

The Effectiveness of School-Family Partnerships on Students' Character and Mental Recovery

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ABSTRAK

Alasan dan motivasi untuk membuat penelitian ini adalah rendahnya partisipasi keluarga dan masyarakat dalam mendukung akademik siswa. Untuk itu perlu adanya kemitraan sekolah-keluarga untuk meningkatkan kualitas pendidikan Indonesia, salah satunya pada hasil belajar siswa. Penelitian ini dilakukan untuk mengetahui efektivitas kemitraan sekolah-keluarga terhadap karakter dan pemulihan mental siswa. Penelitian dilakukan dengan menggunakan metode survei dengan populasi dalam penelitian ini meliputi siswa, orang tua, dan guru pada Sekolah Menengah Pertama se-Kota Bandung. Jadi sampel yang dapat diambil adalah 434 siswa Sekolah Menengah Pertama di Kota Bandung, 256 orang tua siswa, serta 51 guru dan pihak sekolah. Teknik pengumpulan data menggunakan kuesioner dan analisis data menggunakan Teknik prosentase, korelasi dan regresi. Hasil penelitian menunjukkan bahwa (1) siswa menampilkan dampak yang cukup seperti stress dalam belajar akibat pandemic Covid 19; (2) bentuk kemitraan sekolah-keluarga yang dicanangkan berupa jejaring digital dengan nama SCOLA FAMILIA; (3) ada pengaruh yang signifikan antara pelaksanaan sekolah-keluarga kemitraan terhadap karakter dan pemulihan siswa. Hal ini menunjukkan efektivitas kemitraan keluarga-sekolah terhadap karakter dan pemulihan mental siswa.

ABSTRACT

Keywords:

School-Family Partnerships;

Students' Character;

Mental Recovery.

The Effectiveness of School-Family Partnerships on Students' Character and Mental Recovery. *The reasoning and motivating to create this research by the low participation of the family and the community in supporting the academics of students. For this reason, it is necessary to have a school-family partnership to improve the quality of Indonesian education, one of which is on children's learning outcomes. This study was conducted to determine the effectiveness of the family-school partnership on on character and the mental recovery of students. The research was conducted using a survey method with the population in this study including students, parents, and teachers at junior high schools throughout the city of Bandung. So, the samples that can be taken are 434 junior high school students in Bandung City, 256 students' parents, and 51 teachers and school authorities. Data collection techniques using questionnaires and data analysis using percentage, correlation and regression techniques. The results of the study show that: 1) students display sufficient impacts such as stress in learning due to the Covid 19 pandemic; 2) The proposed form of school-family partnership is in the form of a digital network under the name SCOLA FAMILIA; 3) there is a significant influence between the implementation of school-family partnerships on student character and recovery. This shows the effectiveness of the family-school partnership on students' character and mental recovery.*

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Introduction

Based on a survey of the International Literacy (International Literacy Association, n.d.), as many as 40% of teachers reported that during learning from home, various teacher instructions were often ignored, including many obstacles related to learning starting from accessibility, inadequate internet facilities and infrastructure. The condition of students during distance learning experiences a rapid shift including 'social emotional development'. In addition, there are many traumatic situations in which parents can be essential workers during COVID-19, such as caring for a boy up to 18 years old, working from home full time, or having limited Wi-Fi access in case of distance learning more powerful to be allowed.

As of May 6, 2020, approximately 15% of adults are unable to work remotely and are not actively working, which could cause additional stress or injury to the family and the rest of the family. Specifically, approximately 21% of parents are currently working away from home during COVID-19, and up to 20% of parents are working remotely from home Duffin, 2020 (Hodges et al., 2020). This finding indicates that some households may not have adequate resources to provide online and offline instruction.

During COVID-19, student families face lack of socialization, barriers to technological equity, citizenship/digital security issues, internet bandwidth issues, unemployment, loss of members, lack of family food, essential work and other challenges (Kyzar, et.al, 2018). This contributes to toxic stress and trauma in the student environment. Trauma is an emotional response to a traumatic event (American Psychological Association, 2020). Middle-class students who have experienced trauma in the form of (1) struggle with daily life; (2) struggle and struggle to understand that their "world" will not return to normal in the foreseeable future; and (3) responding to the catastrophe of the "abnormal" functioning of society. The impact is large and changes adolescents' mental health and emotional stability, including learning outcomes (National Child Traumatic Stress Network, 2017; Eric D. Miller, 2020; CASEL, 2020)

The model commonly used to study the role of parents in schools is the parent involvement model, while the school-home partnership model has been gaining popularity in different countries over the past 10 years. (Kim et al., 2012) found that of the 83.3% of parent intervention studies since 1979 and the studies on the impact of parent participation approaches, only 16.7% used the school-family partnership approach (Epstein & Sheldon, 2006; (Henderson, A. T. & Berla, n.d.); (Kim et al., 2012). Partnerships are built on the needs of children so that parents/guardians and the community are expected to actively participate in school-related activities. The partnership model involves a wide network and involves students, parents, teachers, education staff, communities, entrepreneurs, and partner organizations in the field of education.

