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A Home–School Partnership Model for Children's Foundational Competencies During School Transition

Agustini[1*], Wenny Hulukati[1], Abd. Hamid Isa[1], Pupung Puspa Ardini[1]
[1]Universitas Negeri Gorontalo, Gorontalo, Indonesia

*Corresponding author e-mail: agustini@umgo.ac.id

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Abstract: This study aims to design, develop, implement, and evaluate a collaborative Home–School Partnership model to enhance children's foundational competencies during the transition from early childhood education to primary school in Gorontalo Province, Indonesia. Employing a research and development approach within the ADDIE framework (Analysis, Design, Development, Implementation, Evaluation), data were collected from parents of Grade I and II students across several elementary schools using questionnaires, observations, interviews, and focus group discussions. Model effectiveness was assessed through a pretest–posttest experimental design measuring changes in parental understanding and engagement. Results demonstrate high expert validity (91.72%) and strong practicality (93.14%) during small-group and large-group trials. Effectiveness evaluation revealed significant improvements in parental understanding, with posttest scores ranging from 79.70 to 84.20. Parents reported increased awareness of children's socio-emotional development, communication skills, independence, and positive learning attitudes beyond academic preparation. The study concludes that the Home–School Partnership model effectively strengthens parent–teacher collaboration and supports holistic child development during the transition to primary education. The novelty lies in its systematic development and validation of a structured partnership model specifically contextualized to the Indonesian educational landscape, addressing the critical yet underexplored transition period between early childhood and primary schooling. Practically, the model offers a replicable framework that can be integrated into school programs to foster sustainable home–school partnerships. This study contributes to educational literature by providing empirical evidence that structured family-school collaboration significantly enhances parental engagement and foundational competency development during a pivotal stage in children's educational trajectories.

Keywords: Children's Foundational Competencies; Collaborative Learning Model; Home-School Partnership; Parental Involvement; Transition from Early Childhood Education

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A. Introduction

The transition from early childhood education (ECE) to primary school represents a critical stage in children's educational trajectories. During this period, children experience significant changes in learning environments, expectations, and social interactions that may shape their long-term academic and socio-emotional development. Researchers have consistently emphasized that successful school transition is not determined solely by early academic abilities but by a broader range of foundational competencies, including emotional regulation, social communication, independence, cognitive readiness, and positive learning attitudes (Blankson et al., 2017; Koh, 2025). In many education systems, however, readiness for primary school continues to be narrowly interpreted as the mastery of early literacy and numeracy skills. Such a limited perspective may overlook essential developmental dimensions that enable children to adapt effectively to formal schooling and sustain long-term learning engagement. Consequently, strengthening foundational competencies has become an important agenda in early childhood and primary education reforms worldwide.

Recent research highlights that holistic school readiness requires collaboration between multiple stakeholders, particularly families and schools. Parental involvement has been widely recognized as a key determinant of children's developmental outcomes and early academic success (Park & Holloway, 2017; Reynolds et al., 2022). Studies indicate that when parents actively participate in supporting children's learning processes at home, children tend to demonstrate stronger socio-emotional adjustment, improved motivation to learn, and better academic performance (Q. Li et al., 2023; S. Li et al., 2023). Moreover, collaborative relationships between parents and teachers have been shown to facilitate smoother school transitions by aligning expectations and reinforcing developmental support across learning environments (Harper, 2016; Pianta et al., 2001). Despite these insights, effective strategies for integrating parents into early primary education programs remain unevenly implemented, particularly in contexts where parental guidance resources and structured collaboration mechanisms are limited.

One major issue identified in the transition from ECE to primary school is the persistent gap between parental perceptions of school readiness and contemporary educational frameworks that emphasize holistic child development. In many communities, parents continue to associate school readiness primarily with early reading, writing, and arithmetic skills, often overlooking other developmental competencies such as emotional maturity, social adaptability, self-care abilities, and positive attitudes toward learning. This discrepancy can lead to misaligned expectations between families and schools, potentially affecting children's readiness to navigate the more structured environment of primary education. Furthermore, when parents focus predominantly on academic preparation, opportunities to cultivate broader developmental capacities may be neglected during the critical transition period. Another challenge concerns the limited availability of structured and sustainable models that guide parental involvement in supporting children's

foundational competencies during early primary education. Existing transition programs often rely on short-term orientation activities or general parenting seminars, which may not provide sufficient practical guidance for parents to support children's development at home. In many cases, such initiatives remain teacher-centered and lack systematic monitoring or follow-up mechanisms. As a result, parental engagement tends to be sporadic rather than integrated into a continuous partnership between families and schools. Addressing these limitations requires the development of collaborative models that provide clear guidance, practical learning activities, and structured interaction between parents and teachers.

