

The management of the *Sekolah Orang Tua Hebat* program for strengthening school–parent collaboration

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Abstract

Background: Collaboration between schools and parents is a key factor in the success of children's education. However, its implementation still faces challenges such as low parental involvement, high expectations placed on schools, and limited adjustment of programs to family characteristics.

Purpose: This study aims to analyze the management of the *Sekolah Orang Tua Hebat* (SOBAT) program in strengthening school–parent collaboration at SMPN 1 Singojuruh, Banyuwangi, with a focus on the functions of planning, organizing, implementing, and controlling (POAC).

Method: The research employed a qualitative approach with a case study design conducted over a 4-month period at SMPN 1 Singojuruh, Banyuwangi. Five research informants (1 principal, 2 facilitators, 2 parents) were selected through purposive sampling. Data were collected through in-depth interviews, observations, and document analysis, then analyzed interactively using the Miles, Huberman, and Saldana model involving data reduction, data presentation, and conclusion drawing. Data validity was ensured through source triangulation, method triangulation, member checking, and prolonged engagement with informants.

Findings: The results indicate that program planning was carried out participatively by involving the Education Office, school principals, teachers, and parents, while considering flexible scheduling according to families' socio-economic conditions. Program organization was characterized by adaptive structures, clear task distribution, and intensive facilitator training. Implementation applied the DEF method (Dialogue, Education, Facilitation) and 16 comprehensive parenting modules, enabling peer learning and empowering parents as learning resources. Program control was conducted participatively through direct observation, periodic questionnaires, and parental involvement in evaluation. The study concludes that the integrated application of POAC functions strengthens school–parent collaboration, increases family involvement in children's education, and supports alignment of parenting patterns between schools and families.

Keyword: School–Parent Collaboration; Parenting Education Program; Educational Management; Parental Involvement; POAC Management Functions

INTRODUCTION

Educational success is influenced by several important factors, such as individual student abilities, the school climate, and the quality of the learning process provided by teachers. However, student development is not only influenced by learning experiences at school but also by the family environment, which is a vital part of a child's educational process. Therefore, ongoing relationships and collaboration



between schools, teachers, students, and families are necessary to support both academic success and student well-being (Paccaud et al., 2021).

Although the importance of collaboration between schools and families has long been recognized, several studies show that the implementation of this collaboration still faces various challenges, both in regular schools and inclusive schools (Bashir et al., 2023; Brandon et al., 2021). Research shows low parental involvement in schools today. Several studies have suggested that this barrier is influenced by various factors. First, some parents today tend to be more difficult to engage than before, a factor influenced by changing family circumstances and the increasing diversity of social backgrounds (Grüter, 2025). Second, parents' expectations of schools are increasingly high, particularly regarding their children's academic achievement. Research on teacher stress shows that this situation leads some teachers to choose to maintain boundaries with parents in order to maintain professionalism. (Yulianti et al., 2021). Finally, (Perše & Ekart, 2023) stated that school-family collaboration needs to be implemented differently according to the characteristics of each parent. Therefore, schools need to consider educational background, culture, parenting styles, occupation, and family living conditions when involving parents in school activities.

Families and schools are two key stakeholders in supporting the healthy development and educational success of children and adolescents. Therefore, effective collaboration between these two parties is crucial. Research on parental involvement and collaboration in schools shows that parental participation is a crucial factor in children's educational success (Prihantini & Hasmar, 2024) (Eden et al., 2024). The research results show that the communication and involvement of middle-class parents in the school environment can support their children's educational success. Furthermore, the research also shows that parental involvement in schools provides various benefits for the parents themselves (Stojanovska, 2024). On the other hand, the involvement of middle-class mothers in their children's education allows them to obtain regular feedback from the school through dialogue sessions when tensions arise between the home and the school (Luo & Chan, 2022) (Sotomayor et al., 2022).

In addition to involving schools and parents in supporting children at school, it is important to manage a program in an integrated manner, starting from planning, organizing, implementing and supervising. (Parker et al., 2024) stated that systematic program planning and management are crucial in developing educational programs. Educational program development requires a systematic and collaborative management process. Parenting programs are a crucial strategy designed to build communication and align parenting values between schools and families.

