

The Urgency of the Value of Islamic Education at the Stage of Parenting Program Planning in Building Parenting Collaboration in Schools and Families

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ABSTRACT

The increasing complexity of early childhood care requires the establishment of systematic collaboration between schools and families through the mechanism of planned parenting programs. In the context of Islamic education, the internalization of fundamental values such as rahmah, uswah hasanah, Ta'awun, and collective responsibility for child development becomes an ethical and pedagogical foundation that must be operationalized at every stage of program planning. This study aims to analyze the significance of the values of Islamic education in the planning stages of parenting programs to strengthen the collaboration of school and family parenting. The research was conducted in Pelangi toddler Daycare, West Java, Indonesia with qualitative case study approach. Data collection was conducted through in-depth interviews, participatory observations, and documentation studies involving teachers, managers, and parents. The findings of the study indicate that the integration of Islamic educational values in the planning stage contributes significantly to the alignment of parenting visions, increased communication effectiveness, and strengthening parental participation in the parenting process. Conversely, such non-value-based planning tends to result in weak coordination and low program effectiveness. This study confirms that the planning of parenting programs that are oriented to the values of Islamic education is an essential prerequisite for building effective, sustainable, and harmonious parenting collaboration between schools and families

Keywords: *The Value Of Islamic Education; Parenting Program Planning; Parenting Collaboration,*

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INTRODUCTION

Early Childhood Education (PAUD) is the main foundation in shaping children's character and behavior in the future. In this golden development period, children need a supportive environment, both from the family and educational institutions. Collaboration between school and family is a crucial element in creating a consistent and harmonious parenting style. However, in practice, the collaboration often does not run optimally due to various obstacles, one of which is the lack of mutual understanding between the school and parents regarding parenting methods. This discontinuity in parenting approach can affect a child's social and emotional development (Imas Muthiarah, 2024) (Nurhayati et al., 2022). In line with that, international studies show that parental involvement in early childhood education contributes to improved social skills, reduction of problematic behaviors, as well as more positive emotional development (El Nokali et al., 2010) (J. Epstein, 2010; J. L. Epstein, 2001, 2018; Liu et al., 2020; Ringenberg et al., 2009).

In the context of efforts to strengthen such collaborations, parenting programs emerged as one of the important strategies designed to bridge communication gaps and align parenting values between school and family. This program is generally implemented through seminars, training, counseling, or discussion forums involving parents and educators. Nonetheless, various studies show that the effectiveness of parenting programs depends heavily on the quality of their management. Many programs are carried out sporadically and unstructured, so that the goal of school-family synergy is not achieved optimally (Mulyani et al., 2023) (Nurindriani & Prakoso, 2021). Several studies also confirm that parenting program planning has proven to be effective in reducing violence against children when implemented systematically and structurally (Bagner & Eyberg, 2007) (Oakland, John et al., 2021; Turner & Sanders, 2013). In addition, the success of parenting planning interventions is largely determined by the integrity of implementation, including organizational support and adequate facilitator training (Durlak & DuPre, 2008; Joseph Durlak, 2013) (Giannotta et al., 2019) (Jürgensen et al., 2025) (Kilburn et al., 2017). Review by (Gubbels et al., 2019) It also shows that the use of hands-on practice techniques, exercises, and feedback has a more significant influence on parenting outcomes and children's behavior than the one-way delivery method.

Taking into account the results of these studies, parenting programs should ideally be designed and implemented following systematic managerial principles, namely planning (*Planning*), organizing (*Organizing*), implementation (*Actuating*), and supervision (*Controlling*). The implementation of this stage allows the program to run more directed, measurable, and has a long-term impact. However, field findings show that there are still many PAUD institutions—especially daycare—that have not fully implemented this managerial stage, especially at the planning stage. This condition creates a gap between ideal conditions and the reality of implementation (Nurindriani & Prakoso, 2021) (Nurhikmah, 2024). International research also confirms that the sustainability of the implementation of parenting programs is greatly influenced by adequate organizational support and implementing regulations (Ma et al., 2022) (Ma et al., 2024). Globally, The Scoping Review found that many parenting programs that have proven to be effective at the experimental level face obstacles in implementation in real communities due to a lack of implementation structure and framework. (Pinto et al., 2021, 2024). On the other hand,

theory-based and participatory intervention models have been proven to improve the quality of parenting program implementation, especially in the field of public health (Jackson & Dickinson, 2009).