Several previous studies related to School Family Partnership and its effectiveness on students. From several studies it has been revealed that since COVID-19 a digital network-based School Family Partnership is needed to reach connectivity of teachers, students and parents. However, there are several obstacles that affect parental involvement, namely the different perspectives of teachers in teaching students, so it is necessary to develop an effective partnership between educators and parents from different backgrounds. It is also important to develop family-school community partnerships, especially placing school counselors in several partnership programs that are practiced based on school level (elementary, junior high and high school) (Hodges, et al, 2020; Chu, et al, 2012; Bryan & McKoy, 2004).

Based on the background of the problem, the problem is elaborated into several questions as follows: What is the general description of student learning behavior during online learning?; What is the form of implementation of school family-partnership in schools?; How is The effectiveness of the Family-Community School Partnership on children's mental recovery?

Method

This study uses a research and development design or often known as Research and Development (Borg, W. R., & Gall, 1989) which describes four main characteristics of R&D research, namely: conduct preliminary research to obtain the results of the research on the manufactured product; develop products based on research results; conducting field tests in the actual conditions or situations where the product will be used, and to make corrections to eliminate the deficiencies found during the field testing stages. The population in this study includes students, parents, and teachers in junior high schools throughout the city of Bandung. So, the samples that can be taken are 434 junior high school students in Bandung City, 256 students' parents, and 51 teachers and schools. As for collecting research data, a questionnaire sheet was used as a measuring tool for the implementation of the education Tri-Center partnership in schools. In addition to the questionnaire, the researchers also conducted interviews to obtain information related to any obstacles that occurred in schools during the implementation of the tri-centra education partnership. To find out the implementation of the school-family partnership on the research subject, it can be done using the CIPP approach (Context, Input, Processes, Products).

Results and Discussion

In this section, we will discuss the general description of changes in student learning behavior during the Covid 19 Pandemic. The initial data collection/survey was carried out related to the general description of the toxic stress phenomenon among students in learning during the Covid 19 pandemic with a population of junior high school students in Bandung Regency and City and a sample of 434 people. Based on the variables related to the description of the learner's learning behavior, a descriptive statistical calculation was carried out to obtain an overview of the X variable. By operating the SPSS 22 program, the following are the results of the calculation:

Table 1. Statistical Description of Variabel X

	N	Min	Max	Median	Mean	Std. Deviation	Sum
X	434	24	72	45.00	45.37	8.785	19691
Valid N (listwise)	434						

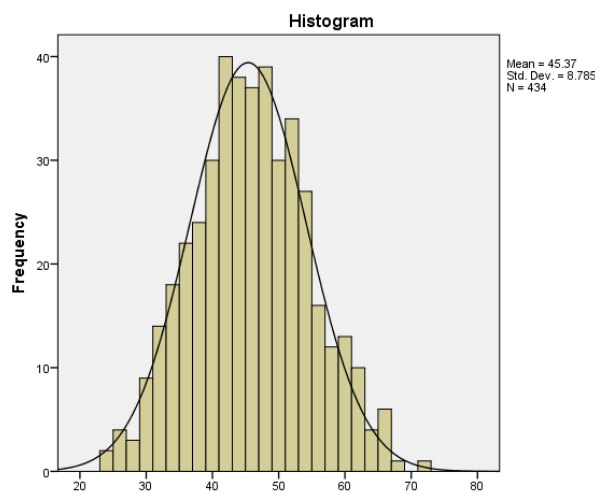


Figure 1. Histogram of Variable X

Referring to the table and histogram above, the mean value for the variable X is 45.37 by classifying the categories of 5 answer options from 16 statement items, then the classification is obtained as follows:

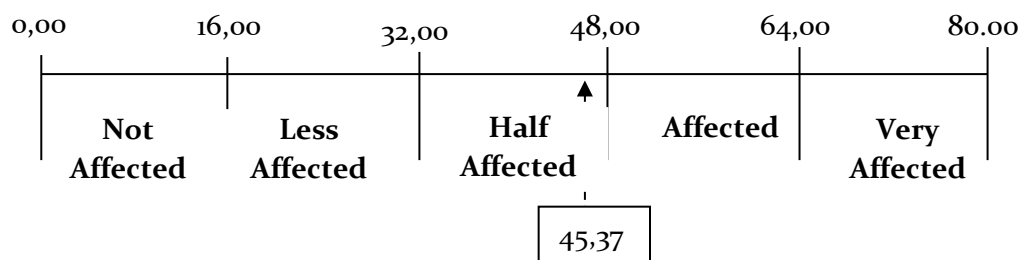


Figure 1. Classification of the behavior of students who show stress in learning during the pandemic

