Parents Day Program at Islamic Elementary School

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Abstract

This study aims to understand the implementation of the Parents Day program in strengthening emotional closeness between parents and children, explore parents' perceptions of the program as an effort to enhance relationships with children and identify the supporting and inhibiting factors of Parents Day activities. Using a phenomenological qualitative approach, the results of this study show that Parents' Day strengthens the emotional closeness between parents and children through interactive activities such as decorating cakes, flowers, hats, and other activities. Its success is evident in its motivation to learn, positive communication between parents, children, and teachers, and positive feedback regarding the benefits of this activity. Thus, overall, Parents Day is proven to significantly contribute to the emotional relationship between parents and children, as well as being an effective means of strengthening family communication and interaction in the school environment, creating a more harmonious atmosphere, and supporting child development.

Keywords: Emotional Development, Parents Day, Parent-children Relationship.

Abstrak

Penelitian ini bertujuan untuk memahami implementasi program *Parents Day* dalam mempererat kedekatan emosional antara orang tua dan anak, menggali persepsi orang tua terhadap program tersebut sebagai upaya mempererat hubungan dengan anak dan mengidentifikasi faktor pendukung dan penghambat kegiatan *Parents Day*. Dengan menggunakan pendekatan kualitatif fenomenologi, hasil penelitian ini menunjukkan bahwa *Parents' Day* memperkuat kedekatan emosional antara orang tua dan anak melalui kegiatan interaktif seperti menghias kue, bunga, topi dan kegiatan lainnya. Keberhasilannya terlihat dari motivasi belajar anak, komunikasi yang positif antara orang tua, anak dan guru, serta umpan balik yang positif mengenai manfaat kegiatan ini. Dengan demikian, secara keseluruhan, *Parents Da*y terbukti memberikan kontribusi signifikan terhadap hubungan emosional antara orang tua dan anak, serta menjadi sarana yang efektif untuk mempererat komunikasi dan interaksi keluarga di lingkungan sekolah, menciptakan suasana yang lebih harmonis, dan mendukung tumbuh kembang anak.

Kata kunci: Hari Orang Tua, Hubungan Orang Tua dan Anak, Perkembangan Emosional.

Introduction

The education process is complex and involves many people, not only teachers and students in the school environment but also parents in the home environment (Liu, F., Zhao, L., Zhao, J., Dai, Q., Fan, C., Shen, J., 2022). The family is the first and primary social

institution in children's character-building and personality development. In modern education, the emotional relationship between parents and children faces complex challenges brought about by social transformation, structural changes in the family, and heightened professional demands. Contemporary social dynamics have resulted in significant emotional separation between parents and children, where in-depth interactions are often replaced by technology-based artificial communication and limited quality time (Ye et al., 2024).

A study of child and youth services at the University of Queensland Australia revealed that emotional closeness plays a fundamental role in shaping children's mental health, emotion regulation, and social skills (Healy et al., 2024). Other studies have also explained that parental participation strengthens children's confidence and motivation to learn, supports their social, emotional, and behavioral well-being, and improves overall development and learning outcomes (Ma et al., 2024).

A common understanding between parents and schools and how to shape the social environment to educate children can determine the success of education. Children's problems at school are inseparable from parenting patterns at home and how the child's social environment is formed. Responsive parenting is an integral part of the context in which children grow up and has been shown to positively affect child development, especially in the early years of life (Gaidhane et al., 2022). Intervening early in a child's life shows long-term benefits and better outcomes for families and communities than intervening later in life (Fante et al., 2024). Parenting children also supports children's success at school in the family environment, including their social environment. Therefore, education conducted at school must synergize with education conducted in the family. The research (Munajat et al., 2023) revealed collaboration can be built when parents communicate well with the school. However, with parents' various busy schedules, regular meetings are difficult to hold, so a common understanding of parenting is challenging to build.

Parents Day emerged as a strategic intervention to restore and strengthen the emotional bond between parents and children in educational settings. One form of responsive parenting is the active involvement of parents in supporting children's learning, especially in primary school (Ardyaningrum, 2024). One Finnish education group found a positive correlation between active parental participation and improved academic achievement. It supports existing literature emphasizing the importance of family involvement in education to improve student success (Koivuhovi et al., 2024).

