



## Evaluating a Parenting Program Using the CIPP Model: Evidence from a Kindergarten Laboratory School in Indonesia

Dian Wahyuningsih<sup>1\*</sup>, Adnan Küçüköglü<sup>2</sup>, Fransiska<sup>3</sup>

<sup>1,3</sup> Earlychildhood Education Department, STKIP Persada Khatulistiwa Sintang  
Sengkuang Street No.KM. 4, Kapuas Kanan Hulu, Kec. Sintang, Kabupaten Sintang,  
Kalimantan Barat 78613

<sup>2</sup> Curriculum and Instruction Program, Atatürk University  
Üniversite, Atatürk Üniversitesi Kampüsü, 25030 Yakutiye, Turki

Author Correspondence. Email: [dian.wahyuningsih231@ogr.atauni.edu.tr](mailto:dian.wahyuningsih231@ogr.atauni.edu.tr), Phone: +905355650205

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**Abstract:** This study uses the Context, Input, Process, Product (CIPP) evaluation model to evaluate a parenting program implemented in a kindergarten laboratory school in Indonesia. Drawing on qualitative interviews with teachers, parents, and student interns, along with document analysis, the study investigates how the program addressed contextual needs, resource allocation, delivery mechanisms, and perceived outcomes. Data were collected through semi-structured interviews and supporting documents, then analyzed using thematic analysis to ensure systematic interpretation across CIPP components. The findings indicate that while the program was well-aligned with parental needs and supported by institutional resources, it faced participation rates, feedback mechanisms, and content inclusivity challenges. Parents reported improved confidence, communication skills, and understanding of child development as key benefits. However, the lack of systematic monitoring and follow-up limited the program's sustainability. This study is essential as it provides a structured framework to assess parenting interventions' quality and long-term viability in under-researched educational settings. It underscores the importance of participatory delivery methods, culturally sensitive materials, and integrated evaluation processes to enhance the long-term effectiveness of family engagement initiatives. Recommendations include embedding continuous feedback loops, involving diverse facilitators, and aligning program design with national goals on early childhood education and parental empowerment.

**Keywords:** parenting program, CIPP, parental engagement, program evaluation

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### INTRODUCTION

Parenting programs are increasingly recognized as a key strategy for fostering parental involvement and supporting early childhood development, particularly within the context of early childhood education institutions. These programs are vital in enhancing children's cognitive, emotional, and behavioral outcomes, strengthening the parent-child relationship, and creating a



positive home learning environment. Structured parenting interventions have improved parenting confidence, discipline strategies, and communication skills (Kaminski et al., 2024; Pontoppidan et al., 2019; Sanders & Kirby, 2014). Furthermore, parental engagement has been identified as a key determinant of school readiness and long-term academic success in early childhood settings. (Heckman & Karapakula, 2019). Studies have confirmed that parenting programs foster more effective parenting practices and parental engagement in educational activities in the Indonesian context. (Widaningtyas, 2022). Additionally, research during the COVID-19 pandemic underscored the essential role of parents in shaping children's independence and learning behaviors at home, highlighting the adaptive potential of parenting support programs. (Purwanti et al., 2022). These findings collectively emphasize the significance of well-structured parenting initiatives in promoting holistic child development and educational equity. Moreover, parenting programs often align with national and international educational goals, including those outlined by UNESCO and UNICEF for holistic child development and inclusive education. (Kusmiatiningsih et al., 2024; Millora, 2023). At STKIP Persada Khatulistiwa Sintang Laboratory Kindergarten, such programs are essential, given that most parents come from lower-income families and hold a high school diploma at most. However, a small number of parents are university lecturers. This diversity creates a broad spectrum of expectations and needs that the parenting program must accommodate.

Recent literature highlights that inclusive and contextually adaptive parenting programs are essential to ensure their effectiveness and accessibility across different family settings. (Bornstein et al., 2022; Schilling et al., 2021). Parenting interventions that are culturally sensitive and tailored to the community's needs have successfully bridged the knowledge gap between home and school. (Bornstein et al., 2022). They also help reinforce the home environment as a key foundation for cognitive and socio-emotional development (UNICEF, 2022; Aisah & Aprilia, 2023). In this sense, the home is not merely a passive space but an active developmental arena, and the role of parents becomes crucial in ensuring a nurturing, stimulating, and protective environment (Bronfenbrenner, 1979; Berk, 2013).