The gap between ideals and practices demonstrates the need for a deeper understanding of how parenting programs can truly function as an effective collaborative medium to bring together parenting visions and strategies between schools and families. Parents should not only be passive participants, but also play an active role in the child's education process. Instead, teachers and school administrators need to develop open and equal two-way communication with parents. However, in reality, many parents consider parenting programs to be formal, uncontextual, and unsustainable. On the other hand, schools often face limited resources, lack of managerial training, and the absence of a clear evaluation system (Mulyani et al., 2023) (Nurhayati et al., 2022). Similar findings have also been reported internationally, that overly formalistic approaches in parenting programs can alienate parents if they are not accompanied by participatory and relevant involvement in the family context (Kiely et al., 2021) (Ana A. Baumann, Byron J. Powell, 2015). Research in Pakistan even revealed that teachers' perceptions of the role of parents decreased their participation, especially when teachers were not equipped with community interaction training (Ahmed, 2021).

Departing from these conditions, this study focuses on the urgency of implementing planning stages in parenting programs as an effort to build real and effective collaboration between schools and families. This research was conducted at Daycare Toddler Pelangi, an early childhood education institution in West Java that faces similar challenges in the implementation of parenting programs. The selection of this location was based on empirical considerations that the institution has implemented the planning of the parenting program in order to build sustainable synergy with parents.

To strengthen the theoretical foundation of this research, previous studies on school and family collaboration and the effectiveness of parenting programs need to be comprehensively studied. For example, a study by (Nurhayati et al., 2022) shows that active parental participation in parenting programs can improve the quality of children's interactions both at home and at school. Meanwhile, (I. Arifin, 2012; Z. Arifin, 2012) Arifin (2012) emphasized the importance of program design that is tailored to the needs of families. However, most of the research has not explicitly addressed how the planning stage plays a role in supporting the success of parenting programs as a collaborative bridge between schools and families. International studies also confirm that a structured managerial approach, supported by quality facilitator training and a balance between flexibility and appropriateness of interventions, is a key factor in success (Butler et al., 2020; Wittkowski & Calam, 2019). Evaluation of *Parenting at Scale* demonstrated that the quality of implementation, including fidelity to the model and organizational support, was directly correlated with participant outcomes (Ryan et al., 2024). Additionally, strategies such as motivational interviews and active parental involvement in decision-making have been shown to strengthen participant engagement and retention. Other systematic reviews confirm that the effectiveness of parenting programs increases when parental involvement is designed humanely, sustainably, and accompanied by strong technical support (O'Dwyer et al., 2025) (Gadsden et al.,

2016) (Fang et al., 2024).

Based on the research gap, the novelty of this study lies in its focus on the urgency of implementing the entire planning stages in the context of parenting programs in early childhood education institutions. This study not only evaluates the effectiveness of the program in general, but also examines in depth how a systematic planning process can be a key in building sustainable parenting collaboration. With a qualitative case study approach, this study is expected to be able to explore planning practices in the field and analyze its implications on the relationship between school and family. In addition to this academic novelty, the urgency of this research is also strengthened by the increasing complexity of parenting in the digital era and urbanization, which causes the communication distance between parents and educational institutions to widen. In this context, planning approaches that are not only administrative but also humanist and participatory are becoming increasingly relevant. Planning a well-managed parenting program can function as a dialogue space, a means of sharing experiences, and a forum for collaboration between teachers and parents in assisting children's growth and development (I. Arifin, 2012) (Nurhayati et al., 2022). Thus, a humanistic and participatory planning approach is an important strategy to bridge the communication gap between parents and educational institutions in the digital era.

Considering the overall context, this research is expected to make a practical contribution for PAUD managers in designing impactful parenting program planning. In addition, the results of this research are expected to be the basis for the preparation of internal policies of educational institutions to improve the quality of partnerships with families. Furthermore, the findings of this study are also expected to enrich the scientific literature on early childhood education program planning, especially in the context of collaboration between parents and schools.