Although parents' involvement in their children's education has many benefits, the reality shows that their level of participation still needs to be improved. Some factors influencing parents' low involvement include their socioeconomic background, education level, and perception of their role in supporting their children's education. Complex family dynamics, such as a disrupted family structure, can reduce parental attention and involvement (Ma et al., 2024). Lack of awareness of the importance of their role in their children's education is a significant obstacle. Many parents still believe that the responsibility for education lies entirely with the school, so they tend to participate less actively. In addition, the lack of awareness and understanding of the importance of parental involvement in children's education is also an obstacle that needs to be overcome. These unfavorable conditions can hamper efforts to create an optimal learning environment for children. Therefore, more massive efforts are required to increase parents' awareness and understanding of their essential role in supporting the success of children's education (Wilder, S. 2021).

Sri Mulyani, Minister of Finance, also highlighted the importance of partnerships between schools and parents. She mentioned that 80% of parents never provide input in school decision-making, and 30% never have discussions with teachers. She emphasized that parental involvement is a cheap but effective way to improve the quality of the education system (Sulistiyanto, 2023). Given the importance of parental involvement in children's education, it is appropriate for schools to play a proactive role in seeking and facilitating optimal parental participation. One study suggested that schools should proactively promote parental involvement by providing training programs and information to help them engage effectively (Delgado-Galindo et al., 2024).

In overcoming these problems, the concept of Parents Day activities is essential to children's education because parents will establish communication with teachers, participate in school activities, and provide support and supervision of children's learning activities at home (Drew et al., 2024). Through this kind of support, parents can help create a conducive learning environment that motivates children to achieve. A strong emotional bond between parents and children is difficult to form without active involvement in the learning process. Warm and emotionally close relationships have been shown to increase learning motivation and strengthen children's self-confidence and self-esteem, contributing to academic achievement and showing a significant relationship between self-confidence, learning motivation, and even children's achievement (Goodall, J., 2021).

In research conducted by Tianyi Ma et al. in a longitudinal study in Australia, high-quality child-teacher relationships and parent-teacher communication have substantial benefits for child well-being and school functioning (Ma et al., 2024). As such, comprehensive efforts are needed to increase parents' awareness and understanding of their strategic role in supporting their children's educational success. Research (Koivuhovi et al., 2024) further emphasizes that a strong bond between parents and children is a key factor in supporting overall educational success in academics and potential development.

A comprehensive literature review reveals a variety of academic perspectives that affirm the significance of parent involvement-based interventions. Among them, the study explains that when parents accompany their children to school, this improves the quality of the parent-child relationship, leading to an increase in overall well-being (Hosseini Shoabjareh & Ghasri, 2025). In addition, Isabell Schuster et al.'s study had little overlap between the themes raised by parents and educators regarding perceived signs of trust or lack of trustworthiness. In addition, there was also a partial mismatch between the perceptions of parents and educators indicated. Implications for improving communication and training for educators and advancing trust theory are discussed to foster trusting relationships that will enhance (Schuster et al., 2025).

Furthermore, research conducted by Kelemu Zelalem Berhanu and Parvathy Naidoo revealed a low level of parent-teacher-student association (PTSA) involvement in school. In contrast, the level of student engagement and academic achievement was moderate. A statistically significant relationship exists between academic achievement, student learning engagement, and *parent-teacher-student association* (PTSA) school involvement. The study showed that learning engagement mediated the relationship between academic achievement and *parent-teacher-student association (*PTSA) involvement at school. The study suggests that to support children's educational attainment, schools need to create and implement parent programs that allow more parental participation in school activities will encourage students to engage in extracurricular activities, which will improve their academic achievement and ensure SDG-4 *(quality education)* (Berhanu & Naidoo, 2024).