Several studies have attempted to address this issue by promoting home–school partnership approaches that emphasize collaborative engagement between families and educational institutions. The framework of school–family–community partnerships highlight the importance of shared responsibility in supporting children's learning and development (Frederico & Whiteside, 2016; Simon & Epstein, 2001). Within this framework, parents are encouraged to become active participants in educational processes through activities such as home-based learning support, communication with teachers, and participation in school programs. Research indicates that well-structured home–school partnership initiatives can enhance parental awareness of child development and strengthen children's social and academic readiness (Mutton et al., 2018; Tett & Macleod, 2020). Additionally, interventions that integrate parental training with classroom-based learning activities have shown positive outcomes in improving both parental competence and children's developmental achievements.

Another approach emerging in the literature involves the use of structured parental guidance materials and collaborative learning models to support early childhood development. Educational interventions that provide parents with practical activity guides, structured interaction schedules, and reflective monitoring tools have been shown to increase parental confidence and engagement in supporting children's learning at home (Bailey, 2006; Brown et al., 2009). Moreover, integrating adult learning principles, such as andragogy, into parental education programs can improve the effectiveness of these initiatives by aligning learning strategies with parents' experiences and practical needs. Such approaches emphasize experiential learning, problem-solving, and contextual relevance, enabling parents to apply developmental support strategies more effectively in everyday interactions with their children. Although these approaches demonstrate promising results, previous studies also reveal several limitations. Many home–school partnership programs remain relatively short-term and focus primarily on informational workshops rather than sustained collaboration. In addition, some interventions lack clearly structured frameworks that integrate parental activities with classroom practices and systematic monitoring processes. As a result, the long-term impact of such programs on children's foundational competencies may be limited. Furthermore, research on parental involvement in early primary education has often focused on specific academic outcomes rather than a comprehensive set of developmental competencies. These gaps indicate the need for more holistic and practical models that

simultaneously address multiple dimensions of children's foundational development while ensuring continuous collaboration between parents and teachers.

In response to these challenges, recent educational discourse has increasingly emphasized the importance of designing structured intervention models that integrate home-based learning activities, parental guidance materials, and teacher support mechanisms. Such models aim to bridge the gap between family environments and school practices by providing parents with clear strategies to nurture children's socio-emotional, cognitive, and behavioral competencies. Additionally, structured monitoring and evaluation processes can ensure that the implementation of such models remains effective and adaptable to diverse educational contexts. Nevertheless, empirical research examining the design, validation, and implementation of such comprehensive home–school partnership models remain relatively limited, particularly in developing countries where contextual factors may influence parental participation and educational practices.

Based on these considerations, this study aims to develop and evaluate a structured Home–School Partnership model designed to strengthen children's foundational competencies during the early years of primary education. The model integrates collaborative activities between parents and teachers, supported by parental guidance materials developed using principles of adult learning. By combining home-based learning practices with classroom support and systematic monitoring, the model seeks to enhance parental understanding of children's developmental needs while simultaneously promoting holistic child development. The study adopts a research and development approach to design, validate, and test the effectiveness of the proposed model in improving parental engagement and supporting the development of foundational competencies among early primary school students. Through this approach, the research seeks to contribute both theoretically and practically to the literature on parental involvement and early education by providing a validated framework for strengthening collaboration between families and schools in supporting children's readiness for long-term learning success. The research question in this study were 1) How effective is the developed Home–School Partnership model in improving parental understanding of children's foundational competencies? and 2) To what extent does the model demonstrate validity, practicality, and effectiveness in the Indonesian educational context?

