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Developing Collaboration Between Parents, Schools, and the Community to Improve the Quality of Education at Jurong Pande Public Elementary School

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ABSTRACT

Educational quality improvement requires effective collaboration among schools, parents, and the community, especially in the era of educational transformation. This study was conducted to examine the conditions, implementation, and effectiveness of school family community collaboration in improving educational quality at Jurong Pande Public Elementary School. The research employed a mixed methods approach, combining quantitative and qualitative data. Quantitative data were collected through Likert scale questionnaires distributed to parents, teachers, and community members, while qualitative data were obtained through interviews, observations, and documentation. The results indicate that collaboration among parents, teachers, and the community is generally categorized as good to very good, particularly in aspects of communication, participation, and support. Observational findings confirm that collaborative activities are consistently implemented and integrated into school programs. Expert validation results show that the developed collaboration model is highly valid and feasible for implementation. The study concludes that structured, participatory, and sustainable collaboration among schools, parents, and communities contributes positively to improving academic performance, student character development, and the overall school environment. Future research may explore the application of this collaboration model in different educational contexts to strengthen its adaptability and sustainability.

1. Introduction

The goal of national education, as stated in Law Number 20 of 2003, is to develop the potential of students to become individuals who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This formulation emphasizes that education

has a comprehensive mandate, focusing not only on academic achievement but also on character formation, strengthening moral and spiritual values, developing social skills, and preparing students for life in society. Education is thus positioned as a strategic instrument in holistic human development.

Education also plays a crucial role in improving the quality of human resources (HR) as the foundation of national development (Sumual et al., 2024; Yusuf et al., 2026). A nation's development is not solely determined by the availability of natural resources but also depends heavily on the nation's capacity to manage and develop superior, creative, and globally competitive human resources (Saleh et al., 2020). Gunawan et al. (2023) state that education serves as the primary vehicle for developing the comprehensive potential of the Indonesian people, encompassing cognitive, affective, and psychomotor aspects. This strategic position of education makes the quality of education a key issue in the discussion and implementation of national development policies (Aithal & Aithal, 2020; Aziziyah & Ahmad, 2024).

Various international indicators indicate that the quality of education in Indonesia still faces serious challenges. The results of the 2022 Program for International Student Assessment (PISA) show that Indonesian students' reading, mathematics, and science literacy performance remains below the average for OECD member countries. Indonesia scored 371 in reading, 366 in mathematics, and 388 in science, while the OECD average is above 480 (OECD, 2023). These results reflect students' weak literacy and numeracy competencies, which are fundamental skills for mastering 21st-century knowledge and skills (Nityasanti et al., 2025).

Disparities in education quality across regions in Indonesia also remain relatively high. Data on the Education Development Index reported by Bappenas (2022) show a significant gap between urban and rural areas. Regions with better economic access, infrastructure, and educational services tend to have higher education quality than remote and interior areas. This situation indicates that equitable access to education has not been fully accompanied by equitable education quality (Hartanti et al., 2026). These issues with education quality are also reflected in Aceh Province. A 2022 report from the Ministry of Education, Culture, Research, and Technology shows that students' Minimum Competency Assessment (AKM) achievement in Aceh remains below the national average. The results of the AKM literacy reading at the elementary school level indicate that only a small proportion of students reach the "sufficient" and "proficient" categories, while the majority fall into the "basic" and "requires special intervention" categories. The numerical achievement shows a similar pattern, with the proportion of students reaching the capable category remaining relatively low. This condition indicates a fundamental problem in mastering literacy and numeracy competencies starting in elementary school (Megawati & Sutarto, 2021; Rustamto et al., 2026).

Pidie Regency, as a region in Aceh Province, also faces similar challenges in improving education quality. Data from the Aceh Education Office (2023) shows that the Net Enrollment Rate (NER) for elementary schools in Pidie Regency is relatively high. This high level of participation has not been fully matched by optimal student learning outcomes (Filina et al., 2023). Reports from education

practitioners indicate that students in the upper grades of elementary schools are still not fluent in reading and arithmetic. This situation indicates a gap between access to education and the quality of the learning process taking place in schools.