Given these insights, there is a growing need for localized, evidence-based evaluations to capture parenting programs' nuanced realities in diverse settings, especially in underrepresented regions like rural Indonesia. Such evaluations illuminate program implementation's contextual strengths and limitations and contribute to a larger discourse on equity and accessibility in early childhood education. Localized evaluation studies help policymakers and practitioners make data-driven decisions and replicate successful practices across similar contexts by identifying implementation gaps, stakeholder dynamics, and adaptive mechanisms.

Parental engagement contributes significantly to children's educational outcomes and strengthens the home-school partnership, thereby improving the overall quality of the education process. (Foster et al., 2018; Reupert et al., 2015). Nevertheless, studies show that many programs suffer from low parental participation, insufficiently engaging materials, and a lack of systematic evaluation, which hampers their effectiveness. (Michaelson et al., 2021). Therefore, to maximize their impact, parenting programs must be intentionally designed to foster meaningful engagement, offer contextually relevant content, and include ongoing evaluation mechanisms that inform continuous improvement.

Globally, parental involvement in early childhood education is increasingly seen as a determinant of long-term developmental outcomes, particularly in settings where formal learning begins early. Research across low- and middle-income countries indicates that parenting programs, when grounded in local realities and delivered through schools, can reduce developmental gaps caused by socio-economic disparities (UNESCO, 2023). Programs that are responsive to families' linguistic, cultural, and logistical needs tend to yield better outcomes and increase participation (Bornstein et al., 2022; Schilling et al., 2021). Moreover, a shift toward participatory and asset-based approaches

where parents are viewed not just as beneficiaries but as co-educators has been shown to increase program ownership and long-term effectiveness (Millora, 2023). These findings underscore the need for adaptive, inclusive, and systematically evaluated parenting programs in early education systems like Indonesia's.

As the global discourse on early childhood care increasingly emphasizes the critical window of the first 1,000 days of life, parenting programs are no longer considered supplementary but integral to the educational framework (UNICEF, 2022). The World Health Organization (WHO) underscores the long-term benefits of responsive parenting on children's mental health, learning capacity, and adult economic productivity (WHO, 2020). Therefore, empowering parents with knowledge about child development is necessary to ensure sustainable developmental outcomes.

Initial field observations at the STKIP Persada Khatulistiwa Kindergarten in December 2024 revealed several implementation issues: low parental attendance, a lack of engaging and accessible materials, and a proper evaluation mechanism. These findings reinforce the need for a structured evaluation to identify root problems and offer strategic program improvement recommendations.

Given the increasing global emphasis on early childhood development and family-school partnerships, conducting systematic evaluations of parenting programs is essential. Evaluation helps determine whether program objectives align with participant needs, whether delivery methods are effective, and whether measurable outcomes are achieved. Moreover, evidence-based evaluations support program improvement, policy development, and resource allocation. The Context, Input, Process, Product (CIPP) model, in particular, provides a holistic framework to assess outcomes, contextual relevance, design quality, and implementation fidelity (Stufflebeam, 2003). In under-researched educational contexts, such as kindergarten laboratory schools in Indonesia, evaluation findings can inform scalable and sustainable interventions that empower parents and educators.

This study adopts the Context, Input, Process, Product (CIPP) model developed by Stufflebeam (2003) to conduct a thorough evaluation. The CIPP model is well-regarded in the educational field due to its flexible and comprehensive nature, allowing evaluators to assess program outcomes and the relevance, planning, and implementation processes. (Altafim & Linhares, 2025; Fitzpatrick et al., 2011).

In early childhood education settings, the CIPP model enables evaluators to assess the contextual needs of the parenting program (context), the readiness of resources and program design (input), the actual implementation of activities (process), and the program's impacts and benefits (product). This multi-dimensional approach is valuable for informing decision-making and shaping more effective parenting strategies. (Jespersen et al., 2021; Rodrigo et al., 2023).