The POAC (Planning, Organizing, Actuating, Controlling) approach is a classic management model that remains relevant in modern education. As a systematic and structured framework, POAC provides a basis for school principals to develop targeted and measurable institutional strategies. (Putri et al., 2025) explain that school principals play a strategic role in ensuring the effectiveness of educational programs through team organization, supervision, and regular program evaluation. This approach helps establish short- and long-term goals, manage resources effectively, and ensure the ongoing implementation of programs (Maduretno & Fajri, 2021). Management is a process to achieve organizational goals effectively and efficiently through planning, organizing, leading, and controlling organizational resources (Strielkowski et al., 2023). According to George R. Terry in Principles of Management, management functions consist of Planning, Organizing, Actuating, and Controlling, which are interrelated in supporting the achievement of organizational goals. The planning function is carried out by formulating various activities and strategies needed to achieve predetermined goals, both individually and in groups. Furthermore, the organizing function is carried out by determining, grouping, and organizing various activities so that their implementation can proceed in a directed manner. (Putri et al., 2025) stated that program organization is carried out through the formation of a facilitator team, a clear division of tasks, and coordination between members to ensure the program runs effectively. The implementation or mobilization function is an effort to carry out all plans that have been prepared through the process of directing, guiding, and motivating organizational members so that goals can be optimally achieved. The supervisory function is carried out to assess the achievement of organizational goals and make improvements if the implementation of activities does not comply with the established plan. Program supervision is carried out through direct monitoring, periodic evaluations, and coordination with various parties to ensure activities run according to organizational goals (Putri et al., 2025). Management is the process of achieving organizational goals effectively and efficiently through planning, organizing, leading, and controlling organizational resources. In the context of modern organizations, management functions play a vital role in decision-making, resource management, and increasing organizational effectiveness in achieving established goals. (Açıkgöz et al., 2021) (Rafique et al., 2024) (Sy et al., 2024) (Fujita et al., 2023).

(Sholeh et al., 2023) he explained that the principal not only acts as an effective manager but also has the responsibility to direct and monitor the implementation of all educational programs to ensure they run systematically and measurably. This role is crucial in the implementation of parenting programs in schools, given that various

studies have shown that the effectiveness of parenting programs is greatly influenced by the quality of their management. Many programs are implemented in an unstructured manner, resulting in the goal of synergy between schools and families not being optimally achieved (Mulyani et al., 2023). A number of studies also show that planning parenting programs is effective in reducing violence against children if implemented systematically and in a planned manner (Oakland, 2021). In addition, the success of interventions in parenting planning is influenced by the integrity of their implementation, including organizational support and adequate facilitator training (Jürgensen et al., 2025).

In addition, the success of interventions in parenting planning is influenced by the integrity of their implementation, including organizational support and adequate facilitator training (Qudsi et al., 2023) studies have shown that active parental involvement in parenting programs can improve the quality of children's interactions, both at home and at school. International research also shows that a structured managerial approach, supported by qualified facilitator training and a balance between flexibility and appropriateness of interventions, are key factors in the success of parenting programs. (Jewell et al., 2022). Other reviews also confirm that the effectiveness of parenting programs will increase if parental involvement is designed in a humanistic, sustainable manner, and supported by adequate technical support. (O'Dwyer et al., 2025) (Fang et al., 2024).

SOBAT Program is a parenting education program initiated by the Banyuwangi Regency Education Office since 2024 as a form of strengthening collaboration between schools and families in supporting the education and parenting process. This program aims to improve parents' understanding, attitudes, and skills in providing support that aligns with learning at school, as well as preventing various child problems, such as bullying and violence (Garces-Davila, 2024). SOBAT Program is implemented through a four-month parenting school activity with a total of 16 meetings discussing various topics, including child development, character building, developing children's potential and interests, effective communication, and parenting in the digital era. In its implementation, this program involves various elements, such as the Banyuwangi Regency Education Office, school principals, teachers, psychologists, parenting facilitators, and parents/guardians of students at the PAUD, SD, and SMP levels as partners in supporting optimal child growth and development.

Based on these research gaps, the uniqueness of this study lies in its emphasis on the urgency of implementing all managerial stages within the context of SOBAT program in junior high schools in Banyuwangi. This study aims to analyze systematic managerial functions, including planning, organizing, implementing, and supervising,

which are theories developed by George R. Terry. (Sunarya, 2025). This planning includes strategies, approaches, and basic principles for formulating systematically designed activities for the SOBAT program. Second, this research also focuses on exploring the steps taken by the principal in forming teams, assigning tasks, and coordinating activities to ensure effective and efficient supervision. Third, this research examines the practice of implementing the parenting program through the implementation of implementation and supervision functions within SOBAT program. Finally, this research aims to understand how the principal monitors and takes follow-up actions to ensure the program's sustainability. Implementing these stages allows the program to run in a more focused, measurable manner, and provide long-term impact. A well-managed SOBAT program can serve as a space for dialogue, a medium for sharing experiences, and a platform for collaboration between teachers and parents in supporting children's growth and development (Qudsi et al., 2023). Various previous studies have discussed the importance of school-family collaboration and the effectiveness of parenting programs in supporting child development. However, most studies still focus on general parental involvement and have not examined how the educational management function is implemented comprehensively in the management of school-based parenting programs. Furthermore, studies on the integrated implementation of the POAC function within SOBAT Program in the Indonesian educational context, particularly in Banyuwangi, have not been extensively studied. Therefore, this study aims to analyze the implementation of the POAC function within SOBAT Program at SMPN 1 Singojuruh Banyuwangi as an effort to strengthen school-parent collaboration.