This situation is inextricably linked to the low level of parental involvement in supporting children's education. Research by (Abubakar et al., 2023; Ayu & Kiramang, 2023) shows that most parents in rural Aceh rarely accompany their children learning at home due to work demands and time constraints. Responsibility for children's education tends to be left entirely to the school, resulting in limited moral, emotional, and academic support from the family environment. Yet, parental involvement plays a crucial role in building students' motivation to learn and academic success.

The community's role in supporting education is also suboptimal (Bhusana & Gara, 2024; Rahayu et al., 2023; Sihaloho et al., 2023; Wiliyanti, 2023). The Three Centers of Education concept, proposed by Ki Hadjar Dewantara, emphasizes that education is a shared responsibility between families, schools, and communities (Nayla et al., 2024; Sari et al., 2025; Sudaryati, 2025). Field practice shows that community involvement remains sporadic and ceremonial, while active participation in improving the quality of learning and school development remains limited.

Several previous studies have emphasized the importance of collaboration between schools, families, and communities in improving educational quality. (Epstein, 2018) proposed six forms of parental and community involvement: parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community, which have been shown to contribute to improved academic achievement and positive student behavior. These studies demonstrate that effective education requires a collaborative and participatory approach (Cumbo & Selwyn, 2022). Most research focuses on urban contexts or secondary education levels, resulting in relatively limited studies specifically examining the implementation of educational collaboration at the elementary school level in rural areas.

The era of educational transformation in Indonesia demands a strengthening of the roles of all education stakeholders. The implementation of the Independent Curriculum, the integration of digital technology into learning, and a participatory educational management paradigm position schools as part of a broader educational ecosystem (Christine & Raharja, 2025; Ibrahim et al., 2020; Zhao & Zhong, 2025). This situation emphasizes the need for in-depth studies on collaborative strategies between schools, families, and the community to improve the quality of basic education. Based on this description, this study aims to analyze the role and forms of collaboration between schools, parents, and the community in efforts to improve the quality of elementary school education in Pidie Regency. This research is expected to provide theoretical contributions to the development of educational collaboration studies and provide practical recommendations for education stakeholders in building a participatory and sustainable educational ecosystem.

Previous studies have emphasized the importance of collaboration among schools, families, and communities in improving educational quality. Research conducted by (Epstein, 2018) and (Cumbo & Selwyn, 2022) highlights various forms of stakeholder involvement that contribute to students' academic achievement and social development. Most of these studies focus on urban educational settings or on secondary and higher education levels. Empirical investigations that specifically examine the systematic development and implementation of collaboration at the elementary school level in rural contexts remain limited. Existing research also tends to discuss collaboration conceptually or descriptively, with limited attention to the development of structured and applicable collaboration models in real school environments. A research gap therefore exists in the development of contextual collaboration models that integrate the roles of schools, parents, and communities in improving the quality of basic education. This study addresses that gap by developing and validating a contextual collaboration model implemented at Jurong Pande Public Elementary School in Pidie Regency, Aceh Province, which represents a rural educational setting with distinctive socio-cultural characteristics.

2. Methodology

Research Approach and Design

This study employed a Research and Development (R&D) approach aimed at developing and conducting a preliminary validation of a collaboration model involving parents, schools, and the community to improve educational quality in the context of educational transformation. Research and Development is defined as a systematic method used to design, develop, and validate educational products Borg & Gall, as cited in (Tu et al., 2021). The product developed in this research is a contextual collaboration model designed for implementation in elementary school settings.

The R&D approach was selected because the study sought not only to examine existing collaboration practices but also to produce a practical and applicable model that can strengthen cooperation between schools, families, and communities. Data collection involved qualitative and quantitative techniques to support the stages of model development, validation, and limited testing. The Borg and Gall development framework was adapted to accommodate the scope, time, and contextual constraints of the research. The implementation was conducted up to the preliminary field testing stage, meaning that the findings represent early evidence of feasibility rather than full-scale effectiveness testing.