B. Methods

Research Design

This study employed a research and development (R&D) approach to design, validate, and evaluate a Home–School Partnership model aimed at strengthening the foundational competencies of early primary school children. R&D approaches are widely used in educational research to produce practical instructional models while simultaneously testing their effectiveness in real educational contexts (Bidarra & Rusman, 2017). The development process in this study followed the ADDIE

instructional design framework consisting of five stages: analysis, design, development, implementation, and evaluation. The ADDIE framework is frequently used in educational innovation research because it provides a systematic process for designing instructional interventions and evaluating their effectiveness (Spatioti et al., 2022). Within this framework, the present study focused on developing a collaborative model that integrates parental engagement and teacher facilitation to support children's foundational competencies. The experimental evaluation of the developed model adopted a pretest–posttest design involving several elementary schools. The design aimed to examine changes in parents' understanding and engagement in supporting children's development after the implementation of the Home–School Partnership model. The structure of the experimental design is presented in Table 1.

Table 1. Experimental Design

Group	Pretest	Treatment	Posttest
Participating schools	Y1	X	Y2

In this design, Y1 represents the initial measurement of parental understanding prior to the implementation of the intervention, X represents the implementation of the Home–School Partnership model, and Y2 represents the posttest measurement conducted after the intervention. Such quasi-experimental designs are commonly used in educational intervention studies to measure learning gains and behavioral changes resulting from implemented programs (Miller et al., 2020).

Participants and Research Setting

The study was conducted in several elementary schools located in Gorontalo Province, Indonesia. The participating schools were selected to represent diverse educational contexts within the region. These included SDN 89 Kecamatan Kota Utara, SDN 85 Kecamatan Sipatana, SDN 88 Kecamatan Sipatana and SDN 70 Kecamatan Kota Tengah. These schools were selected because they represent institutions implementing early grade education programs where parental involvement plays a crucial role in supporting children's foundational competencies. Participants in the study consisted primarily of parents of Grade I and Grade II students. Parents were chosen as the main respondents because the developed model emphasizes parental engagement in supporting children's development at home. In total, the research involved 30 parent respondents who participated in the intervention program and evaluation process. The sample size aligns with recommendations for pilot-scale educational research, where participant numbers between 30 and 500 are considered appropriate depending on the scope of the intervention (Bressler et al., 2021). In addition to parents, several classroom teachers were involved in facilitating the implementation of the intervention model. Teachers assisted in coordinating communication with parents, monitoring implementation activities, and providing feedback during the evaluation process. This collaborative involvement ensured that the model reflected authentic educational practices and could be implemented within existing school structures.

Research Instruments

Data were collected using several instruments designed to capture parents' understanding, engagement, and perceptions regarding children's foundational competencies. The primary instrument used in this study was a structured questionnaire administered during both the pretest and posttest phases. The questionnaire consisted of multiple statements related to parental knowledge, attitudes, and practices in supporting children's development. Responses were measured using a Likert scale to quantify participants' perceptions and attitudes toward the statements provided. The Likert scale is widely used in educational and social science research because it allows researchers to measure subjective responses in a structured and quantifiable manner (Kusmaryono et al., 2022). In this study, the response categories ranged from "Strongly Agree" to "Strongly Disagree," each associated with a numerical score to facilitate quantitative analysis. The scoring system used in the instrument is presented in Table 2.

Table 2. Alternative Responses and Scoring System

Response	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The questionnaire items were developed based on theoretical frameworks related to parental involvement and foundational child competencies. These competencies include emotional maturity, social communication, self-care abilities, cognitive readiness, positive learning attitudes, and moral development. The instrument was designed to capture the extent to which parents understood and supported these competencies in their children's daily activities.

Validity and Reliability Testing

Before the instrument was administered in the field, validity and reliability tests were conducted to ensure the quality and accuracy of the measurement tools. Instrument validity refers to the extent to which an instrument accurately measures the construct it is intended to measure (Kimberlin & Winterstein, 2008). In this study, item validity was assessed using the Pearson product–moment correlation technique. The correlation coefficient was calculated using the following formula: $r=(n\Sigma xy-(\Sigma x)(\Sigma y))/\sqrt{[(n\Sigma x^2-(\Sigma x)^2)(n\Sigma y^2-(\Sigma y)^2)]}$. Where r represents the correlation coefficient, n represents the number of data pairs, x and y represent the observed values for each variable, Σxy represents the sum of the cross-products of paired scores, Σx and Σy represent the total scores of each variable, and Σx^2 and Σy^2 represent the squared sums of each variable. Items with correlation coefficients exceeding the critical value were considered valid and retained in the final instrument. Reliability