Based on this classification, it can be said that, variable X related to the behavior of students who show stress in learning during the pandemic is classified in the 'Sufficiently Affected' category so it can be seen that students are quite affected by changes in behavior due to the Covid 19 Pandemic. Students show sufficient symptoms of the COVID-19 pandemic pressures that arise from changes in learning behavior before and after Covid 19. This study reveals that the factors that cause student stress are presented as follows: (1) academic stress, (2) continuous online learning, (3) lack of confidence to come forward, (4) optimistic about doing everything on their own, and (5) always wants to group and join in with other friends.

Parents play an important role in the process of developing the potential and character of children. The role of parents and parenting greatly affects children's achievement. In line with (Puspitasari & Wati, 2018) that the participation of families in children's learning activities can increase their potential to adapt and achieve. In addition, as stated by (Jatmika, 2018) in his research which states that family participation in the child's education process can raise children's learning achievement. Parents who can work together effectively with schools can form students with character and achievement. Parents as important partners in the educational process are very influential on the development of student learning, this can be seen from student learning behavior such as an increase in attendance, high discipline, and high achievements. This form of parental participation can be in the form of support for children's homework, participating in parent advisory groups, and attending invitations from schools. (National Scientific Council on the Developing Child, 2011).

Apart from the family environment, the school environment and the community also play a major role in the formation of children's potential (Herlina, Ni Made Sulastri, 2020). This school and community can become a second environment after the family to find themselves and their potential. Good relations from all three parties will be able to help the development of education and the overall success of children. In this school activity, the role of the school committee that bridges the parent-school relationship also plays a major role in improving the quality of school services (Jamilah, 2019). The activities that involve the school committee are internal school committee meetings, school work plan meeting agendas, and organizing major events at school. The achievement of implementing community partnerships in schools is in the good category with an overall percentage of 0.83%. This shows the public's attention to the implementation of education in schools and its development, especially in efforts to improve the quality of education.

This is based on research conducted by Boonk, et al. that the participation of parents in children's learning has a major effect on children's achievement (Suhartono et al., 2019). Parental involvement and family partnership interventions have become very successful in improving children's learning, behavior, and socio-emotional outcomes (Sheridan & Wheeler, 2017). Family-school-community partnerships can have a major impact on student learning

outcomes. Good collaboration between schools, families, and communities can create a positive educational environment and support the process of character development and student achievement. (Daheri & Warsah, 2019).

So, based on the results of the study, it can be seen that the implementation of school, family, and community partnerships is effective in overcoming children's social emotions, including mental disorders such as toxic stress in learning. The role of both the family and the community on the continuity of educational activities in schools has a significant direct effect on the mental recovery of children. With the implementation of this strategy, it is hoped that in the future, the partnerships established by schools, families, and communities will become stronger. So that this will affect the quality of education, especially children's mentality and will also have an effect on increasing student learning outcomes significantly.

In previous research from the Data Resource Center for Child and Adolescent Health survey, nearly 35 million US children have experienced one or more types of childhood trauma (Data Resource Center for Child & Adolescent Health, 2018). This is a form of deep concern because children are the next generation to continue all forms of activity in this world. In stress behavior stress is also connected to areas of the brain that represent pain, discomfort, and anxiety. (Perry, Bruce D. Szalavitz, 2006).

In the next section, the researcher will describe the form of school-family partnership implementation in schools. The design of the digital school family-partnership network model is that SCOLA FAMILIA is an interactive service in building partnerships between families, schools, and communities. This ecosystem is expected to be a forum to assist schools in collaborating with families and communities in the digital era towards good partnership management. This ecosystem media is in the form of digital networks such as websites that are made for Learning Management System (LMS) software needs with HTML, PHP and MYSQL programming languages. LMS is made through various stages, namely as follows.

The previous needs analysis stage produces an overview and concept of digital services which will be outlined in the form of storyboards, flowcharts, and display sketches.