Development Procedures

The development procedure followed an adapted Borg and Gall model consisting of seven stages. Each stage was implemented systematically to ensure methodological transparency and replicability.

Table 1. Stages of Collaboration Model Development

Development Activity	Description
Needs and problem analysis	Identification of collaboration conditions among parents, schools, and communities through observations and interviews
Data collection and literature review	Examination of theoretical frameworks and previous research related to school–family–community partnerships
Model design	Development of a conceptual framework and operational structure of the collaboration model
Expert and practitioner validation	Evaluation of the model by education experts and school practitioners
Model revision	Improvement of the model based on validation feedback
Limited field testing	Implementation of the model in the research site to observe feasibility and practicality
Final revision	Refinement of the collaboration model based on preliminary implementation findings

The implementation of these stages allowed the collaboration model to be developed through a structured process while remaining adaptable to the contextual conditions of the research site.

Research Site and Participants

The research was conducted at Jurong Pande Public Elementary School, located in Glumpang Tiga District, Pidie Regency, Aceh Province. The school was selected because it represents a rural educational setting with distinctive socio-cultural characteristics and ongoing efforts to strengthen community participation in education. Participants were selected using purposive sampling based on their involvement in educational activities and school management. The participants included the school principal (1), teachers (5), parents (5), and representatives of the community or school committee (5). Additional participants were involved during the limited field testing stage to observe the initial implementation of the collaboration model.

Instruments

Data collection instruments were developed based on research objectives, collaboration indicators, and relevant literature.

- a. Observation Instrument: A structured observation checklist was used to document parent participation, teacher–parent communication, community support, and forms of collaboration. Items were rated using a five-point scale.
- b. Interview Instrument: Semi-structured interview guides were developed for principals, teachers, parents, and community representatives to explore perceptions, experiences, and challenges related to collaboration.
- c. Questionnaire: A Likert-scale questionnaire (1–5) measured perceptions and levels of involvement of parents, teachers, and community members across collaboration and educational quality indicators.

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- d. Documentation Checklist: A checklist was used to collect secondary data such as school programs, student achievement records, attendance lists, meeting minutes, and collaboration activity reports.

Data Collection

Data were collected using multiple techniques to ensure comprehensiveness.

- a. Observation: Conducted through limited participatory observation using standardized observation sheets.
- b. Interviews: Semi-structured interviews were conducted with key stakeholders to obtain in-depth qualitative data.
- c. Questionnaires: Distributed to selected participants to collect quantitative data on collaboration practices and perceptions.
- d. Documentation: Secondary data were collected from official school records and supporting documents.
- e. Triangulation: Data credibility was enhanced through methodological triangulation by comparing observation, interview, questionnaire, and documentation data.

Data Analysis

Data analysis combined qualitative and quantitative techniques.

- a. Qualitative Analysis: Qualitative data were analyzed using the Miles and Huberman (2007) interactive model, consisting of data reduction, data display, and conclusion drawing with continuous verification.
- b. Quantitative Analysis: Questionnaire data were coded and analyzed using descriptive statistics, including mean scores and percentages. Item validity was tested using Pearson product-moment correlation, while reliability was examined using Cronbach's Alpha.
- c. R&D Analysis: Findings from qualitative and quantitative analyses were used to refine the collaboration model during the validation and preliminary field testing stages. The results of the limited field testing represent preliminary findings regarding the feasibility and practicality of the collaboration model, rather than a comprehensive evaluation of its long-term effectiveness.

Validity and Reliability

Content validity was established through expert judgment involving education management experts and school practitioners. Construct validity was examined through item-total correlation analysis. Instrument reliability was assessed using Cronbach's Alpha for questionnaires and inter-rater reliability for observation and interview data. This methodological framework provides sufficient technical detail to allow replication of the study in comparable primary school.