METHODS

This study applies a qualitative approach with a case study design to examine in depth the management of SOBAT Program in strengthening collaboration between schools and parents. The qualitative approach was chosen because it allows researchers to deeply understand the experiences, social processes, and dynamics of program implementation in the real context of educational institutions. Through this approach, researchers can examine managerial practices and interactions between actors more thoroughly and contextually (Thorne, 2025) (Vlachopoulos & Makr, 2024) (Balthu & Clegg, 2025).

Meanwhile, the case study design is used because it allows researchers to gain a contextual and in-depth understanding of complex social and organizational phenomena in real-world situations. This approach is relevant to explore the implementation of the management function of Planning, Organizing, Actuating, and

Controlling (POAC) in the implementation of SOBAT Program because it is able to comprehensively reveal dynamics, interactions, and managerial processes in certain contexts (Greenhalgh, 2025) (Phongthiya et al., 2024) (Naeem & Thomas, 2025). The case study approach allows researchers to utilize a variety of data sources to gain a more comprehensive understanding of the collaborative relationship between schools and parents, so that the phenomenon studied can be analyzed in depth according to the context that occurs in the field (Naeem & Thomas, 2025) (Finley et al., 2025).

This research was carried out in one of the State Junior High Schools 1 Singojuruh in Banyuwangi Regency which consistently runs SOBAT Program. The determination of the research location was carried out purposively by considering that the school is actively developing a collaboration program between the school and the family. The research informants were selected using the purposive sampling technique, which is the deliberate selection of participants based on their involvement and direct experience in the implementation of the program, so as to be able to provide relevant and in-depth information according to the focus of the research (Bouncken et al., 2026) (Ahmad & Wilkins, 2024). The study involved 1 principal, 2 facilitators, and 2 parents. The involvement of various informants is intended to make the data obtained richer and able to describe the process of planning, organizing, implementing, and supervising the program in depth.

In qualitative research, the researcher plays the role of the main instrument that is directly involved in the process of data collection and analysis. The presence of researchers in the field allows observation of program dynamics, interaction with informants, and a deeper understanding of the research context. The role of researchers as participatory observers also allows for more natural, reflective, and contextual data on program management practices in schools (Grajzel, 2025) (Yoon & Uliassi, 2022). Data collection techniques are carried out through in-depth interviews, observations, and document analysis to obtain comprehensive data while supporting the triangulation process. The combination of various data collection techniques allows researchers to gain a more in-depth, contextual, and credible understanding of the phenomenon being studied (Mwita, 2022) (Schafer & Phillippi, 2025). Semi-structured interviews are used to explore information about the program management process, forms of collaboration between schools and parents, implementation constraints, and program development strategies. Observations were made to examine the implementation of SOBAT activities. In addition, documentation is used as supporting data in the form of activity schedules, meeting minutes, parenting modules, program evaluation reports, and various other documents related to the implementation of SOBAT Program. The use of various data collection

techniques allows researchers to gain a deeper and contextual understanding of the phenomenon being studied and increase the credibility of the research results (Mwita, 2022) (Schafer & Phillippi, 2025).

The data analysis proposed by Miles, Huberman, and Saldana was carried out interactively through the process of data reduction, data presentation, and conclusion drawing in a continuous manner from the beginning of data collection until the research was completed (Riyanto et al., 2025). The analysis process is carried out by classifying data based on POAC management functions, namely planning, organizing, actuating, and controlling, making it easier for researchers to find patterns, themes, and relationships between data. Thematic analysis is used to help researchers identify and interpret the meaning of data systematically and contextually (Ahmed et al., 2025). The validity of the data is strengthened through source triangulation, triangulation techniques, and member checking to ensure the suitability of the researcher's interpretation with the informant's experience in the field (Schafer & Phillippi, 2025). In addition, this study applies the principles of research ethics by maintaining the confidentiality of the identity of the informant, obtaining voluntary participation consent, and maintaining the objectivity of the researcher during the research process (Gelling, 2021).

RESULT AND DISCUSSION

Planning of *Sekolah Orang Tua Hebat (SOBAT)* Program

Planning is the first management function that determines the direction and success of the entire program series. In the context of the SOBAT Program at SMPN 1 Singojuruh, planning is carried out systematically and involves various stakeholders ranging from the Banyuwangi Regency Education Office, school principals, and teachers. This planning includes the process of determining programs, preparing activity schedules, and allocating resources effectively. This process is not only administrative but also involves coordinating teachers and parents to ensure alignment of the program with the school's vision and mission. This planning is the main foundation in determining the success of the implementation of the SOBAT program, so that the quality of collaborative planning between the school and parents greatly affects the effectiveness of the program and the achievement of overall quality of education.