testing was subsequently conducted to determine the internal consistency of the instrument. Reliability refers to the degree to which an instrument produces consistent results across repeated measurements. The reliability coefficient was calculated using Cronbach's Alpha formula. The reliability coefficient is expressed as: $r = [k/(k-1)] [1 - (\Sigma\sigma^2b / \sigma^2t)]$. Where r represents the reliability coefficient, k represents the number of items, $\Sigma\sigma^2b$ represents the sum of item variances, and σ^2t represents the total variance of the instrument. Instruments with alpha values exceeding accepted thresholds were considered reliable and appropriate for use in the main data collection process.

Data Collection Procedure

Data collection was carried out in several stages corresponding to the ADDIE development process. During the analysis phase, preliminary observations and interviews were conducted with teachers and parents to identify existing challenges related to children's foundational competencies and parental involvement in early primary education. This phase provided contextual insights that informed the design of the Home–School Partnership model. In the design and development stages, the intervention model and accompanying parental guidance materials were created based on theoretical frameworks and empirical findings from previous studies. The model included structured collaboration activities between parents and teachers, home-based learning tasks, and monitoring mechanisms designed to support children's holistic development. Following the development stage, the implementation phase involved introducing the model to participating schools and parents. Parents received guidance materials and instructions on how to conduct developmental activities with their children at home. Teachers monitored implementation through communication and periodic feedback sessions. Pretest data were collected before the intervention began, while posttest data were collected after the completion of the program to evaluate its impact.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to summarize participants' responses and identify patterns in parental understanding and engagement before and after the intervention. Inferential analysis was conducted to determine whether significant changes occurred between pretest and posttest scores following the implementation of the Home–School Partnership model. The analysis aimed to evaluate the effectiveness of the intervention in improving parental awareness and involvement in supporting children's foundational competencies. Improvements in posttest scores were interpreted as evidence that the developed model contributed positively to parental knowledge and engagement. These findings provided empirical support for the feasibility and potential impact of the proposed Home–School Partnership model in early primary education settings. Overall, the methodological framework adopted in this study ensured that the development and evaluation of the intervention model were conducted systematically and rigorously. By integrating research and

development principles with experimental evaluation, the study aimed to produce a practical and evidence-based model that can support stronger collaboration between families and schools in fostering children's foundational competencies.

C. Results and Discussion

The initial situation of parents of first and second grade students during the transition from preschool to elementary school and beyond in Gorontalo Province is that they do not fully appreciate the importance of early childhood education. This is evident in the number of children who enter elementary school without prior preschool education. Furthermore, most parents lack access to the PAUD-to-elementary school transition guide booklet published by the Ministry of Education, Culture, Research, and Technology. Parents have also never received specific guidance on the importance of children's social-emotional development and independence. This situation impacts children's low foundational skills when entering elementary school and throughout subsequent developmental stages.

The conceptual design of the collaborative mentoring model for schools and parents (Home-school partnership) for grades I and II during the transition from PAUD to SD and beyond in Gorontalo Province is a collaborative mentoring model for parents and teachers based on the six foundational abilities of children. This mentoring model is designed through collaboration between parents at home and teachers at school, starting from mentoring planning, implementing mentoring activities for children at home, reflecting on mentoring activities, until teachers utilize the mentoring results integrated into the learning process in the classroom. The result is that children have become independent in urinating/defecating themselves at school, children are accustomed to expressing their opinions in class and children actively participate in learning according to teacher instructions and class rules. The collaborative mentoring model for schools and parents (Home-school partnership) for children is developed based on the six foundational abilities of children, namely: 1) Introduction to religious values and character; 2) Sufficient emotional maturity; 3) Social and language skills; 4) Positive meaning of learning; 5) Motor skills and self-care; and 6) Cognitive skills. The previously developed conceptual model is then developed into a parent mentoring model based on the six foundational abilities of children.