Further research by Latifa Putri Ridhaningtyas et al. found that students' learning outcomes in social studies are influenced by several positive factors: closeness with parents, self-confidence, and learning independence. The better the parent-student relationship, the higher the self-confidence, and the more independent the students are in learning, the more the social studies learning outcomes tend to increase. These three factors also have a

significant influence together on improving students' social studies learning outcomes (Ridhaningtyas dan Sunarso 2024).

Research by Ribut Purwaningrum et al. revealed that collaboration between counseling teachers and parents is crucial to support optimal student development and reduce potential learning problems. This collaboration requires the support of the school principal to be more focused, although not all parents are willing to participate. Therefore, increasing parents' awareness and counseling teachers' competence is necessary to establish effective collaboration. This collaboration can be implemented in regular and inclusive schools, with various models involving students, counseling teachers, and parents. While this collaboration has positive impacts, such as developing students' potential, it can also bring challenges for all parties involved (Purwaningrum & Surur, 2023).

Another study by Ari Wibowo and Riezka Amalia Oktafira revealed that the parenting pattern applied by parents of fifth-grade students of SD Negeri Tegalmulyo to shape the character of discipline is democratic parenting. In addition to the role of parents who provide advice, direction, and role models, schools also contribute significantly to shaping student discipline through rules, directions for action, sanctions, and rewards. The cooperativeness between the roles of parents and schools is key to instilling discipline in students (Wibowo & Oktafira, 2024).

The position of this research lies in the effort to fill the academic gap and understand the concrete mechanism of building emotional closeness through Parent's Day in the specific context of Islamic elementary schools. The uniqueness of this study lies in the holistic approach that integrates Islamic perspectives, the best parenting applied in child development, the sociology of education, and pedagogical practices within the framework of the Parents Day Program, which still not all schools implement it even rarely. In line with this, SDI Surya Buana Malang City provides a rich empirical space to explore how structured interventions can transform the emotional relationship between parents and children.

The proposed problem formulations include: (1) Can implementing Parents Day help build emotional closeness between parents and children at SDI Surya Buana? (2) How do parents and children perceive the implementation of Parents Day in strengthening their relationship? (3) What are the supporting and inhibiting factors for implementing Parents Day at SDI Surya Buana? The purpose of this study is to describe the implementation of Parents Day in strengthening the emotional closeness between parents and children, explain the perceptions of parents and children towards the success of Parents Day as an effort to

strengthen their relationship, and identify key factors that influence the success and inhibiting factors of the implementation of these activities. Thus, this study provides new insights into the potential of Parents Day activities in strengthening the emotional connection between parents and children and paves the way for further research on parental involvement in children's education.

Methods

This qualitative research allows for exploring phenomena that cannot be explained through quantitative approaches so that various aspects of subjective experience and complex meanings can be revealed in more detail. Of the different types of qualitative research designs, this research focuses on the phenomenological approach (Renjith V., Yesodharan R., Noronha J., Ladd E., George A., 2021). The choice of research location at SD Islam Surya Buana was based on the relevance of the Parents Day program as a strategic effort to strengthen the emotional closeness between parents and children in the school environment. This research was conducted in September 2024 to explore the program's impact in depth. The research subjects included the Principal, Vice Principal for Student Affairs, two teachers, two parents, and one student, all of whom have essential roles in animating and supporting the implementation of Parents Day activities. The informants were purposively selected because each contributed directly to the implementation and meaning of this program, with the Principal and Vice Principal for Student Affairs as policymakers, teachers as facilitators, and parents and students as direct beneficiaries of the activities. This research focuses on the interaction of each informant to get a comprehensive perspective.

The data collection process included direct observation of the Parents Day activities, allowing researchers to record the interactions and emotional dynamics between parents and children during the event. In-depth interviews were conducted with each group of informants to further explore their perceptions, feelings, and experiences related to the program, including insights into its impact on the relationship between children and parents. In addition, documentation such as photos, activity schedules, and school reports on the program were also collected as supporting materials to enrich and strengthen the data obtained (Mudjia, 2020). These data provided a richer context for implementing Parents Day and specific details describing the role of each party involved.

