

Enhancing Character Education through Family Engagement: A Qualitative Study of Family Day Programs in Indonesian Elementary Schools

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ABSTRACT

This study aims to examine the effectiveness of the Family Day program in internalizing budi pekerti values and preventing teacher-parent conflict in an elementary school context. A qualitative case study approach was employed at UPT SPF SD Inpres Unggulan BTN Pemda Makassar, involving principals, teachers, parents, and students selected through purposive sampling. Data were collected through semi-structured interviews, participant observation, and document analysis, and analyzed using thematic analysis with triangulation to ensure credibility. The findings reveal that the Family Day program creates an experiential learning environment that facilitates the internalization of moral values such as respect, responsibility, cooperation, and empathy among students. In addition, the program improves teacher-parent relationships by fostering open communication, mutual understanding, and trust. It also plays a preventive role in reducing conflicts by clarifying roles, minimizing misunderstandings, and encouraging collaborative problem-solving. Furthermore, parents become more actively engaged as co-educators, strengthening alignment between school and home environments. Overall, the study demonstrates that the Family Day program is an effective strategy for integrating character education with family-school collaboration and promoting harmonious school environments and sustainable partnerships in education. This research highlights its potential for replication in similar educational settings to enhance student character development outcomes effectively and consistently.

INTRODUCTION

Education in the 21st century increasingly emphasizes the integration of cognitive, affective, and moral dimensions, particularly within primary education settings. Character education, often conceptualized as the cultivation of *budi pekerti* (moral values and virtuous behavior), plays a fundamental role in shaping students' social responsibility, empathy, and ethical awareness. In elementary schools, this process requires not only classroom-based instruction but also collaborative engagement between schools and families to ensure the internalization of values in both formal and informal environments.

Family-school partnerships have been widely recognized as a cornerstone of effective educational practice. Research indicates that strong collaboration between teachers and parents contributes significantly to students' academic achievement, emotional development, and social competence (Guo et al., 2025; Griffiths et al., 2021). These partnerships create a shared responsibility framework, where both educators and families actively participate in guiding children's development across multiple contexts.

However, despite the acknowledged importance of such partnerships, conflicts between teachers and parents remain a persistent issue in many educational settings. These conflicts often arise from miscommunication, differing expectations, and lack of mutual understanding. Studies have shown that teachers frequently experience emotionally challenging interactions with parents, particularly when perceptions and expectations are misaligned (Hannon & O'Donnell, 2021). Such tensions can disrupt the educational environment and negatively affect students' well-being.

One critical factor contributing to teacher-parent conflict is the ambiguity of roles within home-school collaboration. When expectations regarding responsibilities are unclear, misunderstandings and disagreements are more likely to occur. Recent research highlights that teachers' expectations and perceptions significantly influence the dynamics of collaboration, with role ambiguity accounting for a substantial portion of relational challenges (Guo et al., 2025). This underscores the need for structured and clearly defined collaboration models.

In addition, the distinction between parental involvement and parental engagement remains a conceptual challenge in educational discourse. While involvement often refers to participation in school-based activities, engagement implies a deeper, more reciprocal relationship focused on children's learning and development (Baxter & Harris, 2022). Failure to differentiate these concepts can lead to ineffective partnership strategies that do not fully leverage the potential of family contributions.

Trust also plays a central role in shaping the quality of teacher-parent relationships. Empirical studies demonstrate that trust between parents and teachers is strongly associated with increased parental involvement and improved student outcomes (Zhang et al., 2025). Without trust, communication tends to become defensive, thereby increasing the likelihood of conflict and reducing opportunities for meaningful collaboration.

Moreover, cultural and socio-economic factors further complicate teacher-parent interactions. Teachers may hold implicit biases or stereotypes, while parents may feel marginalized or misunderstood within the school system. These dynamics can result in defensive behaviors from parents and strained communication patterns, ultimately exacerbating conflicts (Hannon & O'Donnell, 2021). Therefore, culturally responsive and inclusive approaches are essential for fostering positive relationships.

To address these challenges, innovative and participatory programs that promote interaction and shared experiences between teachers and families are needed. One such approach is the implementation of "Family Day" programs, which aim to create informal, collaborative spaces for parents, teachers, and students to interact. These programs shift the focus from formal communication to relational engagement, thereby fostering mutual understanding and trust.