The implementation of the collaborative mentoring model between schools and parents (Home-school partnership) in improving children's foundational abilities during the transition from PAUD to SD and thereafter in Gorontalo Province was tested on small groups of parents of grade I and II elementary school students, SDN 89 Kecamatan Kota Utara, SDN 85 Kecamatan Sipatana, SDN 88 Kecamatan Sipatana and SDN 70 Kecamatan Kota Tengah, this is based on the school's accreditation status, accreditation A and accreditation B, the purpose of this small group trial is to determine the practicality of the collaborative mentoring model between schools and parents in small groups. The recapitulation of the practicality test results of the collaborative mentoring model between schools and parents (Home-school partnership) in all schools obtained a practicality percentage above 84%, with a very

practical category. The highest percentage was obtained by SDN 88 Kecamatan Sipatana, at 93.14%, while the lowest percentage was obtained by SDN 70 Kecamatan Kota Tengah, at 84.28%, but still in the very practical category. This shows that the parent mentoring model is easy to understand, easy to use, and can be implemented consistently by parents in various school contexts.

The findings of this study provide important insights into how structured collaboration between families and schools can strengthen the development of children's foundational competencies during the early years of primary education. The results presented in the previous section indicate that the implementation of the Home–School Partnership model contributed to measurable improvements in parents' understanding and engagement in supporting their children's development. These findings reinforce the argument that school readiness and early educational success are not determined solely by academic preparation but by a broader constellation of developmental competencies supported jointly by families and educational institutions. Previous research has consistently emphasized that children's early learning outcomes are shaped by the interaction between home environments and school contexts (Lehrl et al., 2020; Simon & Epstein, 2001). The current findings therefore contribute to the growing body of literature demonstrating that structured parental involvement programs can play a critical role in strengthening foundational competencies during the transition from early childhood education to primary schooling.

One of the most significant outcomes of the study concerns the increase in parental awareness of holistic child development following the implementation of the intervention model. Prior to the intervention, many parents tended to associate school readiness primarily with early literacy and numeracy skills. This finding is consistent with observations reported in other educational contexts where parents often prioritize academic skills while underestimating the importance of socio-emotional and behavioral competencies (Martinsone et al., 2022; Ndengeyingoma et al., 2022). After participating in the Home–School Partnership program, however, parents demonstrated a broader understanding of foundational competencies, including emotional regulation, social communication, independence, and positive learning attitudes. This shift in parental perception suggests that structured educational guidance and collaborative engagement with teachers can effectively reshape parents' understanding of child development. Such changes are important because parental beliefs strongly influence the types of learning experiences children receive at home, which in turn affect their developmental trajectories (Ridao et al., 2021). The improvement observed in posttest scores, as reflected in the experimental design summarized in Table 3, 4, 5, and 6 further supports the effectiveness of the developed model. The use of pretest and posttest measures allowed the study to capture changes in parental understanding following the intervention.

Table 3. Summary of Effectiveness of the Developed Model Related to Parental Understanding in SDN 89 Kecamatan Kota Utara

Parental Code	Pretest	Posttest	N-Gain Score	Improvement
Parent-1	35	82	0,72	Medium
Parent-2	36	88	0,81	Height
Parent-3	56	75	0,43	Medium
Parent-4	58	80	0,52	Medium
Parent-5	55	100	1	Height
Parent-6	57	80	0,53	Medium
Parent-7	54	89	0,76	Height
Parent-8	50	70	0,40	Medium
Parent-9	49	90	0,80	Height
Parent-10	35	70	0,54	Medium

Table 4. Summary of Effectiveness of the Developed Model Related to Parental Understanding in SDN 85 Kecamatan Sipatana

Parental Code	Pretest	Posttest	N-Gain Score	Improvement
Parent-1	62	75	0,34	Medium
Parent-2	56	82	0,59	Medium
Parent-3	60	88	0,70	Medium
Parent-4	70	85	0,50	Medium
Parent-5	54	80	0,57	Medium
Parent-6	50	78	0,56	Medium
Parent-7	49	75	0,51	Medium
Parent-8	35	89	0,83	Height
Parent-9	45	70	0,45	Medium
Parent-10	40	75	0,58	Medium

Table 5. Summary of Effectiveness of the Developed Model Related to Parental Understanding in SDN 88 Kecamatan Sipatana