Table 2. Concept and Procedure

No	Concept	Procedure
1	Storyboard	After the sketch of the portal display was completed, the research team made a picture of how the website's appearance changed on each page. Storyboard is actually a combination of tree diagrams and website sketches. Storyboards are important because in making a website it involves other designers in one team. The storyboard is used to explain the design of the Scola Familia model that will be developed visually.
2	Flowchart	The following is an explanation of the Flowchart or steps for developing the SCOLA FAMILIA model for users: Menu offered such as homepage, about us, partnership program, content, counseling services, and contacts; For the about us menu contains vision, partnership management, partnership users, and partnership models; To look for partnership programs consisting of school partnerships, family partnerships, and community partnerships;

			To search for content consisting of animated videos, material videos, storytelling, and podcasts; To seek forms of counseling services consisting of family services and school services.
3	Website Sketch	Display	After completing the flowchart design of the website page in the form of a tree diagram, the research team sketched the appearance of the website according to the analysis of student needs. The menus on the LMS website include the homepage, about us, partnership programs, content, counseling services, and contacts. The following is a sketch of the website as follows.

To make the appearance of the website adjusted with the help of sketches, so that the work of designing the website will be more focused. The sketch in question does not need to be detailed, it is enough to make a rough appearance of a website. The display must include the layout, font type, columns, navigation and basic colors of the website display. For the detail work just starts when you design on the computer. One important thing for you to remember. Websites that present information must have easy navigation, not too crowded with graphics and color games. The following is a sketch and website appearance that is tailored to user needs.

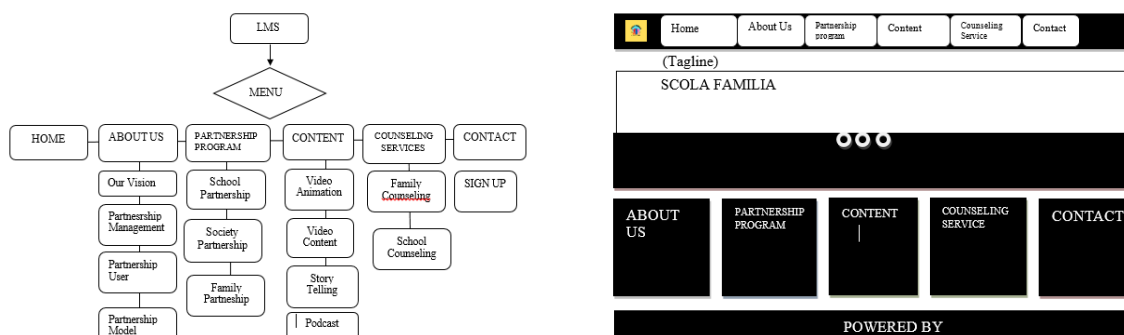


Figure 3. SCOLA FAMILIA model development flowchart and Display Sketch

In this condition, a role is needed to be able to jointly supervise children in ongoing development, how to supervise children when they will develop is the main task of the family which is the primary factor responsible for the ongoing development of children. Departing from the research results that the relationship between family and school is still very rarely done. Policies no longer provide a framework and practical implementation of the School-Family Partnership (Patrikakou et al., 2003). There are many reasons for building partnerships at school, at home, and in the community. Programs tailored to these needs can be relevant school-family partnerships, providing family services and support, improving parenting and leadership skills, connecting families with other school members as well as community and teachers, and undertaking support work. However, the main reason for this partnership is to help all young people succeed in school and later in life. When parents, teachers, students, and others see each other as educational partners, a caring community forms around students and begins to work. However, the main reason for creating such partnerships is to help all young people succeed in school and later in life. Consideration of child development is believed and becomes a principle for all individuals involved in the educational process (Eccles, 1991; Elias, Bryan, (Patrikakou et al., 2003); Steinberg, 1992; Eccles & Harold, 1996; Patrikakou, 1997, 2004; Reynolds & Walberg, 1992), and the need for policies outlining school-family partnerships (Jr, 1988).

The Digital Family Partnership to Overcome Toxic Stress is a student-centered partnership model between schools, families and the community. It stems from the reality of the environment in which students are the main subject in their education, development and

academic success. School-family-community partnerships cannot produce successful students. In contrast, collaborative activities can be designed to engage, guide, energize and motivate students to achieve their own success. The hypothesis is that if children feel supported and encouraged to work hard as students, they are more likely to do their best to learn to read, write, count, and learn other skills and abilities and stay in school. Of course, with some discussion between teachers and parents, a kind of integration can be shown to students where the parent-teacher partnership is equally important to the success of students: school, family, and community. Students are often parents' primary source of information about school. In a closely collaborative program, teachers engage students in both traditional family communication (for example, giving a memo or report) and new communication (for example, talking to family members about homework or parent teacher involvement) to understand and motivate. Develop a thorough understanding of how schools, families and communities should work with students to improve their chances of success. (Rahmawati & Yaswinda, 2022).