CIPP has four elements: context, input, process, and product (Fitzpatrick et al, 2011):

- a. Context Evaluation examines the gap between current conditions and desired goals. It includes a needs assessment and ensures program objectives are relevant and feasible.
- b. Input Evaluation assesses the adequacy of resources and strategies before implementation. It ensures the program design is realistic, efficient, and aligned with its goals.
- c. Process Evaluation monitors the implementation to detect deviations from the plan, assess quality, and identify barriers for timely adjustments.
- d. Product Evaluation measures the program's outcomes, effectiveness, and sustainability, offering insights into its success and future potential.

Hence, this study utilizes the CIPP model not only to evaluate the effectiveness of the current parenting program but also to generate actionable insights for future program refinement and policy recommendations.

## METHOD

### *Research Design*

This study employed an evaluative research design using the Context, Input, Process, and Product (CIPP) model developed by Stufflebeam and refined by Fitzpatrick et al. (2011). A qualitative case study approach was selected (Creswell, 2013) to explore the parenting program in its real-life context and to provide rich insights into how it functions in practice. The CIPP model was chosen for its comprehensive framework to assess educational programs at various stages from planning and implementation to outcomes.

The research aimed not to generalize, but to understand in depth the dynamics, strengths, and challenges of the parenting program at STKIP Persada Khatulistiwa Kindergarten Laboratory School. The focus on “dynamics” emerged from the need to investigate evolving aspects such as engagement, institutional collaboration, and feedback mechanisms, which are crucial in sustaining parenting programs but often underexplored in early childhood contexts.

### *Guiding Resources and Focus*

The evaluation was guided by key components of the CIPP model, emphasizing participatory delivery, contextual alignment, and sustainability. The study examined how well the program addressed stakeholders’ needs (Context), the adequacy of resources and planning (Input), the effectiveness of delivery mechanisms (Process), and the perceived outcomes and long-term value (Product).

### *Research Site and Ethical Considerations*

This study was conducted at the STKIP Persada Khatulistiwa Kindergarten Laboratory School in Sintang, West Kalimantan, Indonesia. The site was chosen due to its diverse socio-economic parental population and active but previously unevaluated parenting program. Institutional protocols secured ethical clearance, and informed consent was obtained from all participants. Confidentiality was maintained by anonymizing responses and ensuring voluntary participation at all stages. Ethical rigor was observed in line with the guidelines provided by the Indonesian Association for Early Childhood Education Research (2023).

### *Participants*

Participants were selected through purposive sampling, targeting individuals directly involved with the program to ensure rich and relevant data. These included:

- a. The school principal
- b. One school manager
- c. Two teachers
- d. Two student interns
- e. Eight parents (selected from a pool of 20 based on participation level, socio-demographic variation, and availability)

This diversity ensured a holistic understanding of the program from various stakeholder perspectives.

### *Data Collection Techniques*

The study utilized multiple qualitative data collection techniques to achieve triangulation and capture the complexity of the parenting program:

- a. In-depth interviews

Conducted with the principal, teachers, student interns, and eight purposively selected parents. The interviews explored perceptions, expectations, challenges, and the observed impact of

the parenting program. Interviews continued until data saturation was reached, indicated by redundancy in emerging themes.

b. Participant observation

Conducted during the implementation of parenting activities to capture real-time interactions, engagement levels, and environmental dynamics.

c. Document analysis

Included analysis of institutional documents such as attendance lists, meeting notes, feedback forms, and reports that provided additional context and validation of other data sources. These methods were chosen to align with the CIPP model components and to provide a holistic understanding of the program from multiple stakeholder perspectives.

*Data Collection Instruments Overview*

To strengthen methodological transparency, the following table outlines the key instruments used in this study for each data collection technique:

*Table 1. Overview of Data Collection Instruments Used in the Study*

<b>Data Collection Method</b>	<b>Instrument Description</b>	<b>Target Respondents</b>	<b>Purpose</b>	<b>Format</b>
<b>In-depth Interviews</b>	Semi-structured interview guides	Parents, Teachers, Interns	Explore perceptions, expectations, and experiences	Open-ended questions
<b>Participant Observation</b>	Field notes and session log sheets	Observation of activities	Capture engagement, facilitation style, and dynamics	Descriptive notes
<b>Document Analysis</b>	Document review checklist	Program Documents	Validate participation, planning, and monitoring records	Checklist & memoing
<b>Feedback Forms</b>	Session evaluation forms (past sessions)	Parents	Assess satisfaction and perceived usefulness	Likert items & open-ended

*Data Analysis Techniques*

A thematic analysis approach was adopted, combining inductive and deductive strategies. Initially, open coding was conducted to identify recurring themes. These were then mapped onto the four components of the CIPP framework:

- a. Context : Stakeholder needs, institutional relevance
- b. Input : Planning, resources, and facilitator competence
- c. Process : Implementation quality, barriers, and engagement
- d. Product : Perceived outcomes and sustainability

Codes were organized and categorized using a structured framework, allowing for transparent and consistent interpretation.