The planning of the SOBAT Program begins through a systematic process of identifying parental needs and building collaborative partnerships with school stakeholders. During interviews with school principals, planning activities were

confirmed to involve needs assessment focused on parents' knowledge and skills related to parenting patterns and child education assistance. The principal articulated this philosophical foundation:

"Fathers and mothers have a role as the first and main educators in the process of children's growth and development, so that the school views parents as strategic partners in the implementation of education" (Principal, Interview, 23 April 2025).

This perspective translates into practical program design that extends beyond passive parental observation—parents actively engage in collaboration and synergy with schools and families.

Concrete evidence of adaptive planning mechanisms emerged from field observations and documentation. The school conducts structured coordination meetings involving the principal, vice principal, guidance counselor, and appointed facilitator to discuss program preparation. Documentation analysis revealed that learning schedules are deliberately designed with sensitivity to parents' time availability, adjusting facilitator schedules to ensure program implementation does not interfere with school activities or parental work commitments. Planning documents such as daily schedules and activity programs are systematically prepared as implementation guidelines, with the coordination forum creating program alignment with the school's vision and mission. Through parenting activities in SOBAT, the 16 modules directly bridge family-school partnerships, with parents describing their expectations during interviews:

"SOBAT activities are usually held every Saturday to accommodate the conditions of most parents who work on weekdays. Meetings are held alternately at the homes of SOBAT participants, then facilitators are present at each meeting to provide and accompany the material" (Parents, Interview, 23 April 2025)

This evidence demonstrates that the alignment of parenting patterns between schools and families is achieved not through mandates, but through deliberate collaborative scheduling and participatory program design.

Furthermore, the planning process for the SOBAT program at SMPN 1 Singojuruh is carried out using a structured mechanism grounded in deliberate collaborative practice. Observational data revealed that the school holds coordination meetings involving the principal, vice principal, guidance counselor, and appointed facilitator to discuss program preparation. During field observations of one such planning session, the structured agenda included needs assessment, resource allocation review, and facilitator role clarification. The preparation of the learning schedule directly incorporates parents' socio-

economic realities. Documentary evidence shows that facilitators adjust meeting schedules to accommodate working parents, with Saturday scheduling specifically chosen because, as one parent respondent noted during interviews, "*most parents work on weekdays.*" This scheduling sensitivity—reflected in planning documents showing flexibility provisions and alternating meeting locations—demonstrates that program implementation does not interfere with school activities or parental work commitments.

Planning documents such as daily schedules, activity timelines, and coordination meeting minutes were systematically analyzed, revealing explicit alignment strategies with the school's vision and mission. Evidence from document analysis indicated that each planning cycle includes stakeholder feedback loops; questionnaire responses from previous sessions inform adjustments in subsequent planning meetings. One principal stated during interviews:

"We involve all stakeholders—teachers, facilitators, and parent representatives—to ensure the program matches our school's goals" (Principal, Interview, 23 April 2025).

This participatory approach, triangulated across interviews, observation field notes, and documentary records, demonstrates that planning in SMPN 1 Singojuruh operates as an adaptive, evidence-informed process. Thus, planning serves as the primary foundation in improving school-parent collaboration, as it systematically incorporates field data and stakeholder input to direct program implementation effectively.

Organizing the SOBAT Program

Organizing is a management function that determines how human resources, tasks, and responsibilities are structured so that the program can run systematically. Organizing in the SOBAT program is the process of arranging, dividing tasks, and coordinating human resources to ensure the program runs effectively and efficiently. In this study, organizing is defined as a systematic effort undertaken by the school in distributing the roles of the principal, guidance counsellor, and facilitator in the implementation of the SOBAT. A clear organizational structure allows for targeted coordination. This organization's role is to bridge planning and implementation, so that a clear structure and division of tasks are important factors in the success of the SOBAT program.

The principal explained that facilitators were selected teachers who had previously received intensive training from the Banyuwangi Education Office

before implementing the SOBAT program. The training was conducted online for one week to ensure a shared understanding of the program implementation:

“Before carrying out their duties as facilitators, the teachers attended a week-long training organized by the Banyuwangi Education Office through Zoom meetings so that they would have the same understanding regarding the implementation of the SOBAT Program” (Principal, Interview, 23 April 2025).

This statement was supported by one of the facilitators, who stated:

“We received 16 SOBAT modules as guidelines for implementing the activities, and before the program began, we also participated in online guidance sessions with facilitators from other schools” (Facilitator Teacher, Interview, 25 April 2025).