RESEARCH METHODOLOGY

Research Approach and Design

This study uses the Qualitative by the Case Study to explore in depth the phenomenon of planning stages in the parenting program as an effort to build parenting collaboration between schools and families. This approach was chosen because it is in accordance with the research objectives oriented towards understanding meaning, processes, and social dynamics in a real context, rather than on generalizing results (Creswell, 2009, 2012, 2014, 2018; Creswell & Poth, 2017). The case study method provides an opportunity for researchers to explore complex phenomena by considering the social and environmental context that surrounds them (Robert K Yin, 2014; Yin, 2018) (Creswell, 2009, 2014, 2018). In addition, this approach allows the use of multiple data sources to gain a thorough and contextual understanding (Johnson K. Stake R, 1995). In line with the view (Baxter & Jack, 2008), qualitative case studies also provide an opportunity to deeply understand the interactions between actors in specific contexts, including the collaborative relationship between schools and families in the implementation of parenting programs.

Role and Presence of Researchers

In qualitative research, the researcher plays the role of main instruments in the process of data collection and analysis. Researchers are directly involved in the field to observe, interact, and collect data in a naturalistic manner. This active engagement allows for the building of deep relationships with participants and the acquisition of authentic data (Creswell, 2009, 2012; Creswell & Poth, 2017). In the context of this study, the researcher plays the role of Participatory Observer, systematically record the interactions and dynamics that occur during the implementation of the parenting program at the Rainbow Toddler Daycare. This approach is in line with the principle of case studies that emphasize the importance of a deep understanding of social context through various data collection techniques (Robert K Yin, 2014; Yin, 2018). The involvement of researchers as the main instrument also allows for the application of Data triangulation through observation, interviews, and documentation (Patton, 2015) (DeWalt & DeWalt, 2011). Thus, the presence of researchers directly in the field strengthens the validity of the data and provides a more holistic understanding of the phenomenon being studied.

Research Subjects and Informants

The selection of subjects in this study was carried out in a Purposive, namely the deliberate selection of informants based on certain considerations relevant to the focus of the research. (Creswell, 2009, 2012, 2014, 2018; Creswell & Poth, 2017) explained that in qualitative research, researchers deliberately select individuals or groups that are considered to be able to provide the most in-depth understanding of the phenomenon being studied. With these considerations, the main informants in this study include the head of daycare, the coordinator of the parenting program, and three parents who are actively involved in the planning of the parenting program. To enrich data and strengthen source triangulation, The researcher also involves additional informants such as administrative staff and program supervisors, so that the data obtained can reflect the diverse perspectives of the various parties who contribute to the planning of the parenting program.

Data Collection Techniques

The data collection in this study refers to a qualitative approach as explained by (Creswell, 2009, 2012, 2014, 2018; Creswell & Poth, 2017) which emphasizes the importance of triangulation through interviews, observations, and documentation studies to gain a comprehensive understanding of the research context. Data is collected through three main techniques, namely In-depth interviews, Participatory Observation, and Documentation Studies. Interviews are conducted in a semi-structured manner to maintain a balance between topic focus and flexibility in digging out broader information from participants. Observation is used to directly observe the planning of the parenting program, the meeting of the management team or teachers in compiling Parenting Program Plan, Discussion on Purpose, Theme, and Form of Parenting Activities (seminars, workshops, visits), distribution Duties and responsibilities between team members, process Decision (e.g. choosing a time, source, or method). The documentation includes the Daycare Annual Work Plan (RKT), the Parenting Program Plan (activity schedule, theme, objectives, goals, success indicators), Parenting activity proposals (including background,

objectives, form of activities, and budget), Academic calendar or daycare activity calendar that contains parenting program schedules, parenting syllabus, Minutes of planning meetings (staff, manager, and parent meetings). The primary data sources of this study are school principals, teachers as coordinators of parenting programs, and parents as committee representatives. The combination of these three techniques provides a solid foundation for obtaining credible and contextual data.

Data Analysis Techniques

Data analysis was carried out in a Thematic, following the steps put forward by (Braun & Clarke, 2006), namely data transcription, coding, theme identification, categorization, and interpretation of meaning. Thematic analysis was chosen because it was able to trace the patterns of meaning that emerged from the participants' narratives and relate them to the social context behind the phenomenon. During the analysis process, the researcher conducted Data Reduction simultaneously while writing reflective memos to maintain the integrity of the meaning and context of the data. The validity of the findings is strengthened through Source triangulation to the informant to ensure the consistency of the researcher's interpretation with the participant's experience (Creswell, 2012; Lincoln & Guba, 1985). In addition, the researcher's reflexivity is maintained throughout the analysis process to minimize bias and maintain the credibility of the interpretation (Charmaz, 2014) (Miles et al., 2014) (Patton, 2015).