Data analysis was conducted through the stages of qualitative analysis, starting from a systematic data collection process, followed by reducing data to filter relevant information,

presenting data in the form of descriptive narratives, and finally drawing conclusions regarding the role and impact of Parents Day in strengthening emotional closeness between parents and children. Data validity checking in this research uses triangulation according to Mudjia's approach. Method Triangulation was conducted through interviews, observations, and document analysis to ensure data consistency. Inter-researcher triangulation involved discussions with other researchers to avoid bias. Data Source Triangulation compared information from principals, teachers, parents, and students to identify the suitability of perspectives. Meanwhile, Theory Triangulation uses various concepts to strengthen the analysis. This approach ensured the validity of the data and strengthened the research results regarding the contribution of Parents Day to the emotional closeness between parents and children (Saadah et al., 2022).

Results and Discussion

Implementation of *Parents Day* in Strengthening Emotional Closeness between Parents and Children at SD Islam Surya Buana.

Global The organization of Parents Day at SD Islam Surya Buana builds emotional closeness between parents and children and provides a different experience for both parties. As a student affairs officer, Eka explained that this activity's main concept is to allow parents to see their child's behavior at home and school. Parents are expected to be part of the child's learning environment at school, where they can observe how their child interacts with friends and teachers. That creates a unique "chemistry" between children and parents, where children feel a sense of pride when their parents are present and even act as "teachers" in classroom learning activities. Eka explained that although this activity is only 30 minutes, it dramatically impacts children's enthusiasm (E. Rahma, personal communication, May 8, 2024).

In line with this explanation, Eka explained how important this activity is to help parents understand their children's behavior at school. Every Friday, for 30 minutes, parents take turns attending and engaging in activities such as making crafts or watching movies together. These activities are carefully designed to create a fun yet meaningful learning atmosphere. Eka added that this process involves active interaction between parents and children, where children learn from their parents at home and then apply it at school with their friends. That fosters pride in children because they can share their knowledge and

experience with their parents and classmates (E. Rahma, personal communication, May 8, 2024).

In addition, Parents Day activities not only involve parents at school but also build cooperation between children and parents. Eka explained that children are invited to work together to make creations with their parents, from the first step to the final result. Each activity stage becomes a moment children look forward to, such as making a piece of folded paper. The children's enthusiasm peaked when they finished their creations and shared them with their friends, who were then appreciated with small gifts. This moment ends with a group photo, creating sweet memories that strengthen the emotional bond between parents and children and building a strong sense of community in the school environment (E. Rahma, personal communication, May 8, 2024). Hasna, the Islamic Religious Education teacher, explained that the active involvement of parents in various activities, such as games, cake decorating, painting, quizzes, and discussions, further increased the children's enthusiasm. In addition, Parents Day activities also encourage effective collaboration between parents, children, and teachers, create an interactive and fun learning atmosphere, and support holistic child development. This combination of activities strengthens emotional connections and enriches children's learning experiences through positive social interactions (Z. Hasna, personal communication, September 27, 2024).

According to Hasna, Parents Day activities build emotional closeness between parents and children. Children seem very happy when their parents are at school, and this presence not only brings happiness but also becomes an opportunity for children to learn a lot, both in terms of behavior and social interaction. This activity helps children improve and remember to be kind to others. In addition, the diversity of parents' backgrounds, such as lecturers, teachers, and entrepreneurs, adds value to the learning obtained by children, making them more enthusiastic and providing positive feedback during the activities (Z. Hasna, personal communication, September 27, 2024).

This statement aligns with attachment theory and research used in many applied situations (Forslund et al., 2022). One was developed by John Bowlby and Mary Ainsworth, where emotional closeness between children and parents is essential in influencing children's social and cognitive development. This theory emphasizes that secure attachment between children and parents will be the basis of healthy relationships in the future, both in social and emotional contexts. In Parents Day activities, the presence of parents provides significant emotional support for children, helping to reinforce a sense of security and comfort. It is

crucial as children who feel close to their parents tend to have more muscular attachments, which positively impacts their cognitive and social development (Holden, 2014). In addition, the active involvement of parents in activities like this makes children more confident in interacting with their environment, both with peers and with teachers, thus strengthening children's overall social skills.