Based on the interviews with the principal mentioned above, it can be seen that the organization of SOBAT program is not rigid, but rather adapts to the program's needs. The principal serves as the primary coordinator in decision-making but is still supported by the participation of facilitators in program implementation. The interviews revealed that program effectiveness is greatly influenced by a clear division of tasks and coordination between parties, making the organizational structure a crucial instrument in maintaining the sustainability and quality of the SOBAT program.

The organizational structure below illustrates the organizational pattern of the SOBAT program at SMPN 1 Singojuruh. The diagram shows that the principal occupies a central position as the main coordinator who directs the overall program, supported by facilitators who serve as program trainers in each activity, and parents who play a role in technical activities in the field. This structure demonstrates a clear yet functional coordination flow, allowing each component to have a connected role in the form of integrated school-parent collaboration. This is as depicted in Figure 1.

The organizational structure demonstrates a hierarchical and integrated framework encompassing four distinct organizational levels working in synergy through the POAC management functions. At the policy level, the Banyuwangi Regency Education Office provides strategic oversight, program coordination, and facilitator training. The school principal serves as the program director and central coordinator, ensuring alignment with the school's vision and mission. Support functions are distributed among the vice principal (administrative support), guidance counsellor (family needs assessment), and school psychologist (child development and mental health support). Operational facilitation is carried out by trained facilitator teachers responsible for content delivery, material management, and session

coordination. Parent participants (grades 7-8) are empowered not merely as recipients but as active co-learners and co-facilitators through peer learning mechanisms. The implementation architecture incorporates the DEF method (Dialogue, Education, Facilitation), 16 comprehensive parenting modules, and structured peer-learning opportunities. Supervision and evaluation are conducted through direct observation and site visits, periodic questionnaires and feedback forms, and systematic attendance and performance records. This multi-level structure ensures clear organizational relationships, defined roles and responsibilities, and effective communication channels that strengthen school-parent collaboration and program sustainability.

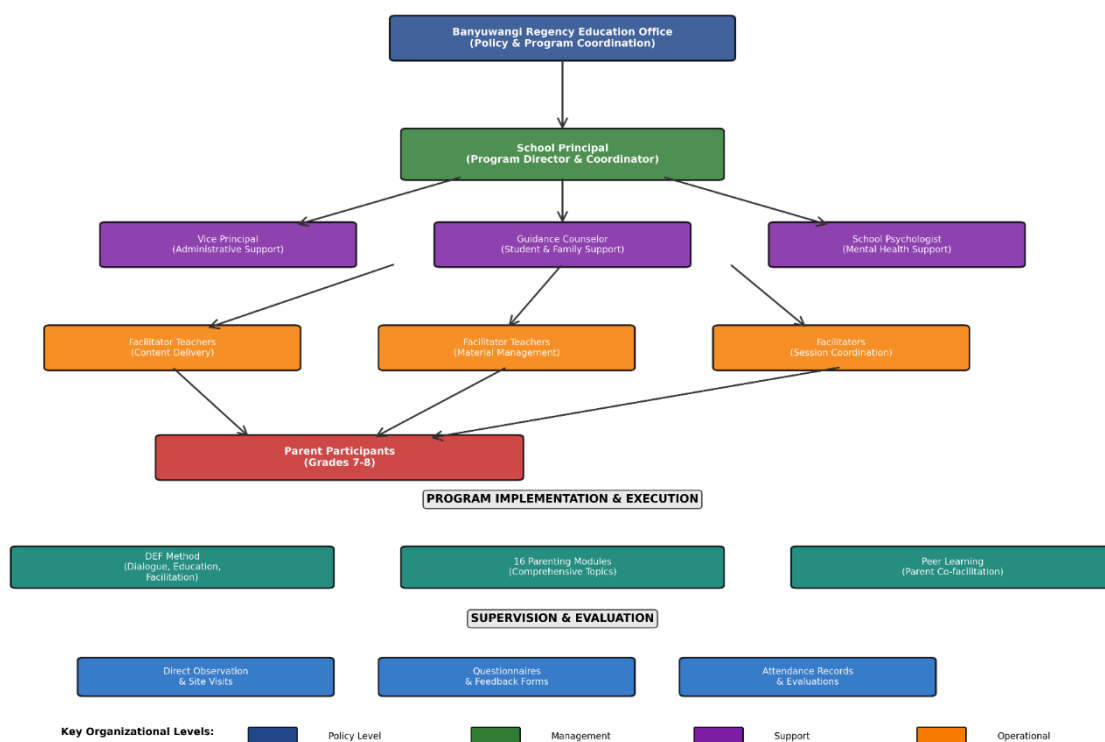


Figure 1. Comprehensive Organizational Structure of the SOBAT Program Management at SMPN 1 Singojuruh, Banyuwangi