Location and Duration of Research

This research was carried out at the Rainbow Toddler Daycare, West Java, Indonesia, for sixteen months, from June 2024 to September 2025. The selection of the location is based on the consideration that this institution has an active parenting program and has implemented a POAC-based management system (*Planning, Organizing, Actuating, Controlling*) consistently. This condition makes this institution a relevant context to explore the implementation of the planning stages in parenting programs as a form of collaboration between schools and families.

Research Ethics

Throughout the research process, researchers adhere to the principles of Qualitative Research Ethics, among others, maintaining the confidentiality of the identity of the informant, obtaining consent for voluntary participation (*informed consent*), and ensuring that there is no pressure or coercion during the data collection process (Orb et al., 2001). The researcher also applies critical reflexivity to personal positions and potential biases so as not to affect the objectivity of the analysis (Merriam & Tisdell, 2016) (Creswell & Poth, 2017). (Finlay, 2002) affirms that reflexivity is an integral part of ethical practices that demand the researcher's self-awareness in managing biases during research. In addition, researchers uphold the values of integrity, honesty, and respect for participants, as identified by (Stephen P. Robbins, 2013) as a standard of ethical quality in qualitative research. Thus, the entire research process is carried out in a transparent, responsible manner, and respects the dignity of the participants.

RESULTS AND DISCUSSION

The Application of Planning in Parenting Programs to Build School and Family Parenting Collaboration in Toddler Daycare

Systematic planning is a key component in the implementation of an effective parenting program, especially in the context of parenting collaboration between schools and families in daycare for toddlers. As stated, targeted educational planning allows for the realization of sustainable and meaningful change because it integrates short-term and long-term goals in the educational process. This is reinforced by the findings of the Association, which emphasizes that successful partnerships between schools and families can only be achieved through a systematic and participatory planning structure, in which all stakeholders are involved from the outset of the process. It empirically confirms that parenting programs designed with careful planning can significantly increase parental participation. The program not only increases parental involvement at home, but also strengthens communication between parents and teachers, which directly has a positive impact on the child's development. (Fullan, 2001) (Epstein, 2018a) (Karen L. Mapp, 2012) (Đurišić & Bunijevac, 2017). In an international context, the article shows that schools that adopt a collaborative planning approach show a more consistent and structured increase in family participation compared to schools that run programs without directed planning. (Stephen P. Robbins, 2013; Warren et al., 2009)

From the point of view of Islamic education, the importance of planning is reflected in the concept of *Governance* (good management or management), which is part of the morals of a leader (teacher/parent). Allah SWT says in QS. Al-Hashr [59]:18, "*O you who have believed, fear Allah and let each one of you pay attention to what he has done for tomorrow.*" This verse emphasizes the urgency of planning and awareness of the consequences of future actions. The importance of planning and introspection is contained in the sentence "let each self pay attention to what he has done for tomorrow", interpreted as a command to do meditation (self-introspection). This is not just for life in the world, but it specifically refers to preparation for the afterlife. Thus, this verse emphasizes that good planning must begin with self-evaluation of past actions. Although Quraish Shihab does not use the term *Governance* explicitly but at the heart of his explanation is very relevant to self-management and life management. Self-Management is a command to pay attention to "what it has done", it is a form of self-management. This is an evaluation process (*muhasabah*) which is the basis for future planning (*tadbir*) while life management is the command to prepare provisions for "tomorrow" is the essence of life management, which includes planning strategies to achieve goals, both in this world and in the hereafter. (Shihab, 2005a)

In Islamic education, parenting programs not only aim to shape children's behavior, but also foster the spiritual responsibility of parents in educating children according to Islamic teachings. Good planning helps prevent schedule overlap and ensures activities that are relevant to the actual needs of parents. Planning clarity also provides time adaptation space for parents, which increases the likelihood of their active participation. This is in line with an approach that emphasizes the importance of synchronization between the micro environment (family) and the meso (educational institution) to form a consistent experience for children. Thus, systematic planning is not only a managerial technical instrument, but is an integral part of the child's

character development strategy through the synergy between formal and informal education, as well as the internalization of Islamic values in collaborative parenting. (Nasution , 2020) (Bronfenbrenner, 1979)

