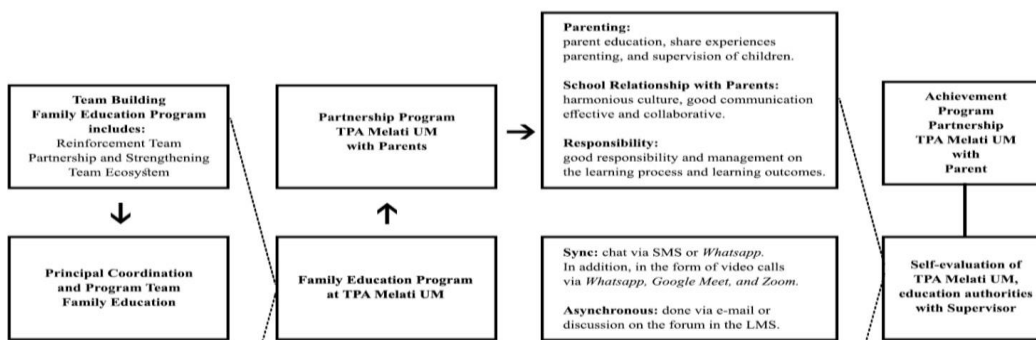


Figure 2. School partnership factual model with parents at TPA Melati UM

The purpose of the school partnership model with parents through the blended learning method is to guide principals, teachers, education staff, committees, and parents to jointly create and support the implementation of partnership programs and the success of the education of all students. Meanwhile, this partnership model targets principals, teachers, and education staff in implementing partnerships with families and communities. In addition, parents/guardians act as partners in planning, implementing, and evaluating school programs; school committees as partners in planning, implementing, and evaluating school programs; partner organizations related to the implementation of school partnership programs with parents through social media; and the Education Office of Malang City and East Java Province as technical advisors.

The school-parent partnership development model through the blended learning method encompasses several vital specifications. First, it clearly defines and describes each partnership between schools and parents. Second, it outlines the goals and expected results for each type of partnership, ensuring that both parties understand the intended outcomes. Third, the model provides recommendations for activities that can be developed to enhance each form of partnership, offering practical guidance on fostering collaboration. Fourth, it includes specific indicators for each form of partnership, allowing for the assessment and evaluation of their effectiveness. Finally, the model delineates the roles of the school and parents in carrying out these partnerships, ensuring that responsibilities are clearly understood and effectively implemented. By addressing these aspects, the model aims to create a comprehensive framework that supports the successful integration of blended learning methods through solid school-parent collaborations. In summary, the school-parent partnership development model through the blended learning method provides a comprehensive framework to enhance collaboration between schools and parents. It clearly defines each partnership, outlines goals and expected outcomes, and offers practical recommendations for activities. The model also includes specific indicators for assessing effectiveness and delineating the roles of both schools and parents, ensuring responsibilities are understood and implemented effectively.

In implementing the school partnership model with parents through this blended learning method, the parties involved must pay attention to every form of partnership described in the model. The development of the model is based on the following External Strategic Factors Analysis Summary (EFAS), Internal Strategic Factors Analysis Summary (IFAS), and Modify, Add Size (MAS) matrices.

IFAS	STRENGTH (S)				
EFAS	School commitment to realizing family education programs	Good human resource capability in developing programs	There is a strengthening of the school's ecosystem	Solid work team	The humanist and active leader

<p>OPPORTUNITY (O)</p>	<p>There is a budget for the implementation of family education programs from the School Budget Activity Plan (<i>Rencana Kegiatan Anggaran Sekolah-RKAS</i>)</p>	<p>An information system management team supports the school</p>	<p>Adequate infrastructure support</p>	<p>Utilization of ICT to establish communication with stakeholders</p>	<p>There is good cooperation with various parties</p>
<p>SO Strategy (Strenght - Opportunity)</p>					
<p>Government support for the implementation of family education programs</p>	<p>1. Modify</p> <ul style="list-style-type: none"> Improve the mobile application system to support family education activities. Addition of an information system management system for both teachers and parents. 				
<p>Support from parents and community</p>	<ul style="list-style-type: none"> There is a balance between using ICT platforms and face-to-face activities. 				
<p>The formation of a parent/guardian association</p>	<p>2. Add</p> <ul style="list-style-type: none"> Increase partnership activities to improve cooperation and good relations between parents and schools. Encourage parental involvement in regular school activities. 				
<p>High public trust</p>	<p>3. Size</p> <ul style="list-style-type: none"> Socialization is for parents to participate in learning media developed by the school. 				
<p></p>	<ul style="list-style-type: none"> Increase teacher and parent cooperation in the academic field through ICT learning media by strengthening the ecosystem to maximize the school's performance ecosystem in technology and information. 				