In addition to strengthening emotional attachment, the presence of parents at Parents Day also serves to meet the psychological needs of children. As explained in a study, there are five hierarchies of needs according to Abraham Maslow: physiological, safety/security, love and belonging, appreciation, and self-actualization (Omodan B.I., 2022). At the third level, the need for love and belonging is a crucial aspect. Children feel loved, cared for, and valued when parents are present and involved in Parents Day activities. This sense of love and care provides a strong foundation for children's emotional development, making them feel more secure and comfortable exploring their learning environment (Dar & Sakthivel, 2022). In addition, parenting style also affects children's emotional and social development. Baumrind in Lease et al. identified three main parenting patterns applied by parents, namely: authoritarian (high control and low warmth), authoritative (high control and high warmth), and permissive (low control and high warmth) (Situmorang & Salim, 2021). In this context, as explained by Eka, parents use authoritative parenting that encourages children to feel valued and heard and dare to participate in activities actively. This parenting boosts children's self-confidence and helps them build more positive social relationships with friends and teachers. In the context of Parents Day, parental engagement enables children to develop better social and emotional skills, positively impacting their overall development (Firdausi & Ulfa, 2022).

Global systematic reviews and meta-analyses show that responsive parent-child relationships and parental support for learning in the early years are critical in supporting early childhood development (ECD) (Jeong et al., 2021). Secure attachment between children and parents not only facilitates social and cognitive development but also plays a role in building children's ability to manage stress and emotions (Jeong et al., 2021). At SD Islam Surya Buana, the results show that the Parents Day program strengthens emotional closeness between parents and children. This program strengthens emotional relationships and becomes an effective medium for instilling moral values and forming positive characters in children, such as responsibility, empathy, and self-confidence (Jeong et al., 2021). It is in line with the findings from SD Islam Surya Buana, where the Parents Day program not only

strengthens emotional bonds but also instills moral values and shapes positive character in children.

Kelemu Zelalem Berhanu and Parvathy Naidoo's research entitled *"The relationship between parent-teacher-student association (PTSA) involvement in school and academic achievement as mediated by learning engagement in the case of primary schools"* revealed that to support children's educational achievement, schools need to create and implement parent programs that allow more parental participation in school activities. This parental participation encourages students to engage in extracurricular activities, improving their academic achievement and ensuring the achievement of SDG-4 goals *(quality education)* (Berhanu & Naidoo, 2024). Research at SD Islam Surya Buana aligns with these findings, where the Parents Day program actively involves parents in learning activities and student character development. This involvement strengthens the emotional closeness between parents and children and encourages students' independence, self-confidence, and learning achievement. Thus, the research at SD Islam Surya Buana makes a real contribution to strengthening the role of parents as active partners in the educational process, directly supporting students' academic achievement.

Parents and Children Perceptions of the Success of *Parents Day* as an Effort to Strengthen Their Relationship.

Research Parents' perceptions of Parents Day are very positive as the program allows them to see another side of their children's characters that may differ from their behavior at home. Fauzi, as a student parent, explained that through Parents Day, parents can observe how their child behaves in a school setting, where children are often more active and have a more prominent social side. These observations help parents better understand the child's personality, which may not be apparent at home. In addition, children feel proud when their parents are involved in school activities, which strengthens the emotional connection between the child and parent. Another positive impact is the increase in children's self-confidence. When parents are present at school, children feel more valued, proud, and motivated to demonstrate their learning abilities and interact with peers (M. Fauzi, personal communication, November 10, 2024).

In addition to helping strengthen emotional connections, Parents Day also provides an opportunity for parents to understand better how their children interact in the school environment. Dewi, one of the parents, revealed that after the event, her child became more

confident and open in expressing his feelings (D. Husnul, personal communication, September 27, 2024). From a student perspective, Calista, who participated in Parents Day, said she was delighted with her mother's presence in the classroom. Her mother's involvement in creative activities, such as making balloon stands with marbles, made her feel closer to her mother and proud to show her work in front of her friends (Calista, personal communication, September 27, 2024).