In the final section, the results of research related to the effectiveness of the Family School Partnership are presented in the mental recovery of students in overcoming toxic stress in learning. The results showed that there was a high correlation between school-family partnerships and students' mental recovery in overcoming toxic stress in learning. This is because the implementation of school-family partnerships can be one of the efforts to support the success of children's education and improve the quality of education. The correlation results obtained the following description:

Table 3. Correlations

	X	Y
X Pearson Correlation	1	.654
Sig. (2-tailed)		.524
N	38	38
Y Pearson Correlation	.654	1
Sig. (2-tailed)	.524	
N	38	38

From the correlation table above, it can be seen that the Pearson Product Moment Correlation is $r = 0.654$ and the $P(\text{Sig.})$ value = 0.001 . Since P value (Sig.) = 0.001 is less than $= 0.01$, it can be argued that there is a significant linear relationship of 0.654 between school-family relationship and students' mental recovery when facing toxic stress during learning edit, process. As explained by Guilford's rule of thumb, relationship intimacy is of a high level.

Based on the results of the regression test, the results are as described in the following table:

Table 4. Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654 ^a	.427	.339	7.52842

a. Predictors: (Constant), X

The R^2 (R-squared) value from the model summary table shows that 42.7% ($0.427 \times 100\%$) of the variation in the "Y" variable can be explained by changes in the "X" variable. To overcome toxic stress in learning, it shows a significant positive effect of implementing school-family partnerships through digital networks on students' mental recovery. The effect size was 42.7% , and the remaining 57.3% was influenced by other factors not considered in this study.

Empirically, the results of this study inform that the application of school-family partnerships through the digital network "Scola Familia" has a positive and significant effect on students' mental recovery in overcoming toxic stress in learning. The tri center education partnership contributed 42.7% to the mental recovery of students during the pandemic, and the remaining percentage showed that there were other variables not included in this study that succeeded in influencing students' mental recovery outcomes including toxic stress in learning.

Schools, families and communities have the potential to create caring learning environments. Therefore, schools must create partnerships between teachers, parents and children. It is this collaboration that has an impact on life and learning in schools. The goal is to form schools that are not academically efficient but involve families in a way that builds the character of students. Communication between the three of them will have a good impact on children's development through strengthening the values of love, compassion, empathy, and calm. Good schools are able to create a caring educational environment that requires academic excellence, good communication, and productive interactions with the school, family, and community (Wheeler, n.d.)

Some children can do well in school without family involvement or even family neglect or stress, especially if the school has a good educational and support program. Teachers, relatives outside the immediate family, other family members, and community members can provide these students with important guidance and encouragement. When school, family and community supports are built, more students feel safe and cared for, understand their educational goals, strive to reach their potential, develop positive attitudes and behaviors at school and stay in school (Mulyadi, 2020). Looking at the numbers that have been obtained from the correspondent's results from the Effectiveness of the Family School Partnership on students' mental recovery in overcoming toxic learning stress. The implementation of the school-family-community partnership can be one of the efforts to support the success of children's education and improve the quality of education.

Conclusion

This study reveals that the factors that cause student stress are presented as follows: (1) academic stress, (2) continuous courageous learning, (3) lack of confidence to progress, (4) optimistic about doing something alone, and (5) always want to group and join with other friends. From these problems it is necessary to develop student character which involves the role of parents so that students have the ability to self-regulate and take responsibility for their own behavior. This network is an ongoing network between schools, teachers, students, and parents. The network is able to overcome learning stress and develop children's resilience optimally. Through the values of compassion, empathy, love and peace, communication between schools and parents makes children able to face the challenges faced in their environment. In addition, this network pays more attention to parenting, including the application of discipline, independence, communication style and motivation for children. Schools with a conducive, fair climate and providing positive experiences for children can also increase children's resilience which leads to the expected school readiness. School Family Partnership Through Digital Networks in Overcoming Toxic Stress in Students in the Covid-19 Era is a form of forum for problems that exist in the educational environment, especially in the conditions and situation of Covid-19 in the form of learning that fosters emotional souls in children so that children can build good relationships. comfortable and this is a collaboration between children, parents and teachers. Based on the research results that have been obtained, it is known that the effectiveness of implementing the school-family partnership pattern can have a significant and effective influence on students' mental recovery with a good proportion of 0.83% category. This can be seen from the good role of the School-Family Partnership Model of Influence on the Development of Student Learning in the Covid 19 Pandemic Era, looking at the numbers that have been obtained which produce positive data so as to be able to create good learning. conditions and situations. elaboration between students, teachers and parents.

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