Figure 3. IFAS, EFAS, and MAS Matrix

The recommended activities in the model can be considered according to the implementation stage of the school partnership program and the school's situation and condition. The implementation of each indicator that has been implemented must be accompanied by regular evaluation and supervision to achieve maximum success.

There are some limitations to developing the school partnership model with parents in this study, which is based on SWOT analysis, including the following. First, development is limited to one scope at TPA Melati UM. The school was chosen because most educators, parents, or guardians of students were considered sufficient to follow the development of the digital era in communicating. This means that using smartphones and social media is quite popular among school residents for successfully implementing blended learning.

Second, in implementing the school partnership model with parents due to this research product, education units and school members must have supportive social media. This means that social media must be appropriately prepared with relevant stakeholders, including the socialization of specifications for its use and the needs analysis that must be carried out before use. In addition, in its use, it must also have ethics in communicating using social media. Such ethics can be made and agreed upon with representatives of relevant stakeholders; no less important, the use of social media must also be evaluated for better communication.

Third, the challenge for parents in implementing blended learning in this partnership program is that parents must be able to divide their time between work and accompany their children to make school assignments. In this case, 65% of parents do not have time to guide

and accompany their children. On the other hand, they do not understand how to use LMS in schools.

Fourth, collaboration with face-to-face meetings is required to support the success of the partnership program. This is because a good communication culture from school to parents and vice versa can be done through school and parent or community meeting programs to establish good communication. Finally, this development research is only limited to expert testing by experts in the Non-formal Education in the Family Education program.

From this broad scope, the school, in this case, TPA Melati UM, in using this partnership model, must always try to meet several factors that affect the effectiveness of the implementation of the model. This includes the basic requirements of the model, school profile, role and character monitoring, and evaluation. The guidelines that have been made can help related parties who will run this partnership program. Through the blended learning method, the school partnership model with parents can help TPA Melati UM develop and implement a school partnership program with parents, which must be adapted to school conditions.

DISCUSSION

Blended learning is a new concept in learning where material delivery can be done in class and online. A well-done combination of face-to-face teaching where teachers and students meet face-to-face and through online media that can be accessed at any time. The combination of face-to-face learning and e-learning is due to the limited time and ease of making students feel bored quickly in the learning process and the demands of increasingly widespread technological developments (Hrastinski, 2019; Sari, 2021).

The implementation method used in blended learning requires educating parents about digital communication. This requires socialization and introduction. Education about utilizing digital communication to improve parent-teacher partnerships in accommodating children's needs through care in TPA institutions is important (Jaya Saragih et al., 2020). Digital communication is one of the necessary twenty-first-century skills, including technical and communication competencies (Kuusimäki et al., 2019). Therefore, various parent-teacher communication technologies are needed, including child care (Erdreich, 2021) (Suharta et al., 2020).

The shift to remote learning has presented significant difficulties for many parents, who often lack the necessary knowledge and skills to effectively guide their children's education. Understanding children's developmental needs and providing appropriate educational support has become a daunting task for many families (Berryhil et al., 2022). This situation has exposed a critical gap in parents' ability to facilitate learning at home, as they struggle to create a conducive learning environment and maintain the necessary discipline for effective education (Colla, 2023).

Moreover, the sudden and prolonged nature of the pandemic has placed additional stress on families, exacerbating these challenges. Many parents find themselves balancing work responsibilities with the demands of supporting their children's education, often without adequate resources or guidance (Nam & Kim, 2023). This dual burden has made it increasingly difficult for parents to manage their children's academic progress and well-being. Consequently, the need for comprehensive support systems has become more evident, highlighting the importance of providing parents with the tools and knowledge required to navigate these unprecedented educational challenges successfully (Kumi et al., 2024; Ma et al., 2024).