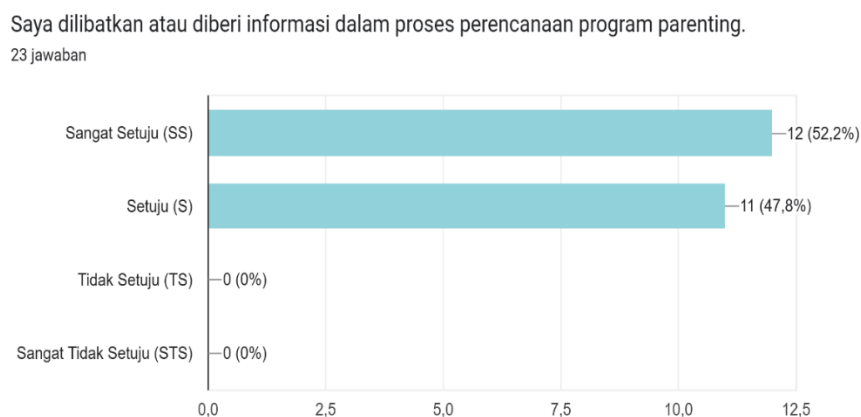


Diagram 1. Parenting Program Planning Process

The results of the descriptive analysis of the indicators of parental involvement in parenting program planning showed that all respondents gave positive responses to the statement items submitted. There were no respondents who stated *Disagree (TS)* or *Strongly Disagree (STS)*. Based on diagram 1, it can be seen that 52.2% of respondents chose the category "Strongly Agree", while 47.8% chose "Agree", without any negative responses. These results illustrate that the level of parental involvement in the parenting program planning process is very high, with an average score of $M = 4.52$; $SD = 0.50$ (on a Likert scale of 1–5). The high score indicates that parents feel that they have obtained sufficient information and are involved in the program planning process. This indicates that the communication and participation mechanism between the program organizer and the participant (parents) has been running effectively.

The results of this study strengthen the understanding that high parental involvement rate plays a significant role in the quality of the implementation of parenting programs. The data shows that parents not only receive information, but also feel part of the planning process. This phenomenon is in line with the results (Alves et al., 2024) through systematic review of *Home-Visiting Parenting Programs* found that a form of active and sustained engagement between parents and facilitators resulted in a marked improvement in mother-child interaction, especially in terms of sensitivity and responsiveness. Furthermore, the findings (Fitri Annisa & Wulandari, 2025) show that parental involvement in the digital context (*ICT-based parenting or learning programs*) also improve children's digital literacy and the effectiveness of the learning process. This expands the understanding that engagement is mediated by good communication and information, such as in the parenting program studied. It is also relevant in the modern context based on technology.

From a psychological point of view, high parental involvement is also related to Self-efficacy (*self-efficacy*) in a parenting role. The higher the self-efficacy of parents, the greater their

contribution to the home-school partnership. Therefore, the strategy of providing information and involvement in program planning should not only be formal, but also geared towards increasing parents' confidence in their parenting capacity (Ma et al., 2024) (Indrasari & Affiani, 2018). These findings are also in line with the results of the survey (Pennington et al., 2024) which emphasizes that structured and sustainable parent-teacher interaction is an important component in maintaining the effectiveness of educational partnerships. This reinforces the interpretation that meaningful engagement (*meaningful involvement*) must be accompanied by continuous communication and mutual feedback, not just one-sided information.

Meanwhile, the results of a survey by (Aldridge et al., 2024) about *technology-assisted interventions* suggests that parental involvement increases significantly when they are engaged from the program design stage (*Co-design approach*). In the context of this study, the data show that parents feel involved in the planning stage, but there is a need for reinforcement so that the form of involvement develops towards active participation in the design and evaluation of activities.

The high level of involvement as shown in the results of this study has important implications for the success of parenting programs. According to (J. L. Epstein, 2018) Parental involvement in children's education not only provides emotional support, but also increases the effectiveness of the implementation of child development-oriented programs. In line with that (Hornby & Lafaele, 2011) states that active and meaningful parental participation is a key factor in the success of family education programs. The findings of this study are in line with the results of the study (Kiely et al., 2021)(Şengönül, 2022)(Goodall, 2018b)(Borgonovi et al., 2012) which states that high levels of parental involvement are positively correlated with improved quality of communication between schools and families, as well as strengthening a sense of ownership of the program. In the context of a parenting program, this can be interpreted as the greater the involvement of parents in the planning stage, the higher their commitment to the implementation of activities.