That illustrates how crucial parental presence is in providing emotional and social support to their children at school and positively impacts children's emotional and social development. Children are proud that their parents are present and gain a positive sense of pride from friends when their parents participate in class activities. Similarly, Eka, a teacher, described the importance of Parents Day as a moment for parents to get closer to their children in the school environment. Through this activity, parents drop off their children at the school gate, enter the classroom, and see first-hand how children learn and interact. This experience gives parents valuable insight into their children's daily school life (E. Rahma, personal communication, May 8, 2024).

It shows the importance of parents' active involvement in supporting children's development. In line with that, Bronfenbrenner's ecological system theory explains that the relationship between parents, children, and the school environment reflects layers of microsystems and mesosystems that support each other. Parents Day, as part of the mesosystem, will be more effective if supported by the microsystem, namely the family. Therefore, without active support from parents, school activities will not provide optimal results for children's development (Holden, 2014).

The Parents Day program also aligns with the *Tripusat Pendidikan* proposed by Ki Hajar Dewantara. Known as the father of Indonesian education, in conceptualizing education, the thoughts of philosophers such as Rabindranath Tagore, Maria Montessori, and Friedrich Fröbel helped shape his holistic view of education (Ferary, 2023). Children's education occurs in three primary environments: family, school, and community; through activities such as Parents Day, the symbiosis between family and school is strengthened, allowing both to work together to support children's holistic development. Children get academic support from school and emotional and social support from family. This support is crucial to balancing their education and character building, making Parents Day an effective medium to strengthen collaboration between parents, children, and schools (Pranoto, 2017). This view is in line with the concept of education in Islam, where the role

of parents is significant in shaping the character and behavior of children. As explained in the hadith of Rasulullah SAW narrated by Anas bin Malik r.a. Rasulullah said:

حَدَّثَنَا آدَمُ حَدَّثَنَا ابْنُ أَبِي ذِئْبٍ عَنْ الزُّهْرِيِّ عَنْ أَبِي سَلَمَةَ بْنِ عَبْدِ الرَّحْمَنِ عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كُلُّ مَوْلُودٍ يُولَدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ كَمَثَلِ الْبَهِيمَةِ تُنْتَجُ الْبَهِيمَةَ هَلْ تَرَى فِيهَا جَدْعَاءَ

Meaning*: Narrated [Adam] to us [Ibn Abu Dza'bi] from [Az Zuhriy] from [Abu Salamah bin 'Abdurrahman] from [Abu Hurairah (may Allah be pleased with him)]: The Prophet (peace and blessings of Allah be upon him) said: "Every child is born in a state of fithrah. Then it is his parents who make him a Jew, a Christian or a Mussulman, just as a farm animal gives birth to a perfect animal. Do you see any defect in him?"* (HR. Bukhari).

This hadith emphasizes that children are born in a fitrah, clean, and potentially promising state. However, the environment and especially the role of parents will determine how children will develop, both religiously, morally, and behaviorally. In the modern context, where the social environment is changing rapidly due to globalization, technological advances, and cultural diversity, the influence of parents and the environment is becoming increasingly important in shaping children's understanding and experiences (Zhao & Yu, 2024). This research also complements the findings of Ari Wibowo and Riezka Amalia Oktafira's study, which focuses on democratic parenting at home in shaping student discipline; research at SD Islam Surya Buana integrates direct participation of parents at school (Wibowo & Oktafira, 2024).

Suppose Wibowo and Oktafira's research emphasizes the collaboration of the roles of parents and schools through rules, sanctions, and rewards. In that case, the SD Islam Surya Buana study strengthens this collaboration through direct activities such as workshops, cooking classes, and experiments. The active role of parents allows for more in-depth observation of children's character and potential in the school environment while strengthening the emotional closeness between parents and children. With this active participation-based approach, research at SD Islam Surya Buana makes a new contribution to improving students' independence, self-confidence, and learning outcomes through direct collaboration between parents and schools.

Success Factors and Inhibiting to Parents Day Implementation.

