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Evaluation of the Implementation of a Parenting Program to Improve Parent-Teacher Conference Services

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Abstract

Parental involvement in early childhood education is a key factor in supporting the success of holistic learning processes. However, in many early childhood education institutions, including TK Baitussalam Pringsewu, the implementation of parenting programs has not been optimal, as indicated by low parental participation and limited communication between schools and families. This study aims to comprehensively evaluate the implementation of parenting programs in supporting parental involvement through the Parent Meeting Class (KPO) service using the CIPP evaluation model (Context, Input, Process, Product). This research employed a qualitative approach with a case study design. Informants included the school principal, parenting coordinator/teachers, and parents. Data collection was carried out through in-depth interviews, observations, and documentation. Thematic analysis was conducted based on the CIPP components. The findings reveal that in terms of context, the parenting program is considered relevant to local needs. However, in the input aspect, there are still limitations in facilitator competencies and variations in parental participation. The implementation process is conducted regularly and is relatively participatory, but it lacks a sustainable evaluation system. The product of the program shows positive impacts on improving parenting knowledge, communication between school and family, and parental engagement in supporting children's learning at home. This study contributes to improving a more reflective and contextual implementation model for parenting programs in early childhood education settings. Recommendations are focused on strengthening adaptive parenting materials, providing ongoing facilitator training, and developing a feedback-based monitoring system to enhance the effectiveness of the KPO service.

Keywords: *Program evaluation, Parenting education, Parental involvement, Early childhood education, CIPP model.*

INTRODUCTION

Early childhood education (ECE) plays a fundamental role in shaping a child's character, values, and socio-emotional abilities. The family's role as the primary educational environment necessitates strong synergy between parents and educational institutions. In this context, parenting programs emerge as a strategic initiative to bridge the relationship between school and home. Activities such as Parent Meeting Classes (KPO) are intended to serve as educational and collaborative platforms that strengthen parental support for the child's holistic learning process.

Various studies indicate that active parental involvement positively impacts children's cognitive, social, and emotional development (Hidayati & Purwanto, 2023; Fitriani, 2023; Brock et al., 2022; Fitriyah & Muniroh, 2022). Globally, UNICEF (2021) emphasizes that family support is a key component of quality early childhood education. However, the implementation of parenting programs in many ECE institutions still faces serious challenges, such as low parental participation, a lack of material relevance, and weak activity evaluation systems. Studies by Suryani & Rachmawati (2022), Zubaidah (2023), and Amalia & Hartati (2023) highlight that the effectiveness of parenting programs depends on structured planning, active engagement from both the school and parents, and adequate policy support.

A gap between the ideal parenting program and actual practice is also evident at Baitussalam Pringsewu Kindergarten. Preliminary observations and interviews conducted in August 2025 revealed that KPO activities have not yet functioned optimally. Only about 30% of parents regularly attend the meetings, and the majority admit to not fully grasping the objectives of the activities. The material presented is considered lacking in contextual relevance, and the system for evaluating activity implementation lacks a systematic approach. Consequently, efforts to establish educational continuity between home and school have not been fully realized. Discrepancies in parenting and educational approaches between the family and the school hinder a child's holistic growth and development, particularly in the affective and moral domains.

Other critical issues include parents' limited time, a lack of teacher training in managing parenting programs, and the absence of a feedback-based evaluation system (Rahmawati & Kurniawan, 2021). Ideally, however, parenting services should be designed based on the actual needs of parents and incorporate approaches that are reflective, dialogic, and value-based (Nurhayati & Sari, 2022). To address these issues, the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam offers a relevant approach. This model assesses not only final outcomes but also examines the program's processes and initial requirements. CIPP evaluation allows for an understanding of the program's alignment with the local context, resource readiness, implementation quality, and tangible impact on stakeholders (Stufflebeam & Shinkfield, 2017; Fitzpatrick et al., 2023).

Against this backdrop, this study aims to evaluate the implementation of a parenting program designed to enhance KPO services at Baitussalam Pringsewu Kindergarten. The research focuses primarily on the context, input, process, and product aspects of the parenting program. The study is expected to contribute to the formulation of strategies for improving the quality of parenting services in early childhood education (PAUD) and serve as a policy reference for strengthening sustainable school-family partnerships. The novelty of this research lies in its comprehensive application of the CIPP evaluation model to assess KPO services—grounded in local needs and reflective practices—an approach rarely undertaken in the context of private early childhood

education institutions in regional areas.