However, although the data show a high level of engagement, it is important to further examine the depth of these forms of engagement. Based on the parental engagement model by (Kiely et al., 2021) (Piskorz-Ryń & Chikwe, 2024)(Henderson, Anne T.; Mapp, 2002) Parental participation can be categorized into several levels, ranging from informative (receiving information) to collaborative (partnering in planning and evaluation). Thus, the results of this research can be the basis for the development of a more participatory parenting program. Efforts to improve the quality of the program can be done by expanding the space for parental participation, not only limited to providing information, but also involving them as active partners in decision-making and evaluation of activities.

Effective parenting program planning cannot be done unilaterally or top-down. Instead, planning should involve a variety of stakeholders such as teachers, psychologists, school management, and parent representatives. This multistakeholder engagement reflects the collaborative approach that characterizes community-based parenting programs. Research on the importance of multistakeholder involvement in education, particularly in parenting programs, shows that a collaborative approach involving teachers, parents, and schools builds emotional

attachment and shared responsibility for children's development (Goodall & Montgomery, 2014). (Goodall, 2018a). Similarly, the findings show that parental participation in school program planning strengthens the relationship between school and community and increases the success of long-term programs (Warren et al., 2009) (Goodall, J., & Montgomery, 2014) (Warren et al., 2009; Goodall & Montgomery, 2014) (J. L. Epstein, 2018)(Henderson, Anne T.; Mapp, 2002)

In the context of Islamic educational values, multistakeholder engagement reflects the principles of *Shura* or deliberation in decision-making. QS. Ash-Shura [42]:38 states that the characteristic of the believers is to deliberate in their affairs. This shows that collaboration and participation are fundamental principles in Islam (Ministry of Religion of the Republic of Indonesia, 2005). Al-Attas (1999) added that education in Islam not only emphasizes the transfer of knowledge, but also the formation of *adab* through the active involvement of all components of the educational community in the process of *Ta'dib* (character development) (Ihsan Prasetyo, 2025; Ulfa, 2010). Although parental involvement in the planning stage is still limited, the school's efforts to accommodate their input demonstrate an inclusive commitment and participatory approach. in models (Epstein, 2018a) *School, Family, and Community Partnerships* states that parental involvement in the early stages of planning reinforces a sense of belonging (*ownership*) to the program and increase their participation in the implementation stage. In the context of strategic management, (Epstein, 2018a) (Bryson & Alston, 2005) states that the involvement of multi-stakeholders in the early stages of planning strengthens the legitimacy of the program and improves the quality of its implementation on an ongoing basis. Thus, multi-stakeholder involvement in planning is not just a form of administrative participation, but an important part of a strategic approach that puts the community at the heart of the child's education process. This approach combines modern educational theory, international collaborative practice, and Islamic values in one synergistic framework. (Epstein, 2018a)

The researcher interprets that the high level of parental involvement in parenting program planning not only reflects the success of communication mechanisms between program organizers and participants, but also illustrates the transformation of partnership values in the context of family education. When all respondents expressed agreement or strongly agreed with their involvement, it showed that the program had succeeded in building a *sense of inclusion* and a sense of belonging to the activities carried out. This phenomenon represents that parents are no longer positioned just as *beneficiaries*, but have begun to move towards active partners in the child's education process.

One of the main strengths of an effective parenting program is its ability to adapt to local needs and the specific characteristics of the communities served. In the context of daycare for toddlers, issues such as the role of grandparents in parenting, children's dependence on gadgets, unhealthy diets, and challenging children's behavior are real issues faced by parents. Program planning that takes these issues into account reflects the principles of *contextual relevance* in early childhood education, child development is greatly influenced by the context of microsystems (family, caregivers) and mesosystems (the relationship between home and school), so parenting programs must adapt to these realities (Bronfenbrenner, 1979) (Fullan, 2001). Studying in the report (Henderson, Anne T.; Mapp, 2002) *Partners in Education* emphasized that successful

school and family partnership programs always begin with mapping local needs. These needs-based adjustments not only make the program more relevant but also increase participation and sustainability rates. Similarly, programs that pay attention to cultural, economic, and local family dynamics differences are much more successful in building meaningful parental engagement. (McWayne et al., 2013)