From the development model based on the Summary of External Strategic Factor Analysis (EFAS) matrix, Summary of Internal Strategic Factor Analysis (IFAS), and the Modify, Add, Size (MAS) matrix, it was found that the implementation of the school partnership model with parents through this blended learning method. The parties involved must pay attention

to each form of partnership described in the model. This study's results align with Nasution & Yana's research on using blended learning methods to influence communication between schools and parents (Ilham Nasution et al., 2022). The experience of several principals and supervisors in using various communication tools such as social media to communicate with stakeholders as a comprehensive communication system, while in this study, the researchers not only described and analyzed but tried to produce a product in the form of a school partnership model with parents, which contains elements of the use of social media to strengthen communication in the partnership (Chen & Rivera-Vernazza, 2023; Pohan & Isbianti, 2021; Syamsudin et al., 2022),

From several research results in Indonesia, this is only trying to make models related to partnerships or collaborations between schools, parents, and the community through several ways/strategies. However, this research has a novelty in applying blended learning as a communication method that can help strengthen communication between related parties (Andriani & Aryani, 2021; Salwa, 2022).

In School-Based Quality Improvement Management using the Blended Learning method, the active and collaborative role of school principals, teachers, and education staff is essential. School principals must lead with a clear vision and fully support teachers and staff in implementing the Blended Learning method (Preez & West, 2022). As the spearhead in the learning process, teachers must be committed to continue learning and developing themselves, especially in mastering technology and innovative teaching methodologies (Arranz-García & Secades, 2019). Other educational staff must ensure smooth operations and technical support for implementing blended learning (Fourie, 2018). Their ability to adapt to new technology and teaching methods greatly influences the success of this program (Kartadinata, 2016). This adaptation includes a deep understanding of digital learning platforms and the ability to effectively utilize various technological tools and resources in teaching (Kitzmann et al., 2021). Teachers and education personnel who are open to change and ready to integrate technology into the curriculum will be able to create a dynamic and interactive learning environment (Yılmaz & Malone, 2020). Thus, effective collaboration and technological adaptation will encourage overall improvement in the quality of education.

Through the blended learning method, the school partnership model with parents can help TPA Melati UM develop and implement a school partnership program with parents, which must be adapted to school conditions. This aligns with the objectives of School-Based Quality Improvement Management (Manajemen Peningkatan Mutu Berbasis Sekolah-MPMBS). To achieve the expected quality improvement, schools need to understand and implement the principles and characteristics of MPMBS as stipulated in Law No. 20, 2003, concerning the National Education System, that the management of early childhood education units, primary education, and secondary education is carried out based on minimum service standards with school/madrasah-based management principles (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). MPMBS is assessed as a school management system that refers to independent resource management to improve the quality of schools by giving authority to and power to schools that involve the participation of the community, school members, and parents directly in the decision-making process. School management should also be adjusted to the potential, demands, and needs of the school concerned and determined by each school's goals and strategies so that it can direct the organization forward (Achadah, 2019; Usman & Yunusa Dangara, 2016).

CONCLUSION

The factual partnership model becomes a reference in developing the school's partnership model with parents through the blended learning method. This factual model includes planning, organizing, implementing, and evaluating the school's partnership program with parents. Through the blended learning method, the school partnership model with

parents can help TPA Melati UM develop and implement a school partnership program with parents, which must be adapted to school conditions. This is the objective of School-Based Quality Improvement Management (Manajemen Peningkatan Mutu Berbasis Sekolah-MPMBS). The blended learning model is implemented in collaboration between school principals, teachers, education staff, families, the community, and the Malang City education department. Factors that influence the effectiveness of implementing the blended learning model include the basic requirements of the model, school profile, roles and characteristics, and monitoring and evaluation.

ACKNOWLEDGEMENT

The research team would like to thank the principals, teachers, managers, and guardians of TPA Melati Dharma Wanita State University of Malang (UM), East Java, Indonesia, who have been willing to participate in this study. In addition, those who have supported the success of this research.