Family Day programs align with contemporary theories of collaborative education, which emphasize co-construction of knowledge and shared responsibility. By involving parents in experiential activities alongside teachers and students, these programs provide opportunities for value internalization in a holistic manner. Research suggests that such participatory approaches can enhance communication, strengthen relationships, and reduce misunderstandings between stakeholders (Lolo, 2025).

Furthermore, Family Day initiatives can serve as a platform for embedding moral and character education in real-life contexts. Rather than relying solely on classroom instruction, these programs allow students to observe and practice *budi pekerti* values through direct interaction with adults. This experiential learning process is critical for the internalization of moral values, as it connects abstract concepts with lived experiences.

In the Indonesian context, particularly in elementary schools, the integration of *budi pekerti* education is closely aligned with national educational goals and the principles of Pancasila. However, the effectiveness of such initiatives depends largely on the extent to which schools can engage families as active partners. Without meaningful parental involvement, efforts to instill moral values may remain superficial and fragmented.

Despite the growing interest in family-school collaboration, there is still limited empirical research examining the effectiveness of specific programs, such as Family Day, in preventing teacher-parent conflicts. Existing studies tend to focus on general partnership frameworks rather than evaluating targeted interventions. This gap highlights the need for context-specific research that explores innovative strategies for strengthening relationships and promoting value internalization.

Therefore, this study aims to examine the effectiveness of the Family Day program in internalizing *budi pekerti* values and preventing teacher-parent conflicts in an elementary school setting, specifically at UPT SPF SD Inpres Unggulan BTN Pemdak Makassar. By analyzing the implementation and outcomes of this program, the study seeks to contribute to the development of practical and evidence-based approaches for enhancing family-school partnerships and fostering harmonious educational environments.

LITERATURE REVIEW

Character education has become a central discourse in contemporary educational research, particularly in response to moral and social challenges faced by students in the digital era. The concept of *budi pekerti* in Indonesian education reflects a holistic approach to moral development, integrating values such as respect, responsibility, and empathy into students' daily behavior. Recent studies emphasize that character education must go beyond formal instruction and be embedded in real-life contexts to ensure effective internalization (Hardianto, 2025).

Theoretical perspectives on character education highlight the importance of experiential learning and social interaction. Constructivist approaches suggest that students actively construct moral understanding through engagement with their environment and social relationships. In this regard, family and school contexts function as complementary environments that shape children's ethical development. The interaction between these two domains is therefore essential in reinforcing moral values consistently across settings.

Family-school partnerships have been widely recognized as a critical factor in enhancing educational outcomes. The concept of Family-School-Community Collaboration (FSCC) emphasizes the interconnected roles of families, schools, and communities in supporting children's development. Empirical research demonstrates that FSCC significantly contributes to students' academic achievement and social-emotional growth (Lv et al., 2025).

In addition to academic benefits, teacher-parent collaboration has a strong influence on students' behavioral and moral development. Effective communication and cooperation between parents and teachers enable consistent reinforcement of values both at home and at school. Studies indicate that collaborative practices, such as shared decision-making and regular communication, contribute positively to students' motivation and discipline (Qing, 2025).

However, despite these benefits, the implementation of family-school partnerships often faces significant challenges. One of the most prominent issues is the lack of clarity in role division between parents and teachers. When responsibilities are not clearly defined, misunderstandings and conflicts are more likely to arise. Research by Guo et al. (2025) highlights that role ambiguity is a major factor influencing ineffective collaboration and relational tension.

Teacher-parent conflict is a complex phenomenon influenced by emotional, social, and institutional factors. Qualitative studies reveal that interactions between teachers and parents are often emotionally charged, with both parties experiencing stress and frustration. Teachers may feel challenged by parental demands, while parents may perceive teachers as unresponsive or unsupportive (Hannon & O'Donnell, 2021).

Cultural and socio-economic differences further complicate these interactions. Teachers' perceptions of parents, particularly those from marginalized backgrounds, can lead to stereotyping and bias, which negatively affects communication. Parents, in turn, may respond defensively, creating a

cycle of misunderstanding and conflict. These dynamics highlight the need for culturally responsive approaches in building effective partnerships.

Recent literature also distinguishes between parental involvement and parental engagement. While involvement often refers to participation in school activities, engagement implies a deeper, reciprocal relationship characterized by shared responsibility and mutual respect. Transforming involvement into meaningful engagement requires intentional strategies that prioritize relationship-building and collaboration (Morris et al., 2025).