From an Islamic perspective, the adjustment of the program to local needs reflects the values of *hikmah* (wisdom) and *urf* (local community habits) in educational practice. Islam encourages an educational approach that is not uniform, but contextual and tailored to the needs and conditions of the ummah. This is reflected in the words of Allah in the Qur'an. An-Nahl [16]:125, "*Call (people) to the way of your Lord with wisdom and good instruction, and refute them in the best way...*" This verse, according to Quraish Shihab in *Tafsir Al-Misbah*, shows that the method of delivering da'wah and education in Islam must take into account the characteristics of the individual or group being targeted. The word *wisdom* refers to the wisdom in adapting the approach according to the context, while *mau'izhah hasanah* shows the importance of delivering gently and touching the heart. Even in differences of opinion, Islam still advocates dialogue in a good way. Therefore, this verse is the basis that the educational process in Islam must be adaptive, communicative, and responsive to the reality of students. This principle is in line with modern educational approaches that emphasize diversity of backgrounds, learning needs, and communication styles (Shihab, 2002).

Islamic education, according to Al-Ghazali (2000), emphasizes teaching methods that are appropriate to the child's psychological readiness and social environment, rather than a uniform and rigid approach. Adjusting parenting materials based on the local context is also an important aspect of strategic planning. Good planning not only considers the overall goals of the program, but also addresses the specific issues that parents face in the field. This is in line with (Al-Ghazali, 1995) *the responsive planning* approach, which is adaptive planning to social dynamics and audience needs. That way, parenting programs become more inclusive, relevant, and well accepted by the community. Thus, the adjustment of parenting programs to local needs shows that planning is not only administrative, but also reflective and socially data-based. The integration of local contexts, Islamic values, and participatory approaches creates a strong foundation for the success of parenting programs in daycare environments for toddlers. (Epstein, 2018b) (Bryson & Alston, 2005; Etikawati et al., 2019)

One of the main obstacles in planning parenting programs in the toddler daycare environment is the limited time of parents. Most parents work full-time, making it difficult to be directly involved in the planning process physically or face-to-face. These barriers are not only technical, but also structural. Access and involvement in educational activities is greatly influenced by social capital and the time that parents have. When time is of the essence, conventional forms of participation become unrealistic, and this has an impact on low engagement in the planning process. To overcome this, a flexible and adaptive approach is a key strategy. For example, the use of communication technologies such as WhatsApp groups, online polls, and digital discussion forums can facilitate parental involvement without requiring physical presence. Planned and structured digital communication can increase parental involvement, even in

conditions of limited time and distance. This approach is also in line with Goodall's (2016) notion of (Ho, 2009; Liu et al., 2020; Ringenberg et al., 2009; Şengönül, 2022) (Thompson et al., 2015) *parental engagement at a distance*, which emphasizes the importance of creating alternative pathways of engagement that are inclusive and appropriate to modern family dynamics (Goodall, 2018b, 2018a)

From the perspective of Islamic education, limitations are not a reason to ignore the role in children's education. Islam encourages ease and adaptation in the implementation of obligations. QS. Al-Baqarah [2]:185 states that "Allah wills ease for you and does not want hardship for you..." (Ministry of Religion of the Republic of Indonesia, 2005). The essence of ease and leniency, namely "Allah wills ease for you and does not want hardship for you" is the basis of all Islamic law. Every rule in Islam contains an element of convenience and does not burden His people. This leniency is not just tolerance, but it is a form of God's love. (Shihab, 2005b) This value is the basis for a flexible approach to parental involvement. The importance of finding a middle ground (*tawazun*) in educating children, including by paying attention to the condition of parents and adjusting learning and communication methods according to their capacity. While flexibility is important, planning should still be a systematic and structured process. His approach to (Al-Ghazali, 1995). (Arliya, 2020; Baharshah et al., 2021; Mighfar, 2023; Tumiran, 2019) *Strategic Planning* emphasizes that the success of social programs such as parenting depends heavily on the ability of planners to adapt to limited resources, including time. Therefore, solutions such as digitization of participation, online surveys, and asynchronous engagement are part of an inclusive and responsive planning strategy to existing barriers. Time constraints are not an absolute barrier, but a trigger for innovation in planning. Through an adaptive approach based on technology, Islamic values, and strategic planning principles, parenting programs can still be designed in a participatory, efficient, and relevant manner for all parties involved. (Bryson & Alston, 2005) (Bryson & Alston, 2005; Epstein, 2018b)