3. Results and Discussion

This Results and Discussion section presents the research findings and their interpretation in order to answer the research questions and objectives of the study, namely to describe the conditions of collaboration between parents, schools, and the community and to examine the feasibility of the contextual collaboration model implemented at Jurong Pande Public Elementary School in the era of educational transformation. The presentation of findings is first described based on empirical data obtained through questionnaires, interviews, observations, and expert validation. The subsequent discussion interprets these findings in relation to relevant theories and previous research. The presentation of the results focuses on quantitative data obtained through questionnaires, qualitative data from in-depth interviews and field observations, and expert validation of the developed collaboration model.

Conditions of Collaboration Between Parents, Schools, and the Community

Collaboration conditions were measured using a five-point Likert scale questionnaire covering aspects of communication, participation, support, and coordination. Interpretation of average scores refers to the criteria presented in Table 2.

Table 2. Likert Scale Interpretation Criteria

Category	Score Range
Excellent	4,21–5,00
Good	3,41–4,20
Fair	2,61–3,40
Poor	1,81–2,60
Very Poor	1,00–1,80

Parent Collaboration

The analysis results indicate that parent collaboration is in the good to excellent category. Details of the average scores for each aspect are presented in Table 3.

Table 3. Conditions of Parent Collaboration

Aspect	Average Score	Category
Communication	4,19	Good
Participation	4,02	Good
Support	4,34	Very Good
Coordination	4,31	Very Good

The data show that the support and coordination aspects received the highest scores. These findings indicate that parents actively contribute to learning activities by providing encouragement, assisting children's study activities at home, and participating in certain school programs. Previous studies have also highlighted the importance of parental involvement in supporting student development. (Epstein, 2018) explains that structured parental participation strengthens communication between school and family and creates a supportive learning climate. Similar

findings were reported by (Cumbo & Selwyn, 2022), who found that consistent parent–school interaction contributes to more positive learning environments and stronger student engagement. The findings of this study therefore reinforce previous research by demonstrating that parental involvement remains a key component of educational collaboration in elementary school contexts. View that ongoing parental involvement positively contributes to improved academic achievement and student social-emotional development.

Teacher Collaboration

Teacher collaboration is assessed based on their role in building relationships with parents and the community. The measurement results are presented in Table 4.

Table 4. Conditions of Teacher Collaboration

Aspect	Average Score	Category
Communication	4,33	Very Good
Participation	4,22	Very Good
Support	4,19	Good
Coordination	4,22	Very Good

The results show that most aspects of teacher collaboration fall within the very good category. Teachers actively facilitate communication between the school, parents, and community members through meetings, consultations, and digital communication platforms. These findings are consistent with previous research emphasizing the strategic role of teachers in building collaborative educational environments. Research by (Epstein, 2018) identifies teachers as key agents who connect school programs with family participation. Studies on educational ecosystems also indicate that teacher-led communication significantly improves stakeholder engagement in school activities. The results of the present study extend these findings by showing that teacher collaboration can function effectively even in rural educational settings when supported by flexible communication mechanisms.

Community Collaboration

Community involvement is measured through communication, participation, support, and coordination with the school. A summary of the measurement results is presented in Table 5.

Table 5. Conditions of Community Collaboration

Aspect	Average Score	Category
Communication	4,32	Very Good
Participation	4,35	Very Good
Support	4,58	Very Good
Coordination	4,04	Good

The findings show that community participation and support are categorized as very good. Community members contribute by providing social support, facilitating

school activities, and participating in collaborative educational programs. Coordination between the school and community organizations is categorized as good, indicating opportunities for strengthening more systematic collaboration mechanisms. Previous studies emphasize that community engagement contributes to the development of supportive educational ecosystems. Research on school–community partnerships shows that community participation can enrich learning environments and provide additional social and cultural resources for schools. The findings of this study align with those perspectives by demonstrating that community involvement can strengthen collaborative educational practices in rural school contexts.

Contextual Collaboration Model in the Era of Educational Transformation

Interviews with the principal, teachers, and parents indicate that collaboration at Jurong Pande Public Elementary School initially occurred in a limited and formal manner, mainly through periodic meetings. Parental time constraints, differences in parenting styles, teachers' administrative workloads, and limited awareness of the importance of collaboration were identified as major challenges. The school subsequently developed a contextual collaboration model involving parenting programs, collaborative thematic activities, digital communication through messaging platforms, and the involvement of community leaders and institutions.