Trust is another critical dimension in teacher–parent relationships. Studies indicate that trust enhances communication, reduces conflict, and fosters collaborative problem-solving. Without trust, interactions are likely to become transactional and conflict-prone. Therefore, building trust through consistent communication and shared experiences is essential for sustainable partnerships.

Innovative approaches to strengthening family–school collaboration have gained increasing attention in recent years. Programs that promote direct interaction between parents and teachers in informal settings are considered effective in building relationships. Such initiatives create opportunities for open communication, mutual understanding, and shared learning experiences.

One example of such innovation is participatory school programs that involve parents in experiential activities with students and teachers. These programs align with human-centered and collaborative design approaches, where stakeholders co-create solutions to educational challenges. Research suggests that participatory programs can significantly enhance partnership quality and reduce relational tensions (Morris et al., 2025).

In the Indonesian educational context, collaboration between parents and teachers is increasingly recognized as essential for achieving national educational goals. Studies conducted in Indonesia indicate that effective collaboration supports not only academic success but also moral and religious development, particularly in culturally rich educational settings (Khair, 2025).

Despite the growing body of research, there remains a lack of specific studies examining structured programs designed to reduce teacher–parent conflict. Most existing research focuses on general collaboration frameworks rather than targeted interventions. This gap underscores the need for empirical studies that evaluate the effectiveness of specific programs, such as Family Day, in fostering positive relationships.

Furthermore, research on collaboration often emphasizes outcomes such as academic achievement, while less attention is given to relational outcomes, such as conflict prevention and trust-building. Considering that conflict can negatively impact students' well-being and school climate, it is important to explore strategies that address relational dynamics explicitly.

Therefore, this study positions the Family Day program as a strategic intervention aimed at bridging the gap between parents and teachers while promoting the internalization of *budi pekerti* values. By integrating experiential learning, collaborative engagement, and moral education, the program offers a holistic approach to addressing both educational and relational challenges in primary school settings.

METHODOLOGY

This study employed a qualitative research approach to explore the effectiveness of the Family Day program in internalizing budi pekerti values and preventing teacher–parent conflict in an elementary school setting. A qualitative design was chosen because it allows for an in-depth understanding of participants’ experiences, perceptions, and social interactions within a natural context. This approach is particularly suitable for examining complex social phenomena such as value internalization and relational dynamics between teachers and parents (Creswell & Poth, 2020).

The research adopted a case study design, focusing specifically on the implementation of the Family Day program at UPT SPF SD Inpres Unggulan BTN Pemda Makassar. The case study method enables a detailed and contextualized analysis of a bounded system, providing rich insights into processes, interactions, and outcomes within a specific educational setting (Yin, 2021). This design was deemed appropriate to capture the uniqueness of the program and its influence on school–family relationships.

The research was conducted at UPT SPF SD Inpres Unggulan BTN Pemda Makassar, located on Jalan AP. Pettarani Blok E 19 No. 25, Kecamatan Rappocini, Kota Makassar, South Sulawesi, Indonesia. The selection of this site was based on its active implementation of the Family Day program as an initiative to strengthen collaboration between teachers and parents while promoting character education among students.

Participants in this study were selected using purposive sampling, a technique commonly used in qualitative research to identify individuals who possess relevant knowledge and experience related to the research focus (Palinkas et al., 2020). The participants included school principals, classroom teachers, parents of students, and selected students who actively participated in the Family Day program. This diverse group of informants provided multiple perspectives on the program’s implementation and impact.

Data were collected through multiple techniques to ensure depth and triangulation. First, semi-structured interviews were conducted with teachers, parents, and school leaders to explore their perceptions, experiences, and reflections on the Family Day program. Semi-structured interviews allow flexibility in probing participants’ responses while maintaining consistency across key themes (Kallio et al., 2020).

Second, participant observation was employed during the implementation of the Family Day program. The researcher observed interactions between teachers, parents, and students, focusing on communication patterns, collaborative activities, and expressions of budi pekerti values. Observational data provided contextual insights into how values were enacted in real-life situations.

Third, documentation analysis was conducted to complement interview and observation data. Relevant documents included school program plans, activity reports, attendance records, and visual documentation (photos and videos) of Family Day activities. Document analysis helps to validate findings

and provides additional evidence regarding program implementation (Bowen, 2020).