Research The success of the Parents Day program at SD Islam Surya Buana Malang is greatly influenced by the excellent cooperativeness between the school, parents, and students. Hasna explained that the school's full support, which involves the principal, student

affairs, and homeroom teachers, is the main foundation for the success of this program (Z. Hasna, personal communication, September 27, 2024). Endang, as the school principal, emphasized the importance of a planned and structured school policy in the success of this program. She explained that a good school has a programmed system from the beginning of the year. That ensures the continuity of programs like Parents Day, which will continue to be implemented yearly with the same quality. According to her, careful planning prevents sudden and inconsistent programs, so programs like Parents Day can become part of the school's routine (E. Suprihatin, personal communication, Oktober 2024).

In addition to internal school support, the enthusiasm of parents and students is also key to the success of Parents Day. Eka explained that the active involvement of parents in activities such as workshops, cooking classes, or experiments creates a fun learning atmosphere and strengthens the relationship between parents, children, and school. That makes a positive collaboration that impacts the child's social and emotional development. Parents who are actively involved can see their children's development in the school environment, giving them a better understanding of their children's character outside the home. Thus, the enthusiasm of all parties ensures that the program runs smoothly and provides maximum positive impact (E. Rahma, personal communication, May 8, 2024).

However, despite these successes, some challenges can hinder the implementation of Parents Day. One of the main obstacles is the difficulty in establishing effective communication between parents and children. Eka mentioned that some parents are inattentive or reluctant to actively participate in the activities, which makes the children less cooperative or even rebellious. This condition creates an additional burden for teachers, who have to take over the role of parents in guiding children during activities. Parents' absence or lack of participation in this activity can also reduce the positive impact children should feel (E. Rahma, personal communication, May 8, 2024). In addition, parents' busy schedules often prevent them from attending *Parents Day* events. Hasna revealed that children feel disappointed when their parents cannot participate because they look forward to the moment. Although the school has arranged the parents' schedules and reminded them in advance, there are times when parents are still unable to attend for various reasons. In these circumstances, homeroom teachers take anticipatory steps by continuing the planned activities so that children can still enjoy the learning experience even without the presence of their parents (Z. Hasna, personal communication, September 27, 2024).

From a parenting style perspective, the permissive parenting practiced by some parents may hinder their participation in Parents Day. Permissive parents tend to give complete freedom to children and pay little attention to the rules or limits that should exist (Katja A. Waldron, Robert J. Turrisi, Kimberly A. Mallet, Eduardo Romano, 2021). Endang explained that some parents do not want to participate in the activities because they seem indifferent to providing cakes. After that, they do not want to bother implementing the activities, so children feel disappointed, making them less disciplined and less actively involved (E. Suprihatin, personal communication, Oktober 2024). This view is in line with Islamic teachings, which emphasize that parents have a great responsibility to educate and protect their families, as stated in the word of Allah:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

Meaning: *"O you who believe, protect yourselves and your families from the fire of Hell, whose fuel is man and stone; its guardians are harsh, hard angels, who do not disobey Allah in what He commands them and always do what they are commanded."* (QS. At-Tahrim: 6)

This verse reinforces the importance of parents' role in creating a safe and supportive environment for their children spiritually, emotionally, and academically. In the context of permissive parenting, this verse reminds us that parents are not obligated to let children act without guidance and supervision. In Tafsir Ibnu Katsir, Sufyan As-Sauri narrated from Mansur, from a man, from Ali ibn Abu Talib r.a., that the meaning of Allah's words: *"Guard yourselves and your families from the Fire"* is that man should fear Allah and command his family to fear Allah and avoid disobeying Him. That indicates that parents are obliged to teach and educate their families to obey the commands of Allah and avoid doing vain deeds.