Parental Code	Pretest	Posttest	N-Gain Score	Improvement
Parent-1	65	88	0,66	Medium
Parent-2	67	98	0,94	Height
Parent-3	70	100	1	Height
Parent-4	45	85	0,73	Medium
Parent-5	45	70	0,45	Medium
Parent-6	50	85	0,70	Medium
Parent-7	53	89	0,77	Height
Parent-8	57	70	0,30	Medium
Parent-9	54	75	0,46	Medium
Parent-10	56	82	0,59	Medium

Table 6. Summary of Effectiveness of the Developed Model Related to Parental Understanding in SDN 70 Kecamatan Kota Tengah

Parental Code	Pretest	Posttest	N-Gain Score	Improvement
Parent-1	35	70	0,54	Medium
Parent-2	45	95	0,91	Height
Parent-3	40	82	0,70	Medium
Parent-4	60	88	0,70	Medium
Parent-5	65	86	0,60	Medium
Parent-6	70	80	0,33	Medium
Parent-7	56	85	0,66	Medium
Parent-8	54	70	0,35	Medium
Parent-9	50	95	0,90	Height
Parent-10	49	90	0,80	Height

The positive changes identified in the data indicate that the program successfully enhanced parents' knowledge and engagement in supporting children's development. This finding aligns with previous studies demonstrating that educational interventions targeting parents can significantly improve family engagement and children's developmental outcomes (Garbacz et al., 2017; Gonzalez et al., 2018). Moreover, the integration of parental learning activities with classroom practices appears to have strengthened the coherence between home and school learning environments, thereby supporting children's adjustment to primary education.

Another important aspect of the findings relates to the role of structured guidance materials provided to parents during the intervention. The parental guidebook used in this study served as a practical tool to help parents implement developmentally appropriate activities with their children at home. Previous research suggests that parental engagement programs are more effective when they include clear instructional materials that translate theoretical developmental concepts into practical activities (Jeynes, 2018). In this study, the guidebook helped parents understand how to foster foundational competencies through everyday interactions and learning experiences. This practical orientation likely contributed to the increased parental participation observed during the implementation phase. By providing structured yet flexible guidance, the intervention enabled parents to integrate developmental support activities into their daily routines, thereby reinforcing children's learning beyond the classroom.

The collaborative involvement of teachers also played a significant role in supporting the effectiveness of the model. Teachers acted as facilitators who communicated program objectives, provided feedback to parents, and monitored the implementation of home-based activities. This collaborative approach reflects the principles of school–family partnerships proposed by (Simon & Epstein, 2001), which emphasize shared responsibility for children's education. When teachers and parents work together to support children's development, they create consistent expectations and reinforce learning experiences across different contexts. The results of the present study suggest that such collaboration can help bridge the gap between home and school environments, ensuring that developmental support is sustained across both settings. From a methodological perspective, the research and development approach adopted in this study proved effective in producing a practical educational intervention. The ADDIE framework provided a systematic process for analyzing educational needs, designing intervention strategies, and evaluating their impact. Similar design-based approaches have been widely recommended in educational innovation research because they allow researchers to develop contextually relevant solutions while simultaneously generating empirical evidence regarding their effectiveness (Tinoca et al., 2022). The iterative stages of analysis, design, development, implementation, and evaluation enabled the researchers to refine the intervention model based on feedback from participants and expert reviewers. As a result, the final model reflects both theoretical principles and practical considerations relevant to the local educational context.

The use of validated research instruments also strengthened the reliability of the study's findings. The validity testing conducted using the Pearson product–moment correlation ensured that the questionnaire items accurately measured parental understanding of foundational competencies. Similarly, reliability testing using Cronbach's Alpha confirmed that the instrument produced consistent results across respondents. These methodological procedures are widely recommended in educational research to ensure the credibility of quantitative measurements (Mohamad et al., 2015; Taber, 2018). By employing rigorous instrument testing, the study ensured that the observed improvements in parental understanding were not merely artifacts of measurement error but reflected genuine changes in participants' perceptions and knowledge.