*Thematic Coding Framework*

To guide the thematic analysis of interview data, a coding framework was developed based on the four components of the CIPP model. Each component was broken down into specific categories representing common issues, perceptions, or outcomes mentioned by participants.

These codes were used to organize and interpret responses from parents, teachers, student interns, and the principal. The table below presents the thematic structure that was used during the analysis:

Table 2. CIPP Evaluation Model on Parenting Program in Kindergarten

<b>CIPP</b>	<b>Aspect</b>
<b>Context</b>	<ul style="list-style-type: none"> <li>a. Need for a parenting program at STKIP Persada Khatulistiwa Sintang Kindergarten Lab</li> <li>b. The main objective of the parenting program</li> <li>c. Support from the foundation/institution for the implementation of the parenting program</li> </ul>
<b>Input</b>	<ul style="list-style-type: none"> <li>a. Planning parenting activities: involving teachers, principals, and related parties. Selection of resource persons and materials by the needs of parents. Availability of infrastructure to support parenting activities, , Teacher competence in developing and implementing parenting programs</li> </ul>
<b>Process</b>	<ul style="list-style-type: none"> <li>a. Implementation of parenting activities: stages, methods, and implementation atmosphere</li> <li>b. Level of participation and involvement of parents in parenting activitiesBarriers or challenges in implementation and coordination between parties</li> </ul>
<b>Product</b>	<ul style="list-style-type: none"> <li>a. Impact of the program on improving parents' knowledge and skills</li> <li>b. Impact of the program on children's social-emotional development and independence</li> <li>c. Evaluation of the implementation of the parenting program and follow-up for improvement</li> </ul>

The detailed aspects of the CIPP evaluation model adopted in this study are presented in Table 1, which also served as the coding guide for thematic analysis. This research was conducted at the Kindergarten Lab of STKIP Persada Khatulistiwa Sintang, with the subjects in this study being the Principal, Teachers, Parents of students, Practical Students, and managers in charge of the parenting program. The subjects were selected purposively by considering the direct involvement of all members and school residents in implementing this parenting program.

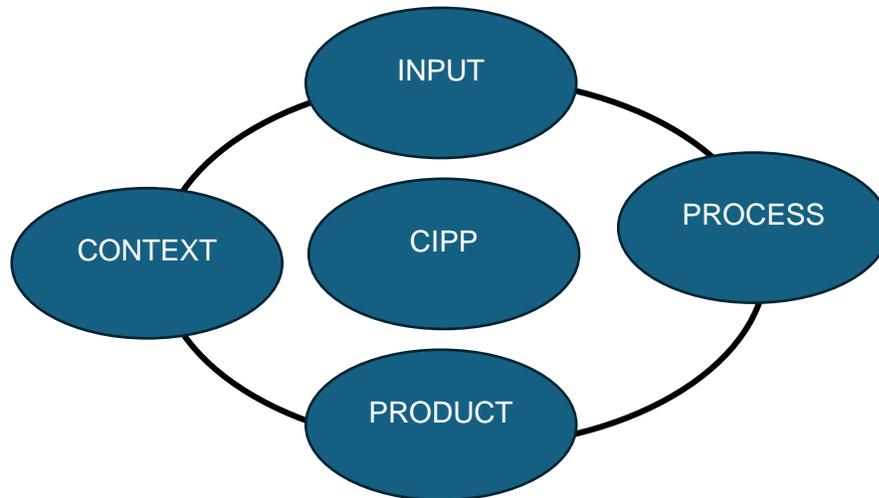


Figure 1. CIPP Evaluation Model (Warju, 2016)

Figure 1 illustrates the interrelationship among the four components of the CIPP evaluation model, as adapted from Warju (2016). This model guided the conceptual and analytical framework of the present study, enabling a systematic evaluation from contextual relevance to program outcomes.