Implementation of *Sekolah Orang Tua Hebat* Program

The implementation of SOBAT program is an implementation stage in educational management that originates from program planning to become a learning activity for parents. Where there are 16 modules with the topics: (1) The importance of parents being involved in children's education, (2) Understanding the development of junior high school children, (3) Forms of parental involvement, (4) Optimizing parent and school communication, (5) The importance of parent meetings & parent class practices, (6) Understanding children's learning outcomes, (7) Developing children's talents and interests, (8)

Forms of parental support at home in developing character, (9) Accustoming children to independence and responsibility, (10) Creating a friendly, safe and pleasant home environment, (11) Assistance for planning children's future, (12) Effective communication practices between parents and children, (13) The role of parents in literacy, (14) The role of parents in handling bullying, intolerance and sexual violence/pornography, (15) The role of parents in preventing drug abuse, and (16) Forms of family support for children with special needs. These modules directly bridge the partnership between families and schools to create harmony in how children are educated at school and at home, by improving the quality of positive interactions and communication between schools and parents and strengthening parents' abilities to foster character and a culture of achievement in children at home.

Based on the results of interviews with the facilitator, the implementation of the SOBAT Program began with a participant recruitment process from parents of 7th and 8th grade students. The facilitator revealed that:

"SOBAT Program participants are selected from parents of 7th and 8th grade students. Registration information is then shared by the facilitator through the class group, so that parents who are willing to participate in the program can register via the Google Form provided. After the participant data is collected, the school holds an initial meeting to provide direction regarding attendance commitment, time readiness, and the mechanism for implementing the activity. The location of the SOBAT Program meeting is also mutually agreed upon and can be held alternately at each participant's home." (Facilitator Teacher, Interview, 25 April 2025). This statement is supported by the results of interviews with parents who stated that:

"SOBAT activities are usually held every Saturday to accommodate the conditions of most parents who work on weekdays. Meetings are held alternately at the homes of SOBAT participants, then facilitators are present at each meeting to provide and accompany the material. However, not only the facilitators who deliver the material, parents are also given the opportunity to share material and experiences alternately. The material is usually shared one day before the meeting through the SOBAT group, so we can study it in advance and discuss it together during the activity" (Parents, Interview, 25 April 2025).

The principal stated that the support parents need in the SOBAT Program includes dialogue or exchanging ideas, education through teaching and examples, and facilitation through providing opportunities for parents to try new things. This approach is known as the DEF method, which stands for Dialogue,

Education, and Facilitation, all of which are implemented in the SOBAT Program. Furthermore, parental involvement in childcare through these activities can increase our insight, knowledge, and skills in the fields of education and parenting.

Controlling of the *Sekolah Orang Tua Hebat* Program

Controlling is the final stage in management, aimed at ensuring program implementation is proceeding according to established plans and objectives. In the SOBAT Program, supervision is conducted in a structured manner, involving the principal, facilitator, the Education Office, and parents as input and evaluators. Through this supervision, any obstacles that arise during program implementation can be identified early so that appropriate follow-up and improvements can be implemented promptly and effectively.

Controlling in the SOBAT program at SMPN 1 Singojuruh, namely the principal monitors the implementation of the program through direct observation in several sessions, periodic reports from facilitators, and reviews of attendance documents and facilitator notes. The principal stated:

"As the principal, we supervise by attending and visiting several SOBAT Program meetings to directly observe the progress of activities. In addition, we also observe the enthusiasm of parents in participating in the program and provide additional input related to the material through sharing stories and discussions with parents" (Principal, Interview, 23 April 2025).

The monitoring instruments used included parental attendance records, a questionnaire completed through Google Forms after each module was completed, and a satisfaction questionnaire at the end of the program. The facilitator explained:

"After each meeting, we conduct an evaluation by completing a questionnaire in the form of Google Forms. The questionnaire contains parents' responses regarding the material presented in that day's activities" (Teacher Fasilitator, Interview, 23 April 2025).

The use of these various instruments demonstrates that the SOBAT Program's monitoring is not only process-oriented (attendance and involvement), but also outcome-oriented (changes in parents' knowledge, attitudes, and skills). The main challenge in controlling the SOBAT Program is maintaining consistent attendance from parents, many of whom are busy on weekends. This demonstrates that the

program's success depends not only on the school but also requires the commitment and active involvement of parents.