METHODS

This study employs a qualitative approach using a case study design. This approach was selected to explore in depth the implementation process of the parenting program aimed at enhancing the Parent Meeting Class (KPO) services at Baitussalam Pringsewu Kindergarten. Field data collection took place from October to December 2025, while the entire research project spanned six months, covering the period from proposal development to the closed examination. The research was conducted at Baitussalam Pringsewu Selatan Kindergarten in Pringsewu District.

Research subjects were selected purposively, comprising the school principal, teachers as parenting coordinators, and parents exhibiting varying levels of participation (high, medium, and low). Data collection involved in-depth interviews, direct observation of parenting activities, and the review of supporting documents such as meeting minutes, activity reports, and visual records. The evaluation framework utilized was the CIPP model (Context, Input, Process, Product), enabling a comprehensive analysis of the program's context, planning and resources, implementation process, and outcomes or impacts.

The primary research instrument was the researcher, supported by interview guides and observation sheets developed based on CIPP model indicators. Data validity was ensured through the triangulation of sources, techniques, and time. Data analysis followed the Miles and Huberman model, encompassing data reduction, data display, and conclusion drawing/verification. This approach aims to provide a comprehensive overview of the strengths, weaknesses, and development opportunities regarding the parenting program at the early childhood education institution.

RESULTS AND DISCUSSION

Results

The results of this study are presented based on the four key components of the CIPP (Context, Input, Process, Product) evaluation model to provide a comprehensive overview of the parenting program's implementation in enhancing the Parent Meeting Class (KPO) services at Baitussalam Pringsewu Kindergarten. Data presentation is based on observations, in-depth interviews, and document analysis, all of which were analyzed thematically.

Our findings indicate that, in terms of context, the parenting program is considered relevant to local needs. However, regarding inputs, there remain limitations concerning facilitator competence and the diversity of parental participation. The implementation process is conducted regularly and is reasonably participatory, yet it lacks the support of a continuous evaluation system. The program's outcomes demonstrate a positive impact on improving understanding of parenting practices, communication between the school and families, and parental involvement in supporting children's learning at home. This study contributes to refining the parenting program implementation model, making it more reflective and contextual within the early childhood education (PAUD) setting. Recommendations focus on strengthening adaptive parenting materials, providing continuous facilitator training, and developing a feedback-based monitoring system to enhance the effectiveness of KPO services. To facilitate understanding, a summary of the key findings for each evaluation aspect is presented in the following table:

Table 1. Summary of Parenting Program Evaluation Results Based on the CIPP Model

CIPP Components	Evaluation Focus	Key Findings
Context	Rationale and background for implementation	The program was established based on the need to enhance Islamic-based synergy between schools and families.
Input	Resources, facilities, and stakeholder involvement	Human resources are available and modules are in place, yet teacher training and parental attendance remain uneven.
Process	Implementation of KPO programs and activities	Activities are proceeding routinely and participatorily, but active participation is not yet evenly distributed.
Product	The program's impact on parents and children	Improved understanding of parenting, more open teacher-parent communication, and home-based practice.

(Source: Research Data, 2025)

Based on Table 1 above, findings regarding the context aspect indicate that the parenting program was not artificially constructed but rather stemmed from a need to strengthen synergy between the school and families. This demonstrates alignment among needs, program objectives, and the characteristics of the educational environment. The religious character of TK Baitussalam provides a unique context for the program. This means the parenting initiative is not merely aimed at enhancing general parenting knowledge but also serves as a means to align Islamic parenting values between the school and home environments. From an interpretive standpoint, these findings suggest that the program's primary strength lies in its contextual relevance. The program is grounded in a clear rationale: the need to bridge formal education with family-based education.

Regarding the input aspect, findings reveal the presence of human resources and parenting modules as the program's foundational resources. Administratively and structurally, this indicates that the program possesses the necessary basis for implementation. However, limitations in teacher training suggest that resource availability does not equate to resource readiness. While teachers are available to implement the program, they do not all possess equal capacity to facilitate parenting activities. A similar situation applies to parental involvement; uneven attendance indicates that the program has not yet fully accommodated the diverse conditions and characteristics of the families involved. Thus, the issues identified regarding inputs relate not to a lack of resources, but rather to their quality, equitable distribution, and optimization.