#### *Trustworthiness*

To ensure the rigor and credibility of the research, the following trustworthiness criteria (Lincoln & Guba, 1985) were applied:

- a. **Credibility:** Achieved through triangulation of data sources (interviews, observations, documents), and member checking with key informants.
- b. **Transferability:** Rich, thick descriptions of the context and participant experiences were provided for potential transfer to similar educational settings.
- c. **Dependability:** An audit trail was maintained to document the research process and coding decisions.
- d. **Confirmability:** The researcher's interpretations were grounded in participants' narratives, with reflective notes to address potential biases.

These strategies strengthened the authenticity and methodological rigor of the study, ensuring that the findings accurately reflect participants' lived experiences and provide credible insights into the parenting program's implementation and impact.

#### *Thematic Coding Framework*

To guide the thematic analysis of interview data, a coding framework was developed based on the four components of the CIPP model. Each component was broken down into specific categories representing common issues, perceptions, or outcomes mentioned by participants. These codes were used to organize and interpret responses from parents, teachers, student interns, and the principal. The table below presents the thematic structure that was used during the analysis:

Table 3. CIPP Element Theme Coding

CIPP Elements	Code	Category
Context	C1	Program needs
	C2	Program objectives
	C3	Institutional Support
Input	E1	Program planning
	E2	Keynote Speakers and materials
	E3	Infrastructure and Support System
Process	P1	Implementation and phasing of activities.
	P2	Parent participation
	P3	Challenges
Product	PR1	Parents attitudes changed
	PR2	Children changes
	PR3	Evaluation of program sustainability

## RESULT

This section presents the analyzed findings of the parenting program evaluation using the CIPP model. Rather than listing raw participant quotes, the results are synthesized into thematic insights, supported by representative narratives that reflect the collective experience of 13 participants, including parents, teachers, interns, and school leaders. The analysis integrates multiple data sources to ensure credibility and relevance.

### *Context Evaluation*

The parenting program was widely perceived as an essential initiative aligned with the needs of families in the school community. Participants, particularly parents, acknowledged the importance of structured guidance in navigating modern parenting challenges. One parent shared that she often felt unsure how to support her child at home before attending, but the sessions helped her feel more capable. Teachers and interns noted that many parents lacked confidence and clarity in their roles. The school principal emphasized the alignment of the program with institutional goals of holistic child development. However, inconsistencies in communication and irregular implementation revealed gaps in institutional commitment. Despite broad support for the program's aims, its sustainability remains dependent on improved planning and more straightforward integration into school routines.

### *Input Evaluation*

In terms of planning, the program benefited from collaborative efforts among school staff, yet suffered from a lack of structured coordination and timely communication. Teachers and interns reported that most planning occurred reactively, often without sufficient input from parents. Parents expressed a desire for involvement in shaping session content and schedules. One intern observed that planning was usually *more about logistics than what parents needed*. Regarding materials and speakers, the topics were generally relevant but often presented theoretically or inaccessibly. Parents called for more relatable, practical guidance and diverse facilitators who could share real-life experiences. The program's infrastructure, while limited, was bolstered by university resources and human capital in the form of well-trained teachers and student interns, who were central to session delivery and support.

### *Process Evaluation*

The program's implementation revealed variability in format and frequency. While some sessions encouraged interaction and reflection, others were perceived as overly didactic. Low parental attendance was persistent due to scheduling conflicts and a lack of communication. Additionally, some parents felt hesitant to participate actively due to their educational background or social discomfort. Teachers and interns worked to create inclusive environments, but the lack of a standardized delivery framework and peer support mechanisms undermined the potential for sustained engagement.

### *Product Evaluation*

Despite implementation challenges, the program produced positive parental attitudes and child development outcomes. Parents reported increased confidence, improved communication with children, and greater awareness of their role in early education. One participant reflected that even *reading together or asking about their day* became meaningful parenting practices after the session. Teachers observed enhanced parental involvement in school activities and children's emotional resilience. However, the absence of a systematic evaluation mechanism limited long-term improvement and institutionalization. A feedback questionnaire revealed intense parental satisfaction and perceived effectiveness of the sessions. Embedding structured feedback loops into the school's annual planning could strengthen program continuity and impact.