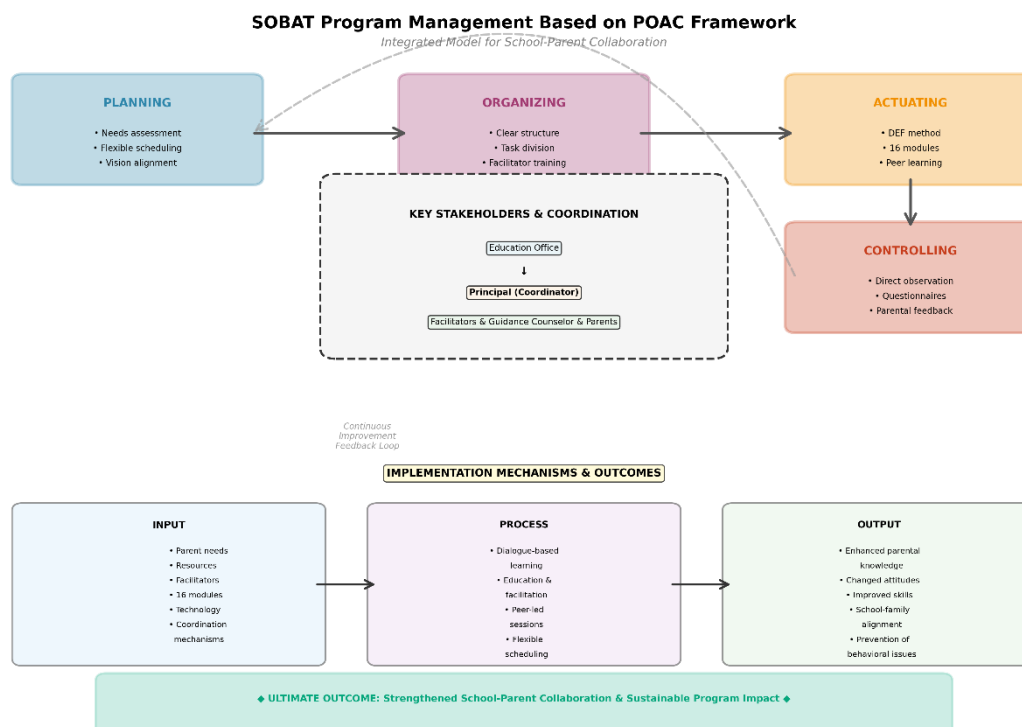


Figure 2. SOBAT Program Management Based on POAC Framework

The integrated POAC framework in Figure 2 depicted in the conceptual model illustrates how the SOBAT program at SMPN 1 Singojuruh systematically manages school-parent collaboration through four interconnected management functions. The model represents the dynamic relationships among planning, organizing, actuating, and controlling functions, demonstrating how each phase builds upon the previous one while maintaining a continuous feedback loop for program improvement and sustainability. This conceptual integration is critical because the uniqueness of this study lies in its emphasis on the urgency of implementing all managerial stages within the context of the SOBAT program in junior high schools, revealing a comprehensive management system that extends beyond traditional administrative processes.

These findings indicate that the management of the SOBAT program at SMPN 1 Singojuruh is carried out through an integrated and systematic process that includes planning, organizing, implementing, and monitoring. The success of this program is not determined solely by one managerial aspect, but rather by the synergy of all stages that reinforce each other. The findings indicate that the SOBAT program planning begins with identifying parents' needs through cross-stakeholder coordination meetings. This process reflects the principle of

collaborative planning, which positions parents as strategic partners, not simply beneficiaries. (Parker et al., 2024) emphasizes this. (Parker et al., 2024) (Parker et al., 2024) emphasized that systematic program planning and management are crucial in developing educational programs. Furthermore, scheduling that takes into account parents' time availability demonstrates sensitivity to the family's socio-economic conditions, which are key factors in increasing participation (Perše & Ekart, 2023). Thus, adaptive and inclusive planning is the foundation for the effectiveness of parenting programs, as also found in studies (Jürgensen et al., 2025) on the implementation of a group-based parenting program. Findings indicate that the organizational structure of the SOBAT Program at SMPN 1 Singojuruh demonstrates the principal's central position as coordinator, while still providing autonomy for facilitators and parents. The program's organizational structure is flexible and collaborative, adapting to the needs of field implementation. Facilitators who have participated in intensive training from the Education Office emphasized the importance of capacity building prior to implementation. (Maduretno & Fajri, 2021) stated that the POAC approach provides a basis for principals to develop targeted and measurable institutional strategies. The clear division of tasks between the principal, guidance counselor, facilitator, and parents creates a functional coordination flow. This finding supports the statement (Sunarya, 2025) that a clear organizational structure in an educational program can increase the effectiveness of achieving goals.

The implementation of the SOBAT program uses the DEF (Dialogue, Education, Facilitation) method, which allows parents not only to passively receive material but also to become learning resources for fellow participants. This peer learning practice, which involves interacting with one another and exchanging knowledge to achieve common goals, aligns with recommendations (O'Dwyer et al., 2025) that parenting programs are effective if designed in a humane and sustainable manner. The 16 modules, covering child development, effective communication, bullying prevention, and drug abuse, demonstrate a preventive and holistic approach. These findings reinforce the findings of other research (Qudsi et al., 2023) that parenting programs are effective if designed in a humane and sustainable manner. The 16 modules, covering child development, effective communication, bullying prevention, and drug abuse, demonstrate a preventive and holistic approach. These findings reinforce the findings of other research (Fang et al., 2024) about the importance of adapting parenting interventions to the local context.