To ensure the credibility and trustworthiness of the data, this study applied triangulation techniques, including source triangulation, method triangulation, and time triangulation. Source triangulation involved comparing data obtained from different participants, while method triangulation compared findings from interviews, observations, and documents. These strategies enhance the validity and reliability of qualitative findings (Lincoln & Guba, 2021).

Data analysis was conducted using an interactive model consisting of data condensation, data display, and conclusion drawing/verification. This model, adapted from Miles, Huberman, and Saldaña (2020), allows researchers to systematically organize and interpret qualitative data. The process began with transcribing interviews and organizing field notes, followed by coding and categorizing data into themes related to value internalization and conflict prevention.

The coding process involved both inductive and deductive approaches. Inductive coding allowed themes to emerge from the data, while deductive coding was guided by theoretical concepts such as character education, family-school partnership, and conflict resolution. This combination ensured a comprehensive analysis that was both data-driven and theory-informed (Saldaña, 2021).

To further ensure rigor, the study applied credibility, transferability, dependability, and confirmability criteria. Credibility was achieved through prolonged engagement in the field and member checking, where participants reviewed and validated the findings. Transferability was supported by providing detailed descriptions of the research context, allowing readers to assess the applicability of the findings to other settings.

Ethical considerations were carefully addressed throughout the research process. Participants were informed about the purpose of the study and provided informed consent prior to data collection. Confidentiality and anonymity were maintained by using pseudonyms and ensuring that personal information was not disclosed. The study also adhered to ethical standards in educational research, ensuring that participants' rights and well-being were protected.

In summary, this qualitative case study design enabled a comprehensive exploration of the Family Day program's effectiveness in internalizing budi pekerti values and preventing teacher-parent conflict. By integrating multiple data sources and rigorous analytical procedures, the study provides in-depth insights into how collaborative programs can strengthen relationships and foster positive educational environments.

RESEARCH RESULT

The findings of this study are organized into four major themes: (1) implementation of the Family Day program, (2) internalization of budi pekerti values, (3) transformation of teacher-parent relationships, and (4) the role of Family Day in preventing conflict. These themes were derived from data

collected through interviews, observations, and documentation, and were analyzed using thematic coding procedures.

The implementation of the Family Day program at UPT SPF SD Inpres Unggulan BTN Pemda Makassar was conducted through structured yet flexible activities designed to encourage active participation from teachers, parents, and students. The program typically included collaborative games, joint learning sessions, character-based activities, and informal discussions. Observational data revealed that the program created a non-formal environment where hierarchical boundaries between teachers and parents were minimized, allowing more open and egalitarian interaction.

From the perspective of school management, the program was strategically designed as a bridge between academic activities and character education. The principal emphasized that Family Day was not merely a ceremonial event, but a deliberate effort to integrate moral education into experiential learning contexts. Documentation analysis showed that the program was aligned with the school's vision of fostering holistic student development through collaboration with families.

The second theme relates to the internalization of budi pekerti values among students. The findings indicate that students demonstrated increased awareness and practice of values such as respect, responsibility, cooperation, and empathy during and after the Family Day activities. Observations during group activities showed students helping peers, listening attentively to instructions, and engaging respectfully with both teachers and parents.

Interview data from teachers further confirmed that the program contributed to reinforcing moral values beyond the classroom. Teachers reported that students who actively participated in Family Day exhibited more positive behavior in daily school activities. This suggests that experiential and socially interactive learning environments are effective in facilitating the internalization of character values.

Parents also played a significant role in this process. Interviews revealed that parents became more aware of their role as co-educators in instilling moral values. Through direct involvement in school activities, parents gained a better understanding of the values promoted by the school and how these values could be reinforced at home. This alignment between school and family practices strengthened the consistency of character education.

The third theme highlights the transformation of teacher-parent relationships following the implementation of the Family Day program. Prior to the program, several participants reported limited communication and occasional misunderstandings between teachers and parents. Communication was often formal and problem-oriented, typically occurring only when issues arose.

However, after participating in Family Day activities, both teachers and parents reported a significant improvement in communication quality. Interactions became more open, friendly, and constructive. Teachers expressed that they felt more appreciated and supported by parents, while parents reported

feeling more comfortable approaching teachers to discuss their children's development.