In terms of the process aspect, KPO activities have been conducted regularly and in a participatory manner. These findings indicate a satisfactory level of program implementation. The school has successfully maintained the continuity of activities and provided a space for interaction between teachers and parents.

Findings regarding the product aspect best demonstrate the program's success. The program's impact is evident in three forms. First, cognitive change: parents have gained a better understanding of parenting styles. Second, relational change: communication between teachers and parents has become more open. Third, practical change: insights gained from the parenting program are being applied in daily life at home. These three changes indicate that the program's impact extends beyond the mere acquisition of knowledge, moving instead toward behavioral application. Furthermore, the results of this study are organized based on the four components of the CIPP model—namely context, input, process, and product—as follows:

1. Context. Based on interviews with the principal and teachers, the parenting program at Baitussalam Pringsewu Kindergarten was initiated to address the need for greater parental involvement in early childhood education. The school environment is characterized by a religious ethos, backed by the foundation's strong commitment to fostering synergy between formal schooling and family-based education. The program aims to enhance parents' understanding of Islamic parenting practices, improve interaction with teachers, and support children's learning at home.
2. Input. Human resources for the parenting program include the principal, classroom teachers, and parents with varying levels of engagement. Supporting resources—such as parenting modules, activity documentation, and a schedule for regular meetings—are in place, although not all teachers have received adequate training in managing parenting activities. Additionally, parents differ in their ability to commit time to attending the Parent Meeting Classes.
3. Process. The parenting program is implemented through regularly scheduled Parent Meeting Classes (KPO). Activities within these classes include lectures, group discussions, parenting simulations, and joint evaluations. Observations indicate that most activities proceed according to plan, though active participation remains dominated by parents with higher education backgrounds or organizational experience. While activity documentation has been compiled, it has not yet been fully utilized for program evaluation purposes.
4. Product. The parenting program has positively influenced parents regarding their child-rearing practices, communication with teachers, and support for home-based learning. Interview results reveal that parents feel more valued and involved in their children's educational process. Some parents have also begun implementing new habits in their children's daily routines based on the material acquired during the Parent Meeting Classes.

To clarify the relationships between evaluation elements and the overall program implementation process, a flowchart visualization is presented. This diagram systematically illustrates the progression from the initial assessment of needs and program design and implementation to the achievement of tangible changes in the relationship dynamics between schools and parents. This visual presentation aims to enhance understanding of the parenting program's implementation stages and its contribution to improving the Parent Meeting Class (KPO) services, as shown in the flowchart (Figure 1) below:

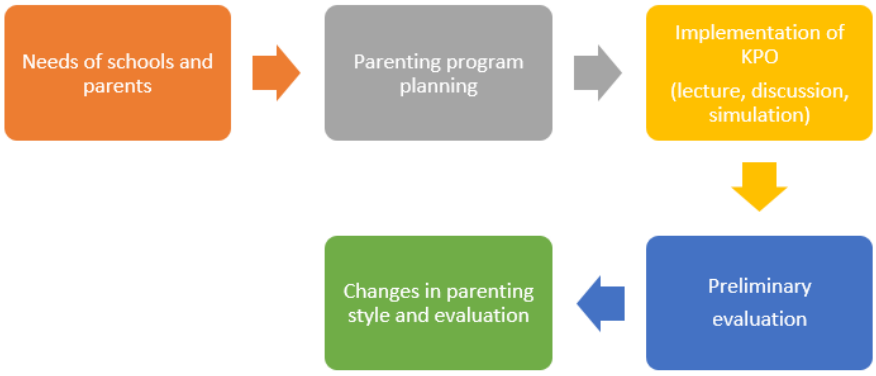


Figure 1. Stages of KPO Program Implementation
(Sumber: Data Penelitian, 2025)

Figure 1 above illustrates that the successful implementation of the parenting program depends not merely on technical execution but is also underpinned by alignment with the school's specific needs and parental support. Each stage is functionally interconnected and cyclical in nature, meaning that the evaluation conducted at the program's conclusion serves as a basis for future improvements and development. Understanding this process is essential for the subsequent discussion, which will further elaborate on the program's strengths and weaknesses based on field findings and relevant literature.