Beyond methodological considerations, the findings also have broader theoretical implications for research on parental involvement in education. Much of the existing literature on family engagement has focused on academic outcomes such as reading achievement or mathematics performance. While these outcomes are important, they represent only one dimension of children's educational development. The present study expands this perspective by emphasizing the importance of foundational competencies that include socio-emotional development, independence, communication skills, and positive learning attitudes. These competencies form the basis for children's ability to participate effectively in formal schooling and adapt to new learning environments. By demonstrating that parental engagement can strengthen these competencies, the study contributes to a more holistic understanding of the role families play in children's early education.

The results also highlight the importance of contextualizing educational interventions within local cultural and institutional environments. The participating schools in this study were located in different districts of Gorontalo Province, each with unique socio-cultural characteristics. Despite these contextual differences, the intervention model proved adaptable across various school settings. This adaptability suggests that the core principles of the Home–School Partnership model collaboration, structured guidance, and continuous monitoring may be applicable in other educational contexts with appropriate modifications. Similar findings have been reported in international research demonstrating that culturally responsive parental engagement programs can produce positive outcomes across diverse educational systems (Cariaga et al., 2025).

Furthermore, the study's findings underscore the importance of empowering parents as active participants in the educational process rather than passive recipients of information. Traditional school transition programs often rely on brief orientation sessions or informational meetings that provide limited opportunities for sustained parental involvement. In contrast, the model developed in this study emphasizes continuous interaction between parents and teachers, supported by practical guidance materials and structured activities. This approach aligns with contemporary educational perspectives that view parents as partners in children's learning rather than external observers of school processes (Oostdam & Hooge, 2013).

Another noteworthy aspect of the findings concerns the potential long-term implications of strengthening foundational competencies during early primary education. Research in developmental psychology and education suggests that early socio-emotional and cognitive competencies provide a foundation for later academic success and well-being (Miyamoto et al., 2015). Children who develop strong emotional regulation, communication skills, and positive learning attitudes during the early years are more likely to adapt successfully to the increasing academic demands of later schooling. By supporting these competencies through collaborative home–school partnerships, educational programs may help create more resilient and motivated learners.

The present study therefore contributes to ongoing discussions about how education systems can better support children during the transition from early childhood education to primary school. While many policy initiatives emphasize curriculum reform or teacher professional development, the findings of this study suggest that strengthening family engagement should also be considered a central component of early education strategies. By providing parents with structured opportunities to participate in their children's learning processes, schools can extend educational support beyond classroom boundaries and foster a more comprehensive learning ecosystem for young learners.

D. Conclusion

Based on the research findings, it can be concluded that the initial situation of parents of first and second grade students during the transition from preschool to elementary school in Gorontalo Province reflects a lack of appreciation for early childhood education. This is evident in the number of children entering elementary school without prior preschool education, limited parental access to the PAUD-to-elementary school transition guide booklet published by the Ministry of Education, Culture, Research, and Technology, and the absence of specific guidance on children's social-emotional development and independence. Consequently, children's foundational skills upon entering elementary school and throughout subsequent developmental stages are negatively impacted. The key finding demonstrates that a structured Home–School Partnership model significantly strengthens parental engagement and contributes to the development of children's foundational competencies during the early years of primary education. The intervention revealed that prior to implementation, many parents emphasized early literacy and numeracy as the primary indicators of school readiness. Following the intervention, however, parents developed broader awareness of children's developmental needs, including socio-emotional maturity, communication abilities, independence, positive learning attitudes, and moral development. The model achieved high expert validity (91.72%), strong practicality (93.14%), and substantial improvements in parental understanding, with posttest scores ranging between 79.70 and 84.20. The practical implication of this study is that collaborative engagement between teachers and parents plays a critical role in creating consistent learning environments across home and school contexts. The validated Home–School Partnership model provides structured guidance

enabling parents to actively support children's learning through everyday interactions and developmentally appropriate activities. This empirically validated framework offers a scalable intervention that can be adapted to diverse educational contexts, emphasizing holistic developmental competencies rather than focusing solely on academic achievement. Future research should explore the long-term impacts of such collaborative models on children's academic performance, socio-emotional development, and school adjustment across different regions and educational systems. Additionally, investigating the sustainability of parental engagement practices beyond the intervention period and examining adaptations of the model in varied cultural contexts would provide valuable insights for broader implementation.

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