REFERENCES

- Achadah, A. (2019). Manajemen Berbasis Sekolah (MBS): Konsep Dasar dan Implementasinya Pada Satuan Pendidikan. *Jurnal Pendidikan Ilmiah*, 4(2), 77.
- Andriany, L., & Aryani, R. (2021). Implementation of Blended Learning for Early Children in Kindergarten Bina Kebajika. *Eduvest-Journal of Universal Studies*, 1(8), 765–770. <http://eduvest.greenvest.co.id>
- Arranz-García, O., & Secades, V. A. (2019). *Development of Project-Based Learning (PBL) In Blended Learning Mode for the Acquisition of Digital Competence*.
- Asiyani, G., Asiah, S. N., & Rina Hatuwe, O. S. (2023). Pengaruh Hubungan Orangtua dan Anak Dalam Pembentukan Karakter Anak. *Az-Zahra: Journal of Gender and Family Studies*, 3(2), 61–72. <https://doi.org/10.15575/AZZAHRA.V3I2.20915>
- Berryhil, M. B., Morgan, H. G., & Wilson, E. (2022). Impacting rural middle schools through school-university partnerships: The middle school parent-teacher leadership academy. *Research Anthology on Balancing Family-Teacher Partnerships for Student Success*, 136–164. <https://doi.org/10.4018/978-1-6684-7601-7.CH007>
- Bonanati, S., & Rubach, C. (2022). Reciprocal Relationship between Parents' School-and Home-Based Involvement and Children's Reading Achievement during the First Year of Elementary School. *Societies*, 12(2). <https://doi.org/10.3390/soc12020063>
- Chen, J. J., & Rivera-Vernazza, D. E. (2023). Communicating Digitally: Building Preschool Teacher-Parent Partnerships Via Digital Technologies During COVID-19. *Early Childhood Education Journal*, 51(7), 1189–1203. <https://doi.org/10.1007/s10643-022-01366-7>
- Colla, V. (2023). “Doing being an involved parent.” *Language and Dialogue*, 13(2), 277–299. <https://doi.org/10.1075/LD.00150.COL>
- Dolinschi, C. (2024). The school psychologist-parent partnership in the development of language in young schoolchildren. *Studia Universitatis Moldaviae. Seria Științe Ale Educației*, 9(169), 306–310. [https://doi.org/10.59295/SUM9\(169\)2024_44](https://doi.org/10.59295/SUM9(169)2024_44)
- Đurišić, M., & Bunijevac, M. (2017). Parental Involvement as a Important Factor for Successful Education. *Center for Educational Policy Studies Journal*, 7.
- Dwi Mulyono, W., & Pardjono. (2014). Peran komite sekolah dalam penyelenggaraan pendidikan SMK di Kabupaten Lamongan, Jawa Timur. *Jurnal Pendidikan Vokasi*, 4(3), 391–404. <https://doi.org/10.21831/jpv.v4i3.2562>