In summary, the results affirm the relevance and promise of the parenting program while underscoring the need for formalization, participatory planning, and continuous evaluation to ensure sustainability and alignment with stakeholder needs.

## **DISCUSSION**

This study evaluated the parenting program implemented at STKIP Persada Khatulistiwa Kindergarten Laboratory School using the CIPP evaluation model. The findings reaffirm the importance of contextually grounded, evidence-based strategies in promoting parental engagement and supporting children's development. The discussion below interprets the findings under each CIPP component, integrating relevant theoretical perspectives and empirical studies to explain the observed outcomes.

### *Contextual Relevance and Program Necessity*

The program was seen as both timely and necessary by stakeholders. Parents acknowledged the increasing complexity of parenting in a digital age and emphasized the need for structured support. These perceptions align with those of Lansford et al. (2022), who argue that contextual alignment between program goals and family realities strongly predicts parental engagement. The findings also echo research by Jensen et al. (2021), which links parental involvement in early childhood with improved language, emotional regulation, and school readiness. However, challenges such as inconsistent implementation and low participation levels mirrored broader structural issues like limited institutionalization and time constraints identified in (Brotman, 2021). These factors reduce the potential for long-term engagement if not systematically addressed.

### *Input: Program Design and Capacity*

The program drew strength from the institutional resources of the university, trained early childhood educators, and supportive infrastructure. This aligns with Bronfenbrenner's ecological systems theory, which emphasizes the interaction between systems in supporting a child's development. The flexible use of university facilities compensated for spatial limitations, supporting the adaptability model proposed by Kryshnivska & Kozak (2024). Nonetheless, the

mismatch between session materials and parents' educational backgrounds limited full participation. As noted by Omodan (2024) Inclusive instructional design must consider sociocultural and educational diversity. Requests for more practical, experience-based facilitators suggest a shift toward adult-learning principles and participatory design frameworks.

*Process: Engagement and Implementation Dynamics*

While teacher and intern involvement added energy to the sessions, facilitation styles varied significantly. Some sessions lacked interactivity and relied heavily on lecture formats. Martinez and Gomez (2025) Highlight that participatory methods such as peer discussion and role-play improve learning retention and parent engagement. Intern involvement offered benefits for both their development and the program experience. (Duchatelet et al., 2024) Inconsistent schedules and a lack of structured communication limited broader participation. The absence of formal feedback or monitoring systems weakened process evaluation. As Adeniyi and Olayiwola (2024) Programs struggle to evolve and respond to stakeholder needs without adaptive management and systematic feedback loops.

*Product: Perceived Outcomes and Program Growth*

Despite implementation gaps, the program contributed tangible improvements in parenting behaviors and child outcomes. Parents reported increased self-confidence, better communication practices, and a clearer understanding of developmental stages. These self-reported gains mirror findings by Wang and Zheng. (2024) and Gao (2020), who documented that parenting interventions lead to improvements in child emotional regulation and parent responsiveness. Similarly, Gao and Drani (2024) Found that such programs build stronger parent-child relationships across diverse cultural settings. However, the absence of a structured long-term evaluation mechanism in this study raises concerns about the sustainability of these positive outcomes. As Ahuja et al., (2023) and Ungar (2010) stressed that long-term program success relies on embedding continuous assessment and planning mechanisms within institutional systems.

Beyond the immediate programmatic findings, this study also sheds light on broader considerations for policy and practice in early childhood education. The involvement of student interns as facilitators, although logistically beneficial, also opens pathways for integrating parenting education into teacher training curricula. Moreover, the findings reinforce the importance of co-designing program content with the intended beneficiaries to enhance inclusivity and effectiveness. Previous studies ( e.g., Epstein, 2018; Newman et al., 2019) also emphasize that when parents feel heard and involved in the planning stages, their commitment to participation increases. This study's findings align with that perspective and further suggest that localized adaptation, such as using culturally familiar scenarios and flexible delivery formats, can enhance engagement among parents with lower formal education. These dimensions are often overlooked in top-down program implementations and should be considered critical to future scalability and replicability.