Participatory planning has a significant impact on increasing collaboration between schools and parents. When parents are involved early on in the planning process, they feel recognized as an important part of the child's educational process. Theory *Family-School Partnerships* of Epstein (2011) emphasizes that effective parental involvement must start from the planning stage, since the sense of belonging built from the beginning will increase ongoing participation and collaboration. Research by Kim and Sheridan (2015) in (Epstein, 2018b) *School Psychology Quarterly* showed that when parents felt they had an active role in planning school activities, their commitment to involvement increased significantly. Parenting activities that are designed openly and flexibly improve trust and quality of communication between schools and families (Sheridan, S. M., & Kim, 2015). Another article by Borgonovi and Montt (2012) in *OECD Education Working Papers* reinforces these findings, showing that joint planning between schools and parents strengthens the mutual trust that is the foundation of healthy collaboration (Borgonovi et al., 2012)

In Islam, collaboration in education is not just a technical strategy, but a shared obligation between the home and the institution. Children's education is a mandate that is carried together. QS. At-Tahrim [66]:6 teaches, "*Protect yourself and your family from the fires of hell...*", which

affirms that children's education is a collective responsibility (Ministry of Religion of the Republic of Indonesia, 2005). Although parents have a major role, the family's collective responsibility is also emphasized. All family members should remind and support each other for the common good. (Shihab, 2005a).

This concept is also affirmed by Al-Abrasyi (2003) who states that education is a cooperation between family, school, and society, where parents should not just leave educational tasks to the school (Azzahro Khoirunnisa, 2024) (Philosopher, 2021) (Al-Ghazali, 2017) (Al-Ghazali, 1995). The impact of collaborative planning can also be seen in the increased enthusiasm of parents to attend parenting activities. This shows that inclusive planning is able to foster a sense of shared responsibility. Bryson (2011) calls this process as *Collaborative Strategic Planning*, which is a planning process that prioritizes cross-stakeholder participation to create legitimacy and commitment in program implementation. When parents feel authentically involved, they are more likely to show loyalty to school activities and support the long-term success of the program. The impact of good planning is not only limited to the technical quality of the implementation of parenting programs, but also touches on the emotional and social aspects of the relationship between school and family. Collaboration that grows from inclusive planning creates a supportive educational climate, based on mutual trust, and Islamic values that uphold cooperation in goodness. (Bryson & Alston, 2005; Epstein, 2001, 2018b)

Careful planning in parenting programs has proven to have a strategic role in building effective collaboration between schools and families in daycare toddlers. Through systematic, participatory, contextual, and flexible planning, parenting activities become more relevant, directed, and able to increase parental involvement. The support of foreign education theories such as Epstein, Bryson, and Bronfenbrenner, as well as the findings of various international studies, reinforce the importance of multistakeholder engagement and adaptation to local needs. Islamic educational values such as deliberation, collective responsibility, and the principle of convenience are also aligned with inclusive planning practices. Conversely, the absence of planning can cause activities to become ineffective and lose strategic meaning. Thus, planning is the main foundation in building parenting synergy between school and family.

CONCLUSION

Based on the results of research and discussion related to the stages of parenting program planning at Pelangi toddler Daycare, it can be concluded that the planning stage is a determinant component in realizing an effective, sustainable parenting program, and in harmony with the values of Islamic education. The integration of values such as rahmah, uswah hasanah, and Ta'awun at the planning stage is proven to strengthen the preparation of program objectives, material selection, and parent involvement strategies so that collaboration between schools and families can be built more harmoniously and substantially. Comprehensive planning not only increases parent participation, but also encourages positive changes in parenting and supports the creation of a nurturing environment that is educative and spiritually valuable for children. The findings also indicate the need to develop interactive communication systems that are grounded in Islamic educational values and supported by technology, such as mobile applications, to accelerate coordination, strengthen transparency, and facilitate ongoing feedback between schools and families.

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