- Erdreich, L. (2021). Managing parent capital: Parent-teacher digital communication among early childhood educators. *Italian Journal of Sociology of Education*, 13(1), 135–159. <https://doi.org/10.14658/pupj-ijse-2021-1-6>
- Fitriani, S., Istaryatiningtias, & Qodariah, L. (2021). A child-friendly school: How the school implements the model. *International Journal of Evaluation and Research in Education (IJERE)*, 10(1), 273–284. <https://doi.org/10.11591/IJERE.V10I1.20765>
- Fourie, E. (2018). The impact of school principals on implementing effective teaching and learning practices. *International Journal of Educational Management*, 32(6), 1056–1069. <https://doi.org/10.1108/IJEM-08-2017-0197>
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). Educational research: An introduction, 6th ed. In *Educational research: An introduction, 6th ed.* Longman Publishing.
- Ilham Nasution, S., Mislaili Yana, I., & Raden Intan Lampung, U. (2022). Keterlibatan Peran Orang Tua Dalam Pelaksanaan Blended Learning Pada Masa Pandemi Di Desa Enggal Rejo Kabupaten Pringsewu. *Jurnal Ilmu Pendidikan*, 5. <https://jayapanguspress.penerbit.org/index.php/cetta43>
- Jaya Saragih, M., Mas Rizky Yohannes Cristanto, R., Effendi, Y., & Zamzami, E. M. (2020). Application of Blended Learning Supporting Digital Education 4.0. *Journal of Physics: Conference Series*, 1566(1). <https://doi.org/10.1088/1742-6596/1566/1/012044>
- Kartadinata, S. (2016). *Tantangan Pendidikan Era Digital*. UPI.
- Krismanda, M. A., Ismanto, B., & Iriani, A. (2017). Pengembangan Model Kemitraan Sekolah Dengan Orang Tua Melalui Media Sosial Dalam Peningkatan Mutu Berbasis Sekolah di Sekolah Menengah Swasta. *Kelola: Jurnal Manajemen Pendidikan*, 4(2), 146. <https://doi.org/10.24246/J.JK.2017.V4.I2.P146-160>
- Kumi, R., Quartey, J., Kwakye, S. K., & Oppong, E. D. (2024). Students' perceptions and experiences of remote learning amid covid-19 pandemic in Ghana. *Hong Kong Physiotherapy Journal*, 44(2), 103–118. <https://doi.org/10.1142/S1013702524500070>
- Kuusimäki, A. M., Uusitalo-Malmivaara, L., & Tirri, K. (2019). Parents' and Teachers' Views on Digital Communication in Finland. *Education Research International*, 2019. <https://doi.org/10.1155/2019/8236786>
- Lichi, J., Wang, P., & Chen, Z. (2023). Student Developmental Needs Based Parent Partnership: A Case Study of Qilun Elementary School in Minhang District, Shanghai. *International Journal about Parents in Education*, 7(2). <https://doi.org/10.54195/IJPE.18212>
- Lilawati, A. (2020). Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 549. <https://doi.org/10.31004/obsesi.v5i1.630>
- Ma, Y., Chen, S., Ermon, S., & Lobell, D. B. (2024). Transfer learning in environmental remote sensing. *Remote Sensing of Environment*, 301. <https://doi.org/10.1016/J.RSE.2023.113924>
- Nam, M., & Kim, J. (2023). A Qualitative Study on the Experience of Parental Involvement in Their Elementary School Children's Remote Learning. *Korean Association For Learner-Centered Curriculum And Instruction*, 23(21), 665–686. <https://doi.org/10.22251/JLCCI.2023.23.21.665>
- Pohan, A. E., & Isbianti, P. (2021). The Effectiveness of Blended-Based Training on Teachers Competence in Padang Lawas District. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 8(2), 186–195. <https://doi.org/10.21831/jppm.v8i2.43092>
- Popenoe, D. (2020). Disturbing the Nest: Family Change and Decline in Modern Societies. *Disturbing the Nest*. <https://doi.org/10.4324/9781003058786>
- Povey, J., Campbell, A. K., Willis, L. D., Haynes, M., Western, M., Bennett, S., Antrobus, E., & Pedde, C. (2016). Engaging parents in schools and building parent-school

- partnerships: The role of school and parent organisation leadership. *International Journal of Educational Research*, 79, 128–141. <https://doi.org/10.1016/J.IJER.2016.07.005>
- Preez, H. Du, & West, J. (2022). Early childhood studentteachers experiences of blended learning using Community of Inquiry as theoretical framework. *Perspectives in Education*, 40(4), 135–151. <https://doi.org/10.38140/pie.v40i4.6186>
- Quesel, C., Näpfli, J., & Buser, P. A. (2017). Principals' Views on Civic and Parental Participation in School Governance in Switzerland. *Http://Dx.Doi.Org/10.1177/0013161X17698016*, 53(4), 585–615. <https://doi.org/10.1177/0013161X17698016>
- Robert Coe, Michael Waring, Larry V Hedges, & Laura Day Ashley. (2021). *Research Methods and Methodologies in Education* (J. Clark, Ed.; 3rd ed.). Sage Publication.
- Salwa, A. (2022). *The Perceptions of Student Parents towards Teacher Performances and the Implementation of Blended Learning Approach in the Learning Period of COVID-19*. www.Indonesia.go.id
- Seong Pek, L., & W Mee Mee, R. (2020). Parental Involvement on Child's Education at Home During School Lockdown. *JHSS (Journal of Humanities and Social Studies)*, 04, 192–196. <https://journal.unpak.ac.id/index.php/jhss>
- Syamsudin, S., Soro, S. H., Ahyani, H., & Mutmainah, N. (2022). Process management and approaches in distance learning based on blended learning during the covid-19 pandemic. *Jurnal Akuntabilitas Manajemen Pendidikan*, 10(1), 52–63. <https://doi.org/10.21831/jamp.v10i1.45151>
- Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Pub. L. No. 20, katalog.kemdikbud.go.id (2003).
- Usman, & Yunusa Dangara. (2016). Educational Resources: An Integral Component for Effective School Administration in Nigeria. *Research on Humanities and Social Sciences*, 06(13). www.iiste.org
- Yılmaz, Ö., & Malone, K. L. (2020). Preservice teachers perceptions about the use of blended learning in a science education methods course. *Smart Learning Environments*, 7(1). <https://doi.org/10.1186/s40561-020-00126-7>