Beyond the individual and immediate outcomes, the parenting program evaluated in this study carries broader implications for institutional development, educational policy, and future research. One key insight is the potential for such programs to serve as a bridge between formal educational institutions and families, especially in socioeconomically diverse settings. The active participation of student interns not only addressed workforce needs but also positioned the parenting program as a pedagogical tool within teacher education. Embedding parenting facilitation training within the curriculum of early childhood education programs may serve dual purposes: enhancing pre-service teacher capacity and ensuring a steady supply of skilled facilitators for future programs.

Furthermore, the study underscores the importance of adaptive program design. Rather than relying solely on a fixed curriculum or predefined content, the findings suggest that programs must remain flexible and responsive to participant feedback and context-specific challenges. For example, adopting modular approaches or differentiated instruction strategies may help tailor content for parents with varying literacy levels or cultural backgrounds. This is especially relevant in multilingual, multiethnic, or rural contexts like Sintang, where rigid structures may hinder participation.

Another notable aspect relates to sustainability and institutional commitment. While the program benefited from the university's support, the lack of a formal evaluation cycle, dedicated funding, and long-term planning raises concerns about continuity. Institutional and district-level policy frameworks could help formalize such initiatives, integrating them into broader child development agendas and school-community partnerships. As suggested by Reupert et al., (2015) Institutionalizing parenting education requires systematic alignment of goals, resources, and evaluation metrics.

Lastly, future research should explore the longitudinal effects of parenting programs, particularly how changes in parenting behavior affect children's academic and socio-emotional trajectories over time. Mixed-method designs, including pre-post measurements, child outcome tracking, and cost-effectiveness analysis, would further enrich the evidence base. Given the growing recognition of family involvement in early education, the current findings contribute to an ongoing discourse about equity, access, and effectiveness in community-based parenting interventions.

In conclusion, while the parenting program demonstrated strong contextual relevance and yielded positive changes in parental attitudes and child development, its long-term impact will depend on deeper institutionalization, co-designed delivery models, inclusive content, and formalized evaluation systems. Embedding these elements into future iterations will enhance the program's adaptability, effectiveness, and alignment with the evolving needs of families in early childhood settings.

### **Document Analysis and Triangulation**

Supporting evidence from document analysis, particularly the parent feedback questionnaire, reinforced the qualitative findings. High levels of agreement with statements regarding learning outcomes and behavior change (e.g., increased confidence, improved communication) suggest alignment between self-perception and interview responses.

## **CONCLUSION**

This study evaluated the parenting program at the STKIP Persada Khatulistiwa Kindergarten Laboratory School using the CIPP (Context, Input, Process, Product) framework and found that the program was relevant, valued by stakeholders, and showed potential for supporting early childhood development. The program effectively addressed parental needs for structured guidance and helped strengthen home-school collaboration, fostering parental confidence and improving parent-child communication. Supported by institutional resources and trained educators, the program demonstrated benefits despite facing challenges such as irregular scheduling, lack of interactive delivery, and minimal systematic evaluation. These findings sufficiently answer the study's objective to assess the program's implementation and perceived outcomes. However, the program's long-term impact and scalability depend on stronger institutional integration, consistent scheduling, inclusive content design, and continuous feedback mechanisms. To enhance operational effectiveness, the program should be embedded into the school calendar, facilitated using flexible formats to accommodate working parents, and co-

developed with input from both educators and families. The parenting program can evolve in response to changing family dynamics and educational needs by institutionalizing feedback loops and adopting an adaptive implementation approach. This conclusion reflects an honest interpretation of stakeholder experiences and highlights the importance of treating parental involvement as a core strategy for child development rather than a peripheral support. With sustained commitment and inclusive practices, the program holds significant promise for long-term positive outcomes in early childhood education.

Furthermore, this study underscores the critical need to position parenting education not as an optional adjunct but as an integral component of the early childhood education framework. Institutionalizing parenting support through formal policies, capacity building, and regular monitoring mechanisms will ensure sustainability and long-term impact. The findings suggest that collaborative design, adaptive learning formats, and community involvement should be prioritized in future iterations. As Indonesia continues to advance its commitment to inclusive education and lifelong learning, strengthening parenting programs, especially in underserved regions, must remain a strategic priority in educational policy and practice.

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