As summarized in Table 1, the components of the CIPP evaluation provide a comprehensive overview of the strengths and challenges associated with the parenting program at TK Baitussalam. The findings indicate that the program was designed to address genuine needs in fostering synergy between the school and families. Furthermore, an implementation context grounded in religious values and supported by the foundation provides a robust basis for the program's sustainability.

Discussion

The implementation context—grounded in religious values and supported by the foundation—provides a robust basis for the program's sustainability. This aligns with findings by Hidayati & Purwanto (2023), who stated that a conducive educational environment contributes to the success of parental engagement programs.

Regarding inputs, the school possesses adequate resources to implement the program, including teacher involvement and supporting documentation. However, variations in parental participation and limited teacher training present specific challenges. This situation reinforces the findings of Suryani & Rachmawati (2022), who highlighted the importance of enhancing educator capacity in implementing family-based programs. Low participation among some parents also indicates a need for more adaptive communication strategies and a more personalized approach for parents with low literacy levels.

The process aspect illustrated in Figure 1 demonstrates that the program's success relies heavily on the continuity between planning and implementation. Routine parenting activities—utilizing lectures, discussions, and simulations—have created participatory opportunities for parents. However, the absence of a structured evaluation system makes it difficult to use activity outcomes as a basis for ongoing decision-making. Fitzpatrick et al. (2023) emphasized the importance of integrating evaluation processes into every stage of the program to ensure the effectiveness and efficiency of activities.

Regarding outcomes, there is a tangible increase in parental awareness regarding the importance of value-based parenting, as well as improved frequency and quality of communication with teachers. Parents have begun applying parenting principles acquired through the KPO program in their daily lives. These findings align with research by Fitriani (2023), which demonstrated that parenting programs can positively transform parental behavior and mindsets when implemented consistently and reflectively.

Overall, these results and the accompanying discussion confirm that the parenting program at Baitussalam Kindergarten has had a significant positive impact on enhancing KPO services. This supports previous research reporting that the benefits of parenting programs experienced by parents include increased knowledge and experience, which influence parental attitudes and behaviors; ...a growing awareness of the importance of the parental role in guiding and shaping a child's character—viewing the child as a trust not to be taken lightly; parents adopting a wiser approach in their treatment of children; improved parent-child communication; and assistance in resolving issues parents face when dealing with their children's desires (Qomariah & Hasanah, 2017). However, there

is still a need to strengthen aspects such as continuous training, more equitable parental involvement, and the development of a feedback-based evaluation system. Insights from this study can serve as a starting point for developing more adaptive, local community-based parenting program models for early childhood education (PAUD) institutions across Indonesia.

Research results indicate that, in terms of context, the parenting program within the Parent Meeting Class (KPO) service is considered relevant to local needs. These findings demonstrate that the parenting program holds a strategic position in fostering a connection between the education provided at Early Childhood Education (PAUD) centers and the parenting practices employed by parents within the family environment. The program's relevance is evident in how well its content and activities align with parents' needs regarding the understanding of parenting styles, the guidance of child development, and the support of children's learning processes at home. This alignment is crucial because early childhood education does not occur solely within the educational setting; the family serves as the primary educational environment and involves a high level of interaction with the child. Consequently, the quality of PAUD services is optimized when there is continuity between the stimulation provided by educators and the interaction and parenting patterns practiced by parents at home. These findings align with research by Rahayu et al. (2023), which highlights the importance of parental involvement initiatives in children's education. Parental involvement is understood not merely as physical presence at school activities but as a form of support for the child's educational journey. In this context, parenting programs serve as a strategy for PAUD centers to create spaces for interaction where parents can access information, engage in discussions, and better understand their role in supporting their children's education. These findings also relate to research by Nuraidah Solihat et al. (2023) regarding the role of parents in enhancing learning quality at TK PGRI Merpati Pangandaran, where parental involvement in the educational process is identified as a key factor supporting the quality of children's learning. Thus, the relevance of the parenting program identified in this study demonstrates that the KPO is not merely an administrative task or a routine meeting; rather, it serves as a valuable instrument for establishing continuity between PAUD center programs and the needs of families.