The discussion above is supported by *behavioral theory*; Watson said, *"It is what happens to individuals after birth that makes one a hewer of wood and a drawer of water, another a diplomat, a thief, a successful businessman or a far-famed scientist."* This statement emphasizes that experiences after birth greatly influence behavior and development and can be shaped through environment and learning (Holden, 2014). This theory explains that children's behavior can be shaped and modified by consistently applying positive (reinforcement) or negative (punishment) consequences. In the context of Parents Day, a supportive school environment where parents are actively involved in activities with their children provides positive experiences that can shape children's behavior. Conversely,

if parents are absent or less involved, it will give negative reinforcement, where children will experience disappointment, which can affect their behavior and motivation at school. In the sense that no amount of money or material rewards can replace the attention that children crave (Holden, 2014).

This concept aligns with *operant conditioning,* a theory created by B.F. Skinner. *Operant conditioning* explains that actions that produce pleasant consequences tend to be repeated, while actions that produce unpleasant consequences tend to be restricted (Holden, 2014). Therefore, Parents' Day is one of the bridges through which parents can give attention to their children. It can encourage positive behavior in children, such as increased self-confidence and motivation to learn.

Research by Mayer et al. shows that parental involvement is essential to children's future success. A field experiment utilizing a digital library on an electronic tablet for reading with children found that using behavioral tools such as reinforcement, goal setting, and social rewards doubled the duration of parental reading with children after a six-week intervention. These findings indicate that with simple interventions, parental engagement can be redirected to support parenting activities that enrich children's moral and character development through investment in activities that strengthen children's developmental potential (Mayer et al., 2019).

In the context of Parents Day at SD Islam Surya Buana, this parental involvement is implemented through various activities such as workshops, cooking classes, and experiments, which create a fun learning atmosphere and strengthen the relationship between parents, children, and school. This involvement allows parents to directly see their children's development in the school environment, thus strengthening parents' understanding of their children's character outside the home. That is in line with the research of Latifa Putri Ridhaningtyas et al. with the title *"The Effect of Parental Closeness, Confident Attitude and Learning Independence on Ips Learning Outcomes"* Students' social studies learning outcomes are influenced by several positive factors: closeness with parents, self-confidence, and learning independence. The better the parent-student relationship, the higher the self-confidence, and the more independent students are in learning, the more social studies learning outcomes tend to increase. These three factors also have a significant influence together on improving students' social studies learning outcomes (Ridhaningtyas dan Sunarso 2024).

The main difference from previous studies lies in the methods and approaches used. If earlier studies tend to be correlational and only analyze the relationship between parental closeness, self-confidence, and student learning independence, then research at SD Islam Surya Buana focuses on direct parental involvement through Parents Day activities. This approach allows for more tangible observation and measurement of the impact of parental involvement on students' learning independence, self-confidence, and learning outcomes. In other words, this research measures the relationship and proves the real influence of interventions carried out through participatory activities.

Conclusion

Parents' Day has been proven necessary in strengthening the emotional closeness between parents and children. Through interactive activities involving parents' direct participation, children become more motivated to learn and exhibit a more positive attitude. They become more open in interacting with their friends and feel proud of their parents' presence at school, creating a supportive environment for their emotional and social development. Parents felt that the program provided an opportunity to understand their children's behavior and development in the context of school, which is often different from how children behave at home. Parents can observe first-hand how their children interact in the classroom and with their peers by attending school activities.

Students also feel more proud and confident when parents are present at school activities, strengthening their emotional bond. The program fosters a sense of family togetherness and facilitates deeper understanding between family members. The main factors for the success of Parents Day are the collaboration between structured school policies, active support from teachers, and enthusiastic participation from parents and students. However, the program also faces several challenges, such as the absence of parents due to conflicting schedules, uneven participation of some parents, and the potential disappointment of children when parents cannot attend. Therefore, the involvement of all parties and effective communication are indispensable.

The implications of these findings suggest that the Parents Day program has great potential to strengthen emotional bonds between parents and children in the school environment, support children's social development, and create a more inclusive and supportive school community. However, a limitation of the program is its reliance on parental attendance and time, which is often difficult to adjust and requires flexibility and

support from all parties to maximize its positive impact. Further evaluation is needed to address these constraints and ensure that the program continues to evolve into an inclusive platform for all students and their families. Improving the program's quality can also be done through adjustments to the schedule and more flexible activity options so that more families can actively participate.

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