The controlling program for SOBAT is not limited to attendance monitoring but also measures changes in parents' knowledge and attitudes through periodic questionnaires. The principal conducts direct observations and document reviews, while parents are involved in providing feedback. This participatory monitoring approach aligns with the supervisory function defined by (Rafique et al., 2024) which emphasizes the importance of follow-up and continuous improvement. The main challenge of consistent attendance by working parents suggests that the program's success requires a shared commitment, not just from the school. This confirms the finding (Grüter, 2025) that barriers to parental involvement are influenced by family circumstances and socioeconomic background.

The novelty of this research lies in the comprehensive application of the POAC function within the context of school-based parenting programs in Indonesia, which have rarely been studied using a case study approach. Practical implications: schools and education offices need to ensure not only the provision of modules but also the provision of facilitators, flexible scheduling, and evaluation mechanisms that actively involve parents. A limitation of this research is its limited generalizability due to the case study design in a single school. Therefore, further research with a broader scope and a mixed-method approach is recommended to quantitatively test the program's effectiveness.

CONCLUSION

This study concludes that the management of the SOBAT program at SMPN 1 Singojuruh, Banyuwangi, is carried out through an integrated, systematic, and contextual application of the POAC (Planning, Organizing, Actuating, Controlling) framework. In the planning stage, the school engages all stakeholders, identifies parental needs, and designs a flexible schedule adapted to diverse socio-economic conditions, while the Department of Education provides intensive training for facilitators. The organizing stage reflects a clear division of roles and effective coordination among the principal, facilitators, guidance counselors, and parents, ensuring smooth program implementation. The actuating stage employs the DEF (Dialogue, Education, Facilitation) method, fostering two-way communication and strengthening parental involvement in children's learning. It further incorporates 16 comprehensive parenting modules supported by digital technology and peer-learning mechanisms that empower parents as co-creators of educational resources. Supervision is conducted in a participatory manner through direct observation, periodic questionnaires, and parental involvement in evaluation processes, although

consistent attendance remains the primary challenge. Overall, the SOBAT program has demonstrated its effectiveness in reinforcing collaboration between schools and parents through the synergy of four mutually reinforcing management functions.

The implications of this study affirm that the success of a school-based parenting program depends not only on the availability of modules but also on the quality of participatory planning, the establishment of a functional organizational structure, the adoption of humanistic and flexible implementation strategies, and the application of results-oriented supervision. This study further offers a novel contribution by presenting the comprehensive application of the POAC framework within the context of a school-based parenting program at the junior high school level, an area that has rarely been examined in depth. The findings confirm that the SOBAT Program serves as an effective medium for strengthening collaboration between schools and parents in supporting students' academic achievement, character formation, and behavioral development. Through the active involvement of parents in parenting school activities, alignment of educational practices between the family and school environment is fostered, resulting in more open, participatory, and sustainable communication. Beyond its practical contributions to the advancement of school-based parenting initiatives, this study also enriches theoretical discourse on the application of educational management functions in school–family collaboration programs. Consequently, schools and educational policymakers are encouraged to promote the sustainability of similar programs by ensuring implementation flexibility, enhancing facilitator capacity, and conducting ongoing program evaluations, thereby enabling school–parent collaboration to generate a more optimal impact on the overall quality of students.

Future research on school-based parenting programs should address several critical gaps identified in the SOBAT program study. The recommendations prioritize expanding beyond the single-case design through mixed-method approaches across multiple schools in varied socioeconomic and cultural contexts. Longitudinal investigations tracking sustained outcomes over 12-24 months would provide robust evidence of program effectiveness on parental knowledge, attitudes, and student behavioral outcomes. A major challenge identified was inconsistent attendance among working parents, necessitating in-depth investigations of participation barriers and testing of targeted interventions such as flexible scheduling, virtual options, and childcare support. Comparative studies should examine different implementation methods—such as the DEF (Dialogue, Education, Facilitation) approach versus traditional lecture formats—across delivery modalities.

Additional priorities include exploring facilitator competencies and optimal training models, examining program scalability across school levels and regions, and conducting cost-effectiveness analyses to guide resource allocation. Research should also investigate intersectional factors influencing program outcomes across diverse family contexts and develop implementation fidelity frameworks for the POAC functions. Finally, integrating digital technology platforms and community-based adaptations could enhance accessibility and cultural relevance while strengthening school-parent collaboration globally.

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