These empirical findings describe how collaboration practices evolved within the school context. The following discussion interprets the implications of these findings from a theoretical perspective. The collaborative model operates through three main mechanisms: flexible communication between stakeholders, active participation of parents and community members in school programs, and continuous support for students' learning and character development. The structure of this model reflects the concept of an educational ecosystem, in which education is supported not only by schools but also by families and communities. Educational ecosystem theory emphasizes the interconnected roles of multiple stakeholders in supporting holistic student development. The collaboration model developed in this study therefore expands previous conceptual frameworks by presenting a contextual implementation in an elementary school setting.

Model Implementation and Observation Findings

Observation results of the implementation of the collaborative model are presented in Table 6.

Table 6. Observation Results of the Implementation of School Parent Community Collaboration

Observed Aspects	Implementation Category
Parental Participation	Very Well Implemented
School–Parent Communication	Very Well Implemented
Community Role	Very Well Implemented
School–Community Coordination	Very Well Implemented
Collaborative Activities	Very Well Implemented

Observation findings indicate that collaboration activities were integrated into daily school practices. The implementation of collaborative activities contributed to the creation of a more supportive and participatory learning environment within the school.

Expert Validation of the Collaboration Model

The feasibility of the collaboration model was tested through expert validation involving model experts, language experts, and content experts. A summary of the validation results is presented in Table 7.

Table 7. Expert Validation Results of the Collaboration Model

Indicator	Average Score	Category
Engagement and Participation	4,3	Very Valid
Communication and Coordination	4,3	Very Valid
Programs and Resources	4,3	Very Valid
Impact and Sustainability	4,3	Very Valid

The obtained score of 57 out of a maximum score of 65 produced a validity level of 88 percent, indicating that the collaboration model is categorized as highly valid and feasible for implementation. The findings from expert validation and preliminary field testing indicate that the developed model demonstrates strong feasibility and practicality for strengthening collaboration among schools, parents, and communities. The results should be interpreted as preliminary findings because the implementation was conducted on a limited scale and has not yet involved long-term effectiveness testing. The observed improvements mainly relate to strengthened collaboration practices and the development of a more supportive learning environment. The findings should not be interpreted as direct evidence of improvements in students' academic achievement.

Further research involving broader implementation and longitudinal evaluation is required to examine potential impacts on academic outcomes. The results of this study contribute to the literature on educational collaboration by emphasizing the importance of ecosystem-based approaches in elementary education. The study strengthens previous research by demonstrating how collaboration among schools, families, and communities can be structured through a contextual model adapted to local socio-cultural conditions. Schools are encouraged to develop flexible and participatory collaboration strategies that involve parents and community members in educational activities. Strengthening communication mechanisms and utilizing digital technology can support sustainable collaboration practices in the era of educational transformation.

4. Conclusion

This study examined the relationship between collaboration among schools, parents, and communities and the quality of learning in basic education. Empirical findings indicate that learning outcomes in literacy and numeracy are associated

with the degree of parental involvement in home learning, teachers' initiatives in establishing communication, and community participation in educational activities. Limited parental engagement, weak school–community partnerships, and communication patterns that remain predominantly one-way were identified as factors that reduce the effectiveness of collaborative educational practices at the elementary school level. Teachers were found to have an important role in facilitating collaboration through regular communication with parents and by providing feedback regarding students' learning progress. Current collaboration practices remain partially implemented and have not yet developed into a systematic and integrated approach. Schools continue to function primarily as the central actors in the learning process, while parents and communities have not been fully positioned as active partners within the educational environment.

The findings provide evidence regarding several factors that influence collaborative educational practices and their connection to student learning quality. The results suggest the importance of strengthening structured collaboration mechanisms that support meaningful participation from families and communities within the educational ecosystem. Further studies are encouraged to explore the development and implementation of practical collaboration models and to examine the long-term implications of sustained stakeholder involvement in improving student learning outcomes across diverse educational contexts.

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