Regarding the input aspect, the research identified two primary issues: limited facilitator competence and variations in parental participation. These findings indicate that the program's relevance has not yet been fully matched by adequate human resource readiness or optimal participant engagement. In other words, while the program is grounded in a clear need, the quality of its implementation remains influenced by the capacity of those running it and the extent of parental involvement. Another input-related limitation is the variation in parental participation; the findings show that not all parents engage equally in KPO activities. Such disparities are understandable, given that parents differ in terms of employment, time availability, parenting experience, information needs, and family characteristics. Consequently, low or uneven attendance does not necessarily imply a lack of parental concern for their children's education. These results align with Badriyah et al. (2025), who identify parental involvement as a crucial factor in fostering children's learning motivation. Parental involvement can manifest in various forms, including communication with the school and support for the child's learning at home. Thus, the indicators used to measure participation in parenting programs need to be broadened. The success of the KPO should not be gauged solely by the number of parents attending meetings, but also by the quality of communication, the application of parenting concepts at home, and the parents' contributions to their children's learning

process. These findings also reinforce the work of Rahayu et al. (2023), which characterizes parental involvement as a process requiring continuous initiation and development. This implies that early childhood education units need to create flexible forms of engagement, thereby offering parents more opportunities to participate in ways that suit their individual circumstances.

Regarding the process aspect, the study indicates that the parenting program has been implemented regularly and with a high level of participation. The regularity of implementation is a program strength, demonstrating that the KPO has established a relatively structured pattern of activities. Such continuity is crucial because shifts in understanding and parenting behaviors cannot be achieved through a single session alone. Furthermore, the parenting program serves functions beyond merely conveying information from teachers to parents. When activities are participatory, the KPO becomes a space for dialogue—enabling families to identify parenting challenges, share experiences, and seek solutions tailored to the specific needs of the child and family. These findings align with the research of Ainunida et al. (2024), which specifically examined the teacher-parent relationship within the parenting program at TK Taruna Asih. That study highlighted the importance of the teacher-parent relationship in supporting the child-rearing process. These findings reinforce the current study's conclusion that the KPO serves a broader purpose than just content delivery; it acts as a vehicle for building relationships and communication between families and the educational institution.

Regarding the product aspect, the research shows that the parenting program has positively impacted parents' understanding of parenting styles. These findings indicate that the KPO has generated benefits in terms of parental knowledge and awareness. Enhanced understanding is vital because knowledge of child development characteristics enables parents to adjust their interactions and provide appropriate stimulation for their children. These results are closely linked to Fauziya's (2025) research on parental parenting styles and their role in shaping children's character. That study identified parenting styles as a crucial element in the process of character formation. Consequently, a parenting program that improves parents' understanding of parenting styles can serve as a preventive measure, helping families adopt practices that better align with their children's developmental needs.

Based on the findings above, we highlight that the novelty of this research lies in offering an evaluative perspective on the implementation of the parenting program through an analysis of context, input, process, and product; this approach not only identifies the benefits of parental involvement but also reveals supporting factors and implementation gaps that serve as a basis for developing KPO services that are more reflective, adaptive, and contextual.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the parenting program at TK Baitussalam Pringsewu—specifically through the Parent Meeting Class (KPO)—is highly relevant to fostering educational synergy between the school and families. An evaluation using the CIPP model indicates that: (1) contextually, the program addresses the genuine need for parental involvement; (2) regarding inputs, resources are available, though there is still a need to strengthen facilitator capacity and increase parental participation; (3) concerning processes, activities are conducted regularly and participatively, yet lack support from a continuous evaluation system; and (4) regarding outcomes, the program has positively impacted

understanding of parenting practices, teacher-parent communication, and parental involvement in children's learning at home.

Based on these findings, it is recommended that TK Baitussalam: (1) conduct regular training for teachers and facilitators on parenting program management; (2) develop parenting media and materials that are contextual, adaptive, and applicable to local needs; (3) enhance communication and collaboration strategies to ensure more equitable and meaningful parental participation; and (4) establish a continuous, feedback-based monitoring and evaluation system to ensure the future effectiveness and quality of the KPO service.

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