Observational data supported these findings, showing increased informal interactions between teachers and parents during and after the program. These interactions included casual conversations, shared reflections on student behavior, and collaborative problem-solving discussions. The informal setting of Family Day appeared to reduce psychological barriers and foster mutual trust.

The development of trust emerged as a key factor in improving relationships. Participants consistently highlighted that shared experiences during Family Day helped build emotional connections and mutual understanding. Trust enabled both parties to communicate more effectively and to address potential issues before they escalated into conflicts.

The fourth theme focuses on the role of Family Day in preventing teacher-parent conflict. The findings indicate that the program contributed to reducing the frequency and intensity of conflicts. Participants reported that misunderstandings were less likely to occur because communication channels had become more open and transparent.

In cases where disagreements did arise, both teachers and parents demonstrated greater willingness to engage in constructive dialogue. Instead of adopting defensive or confrontational attitudes, participants approached conflicts as shared problems that required collaborative solutions. This shift in mindset reflects a more partnership-oriented relationship.

Furthermore, the program helped clarify roles and expectations between teachers and parents. Through discussions and joint activities, both parties gained a clearer understanding of their respective responsibilities in supporting students' development. This clarity reduced ambiguity, which had previously been a source of tension.

Another important finding is that Family Day fostered a sense of shared ownership over students' education. Teachers and parents no longer viewed their roles as separate, but as interconnected and mutually reinforcing. This sense of partnership contributed to a more harmonious school environment and reduced the likelihood of conflict.

Overall, the results demonstrate that the Family Day program is effective in promoting the internalization of budi pekerti values and in strengthening teacher-parent relationships. By creating opportunities for meaningful interaction and collaboration, the program addresses both educational and relational dimensions, thereby contributing to conflict prevention in the school setting.

DISCUSSION

The findings of this study demonstrate that the Family Day program serves as a meaningful pedagogical intervention that bridges formal and informal learning environments. In line with constructivist theory, the program facilitates experiential learning through social interaction, allowing students to construct moral understanding within authentic contexts. This supports the argument that character education becomes more effective when learners

actively engage with values rather than passively receive instruction. The integration of school and family environments further strengthens this process, ensuring consistency in value reinforcement. Consequently, Family Day can be seen as a practical embodiment of collaborative moral education.

The effectiveness of the program in internalizing *budi pekerti* values reflects the importance of contextualized learning experiences. Unlike traditional classroom-based character instruction, Family Day provides opportunities for students to observe and practice values in real-time interactions. This aligns with contemporary perspectives on character education, which emphasize the role of lived experiences in shaping moral behavior. The findings indicate that students' behavioral changes are not merely superficial but reflect deeper internalization processes. Such outcomes highlight the significance of designing learning environments that connect values with everyday practice.

The observed improvement in students' attitudes, such as increased respect, cooperation, and empathy, confirms that social learning plays a central role in moral development. Drawing on social learning theory, students learn not only through instruction but also through observation and imitation of significant others, including parents and teachers. The presence of both groups during Family Day activities creates a powerful modeling environment. As a result, students are exposed to consistent behavioral expectations across contexts. This consistency is essential for reinforcing moral values and reducing behavioral discrepancies.

Another important aspect of the findings is the role of parents as active participants in the educational process. The study reveals that Family Day shifts parental roles from passive observers to engaged co-educators. This transformation aligns with the concept of parental engagement, which emphasizes reciprocal relationships between families and schools. By actively participating in school activities, parents gain insights into pedagogical practices and value systems. This understanding enables them to support their children's development more effectively at home.

The study also highlights the significance of mutual understanding in strengthening teacher-parent relationships. Prior to the implementation of Family Day, communication between teachers and parents was often limited and reactive. However, the program created opportunities for proactive and meaningful interaction. This shift reflects the importance of relational approaches in educational collaboration. When teachers and parents understand each other's perspectives, they are better equipped to address challenges constructively. This finding supports previous research emphasizing the role of communication in partnership effectiveness.

Trust emerged as a central element in improving teacher-parent relationships. The shared experiences facilitated by Family Day contributed to the development of interpersonal trust, which is essential for effective collaboration. Trust reduces uncertainty and fosters openness, enabling both parties to engage in honest and respectful communication. The findings suggest that trust-building is not an automatic outcome but requires intentional efforts

through structured programs. Therefore, Family Day serves as a strategic mechanism for cultivating trust within the school community.

The reduction of teacher-parent conflict observed in this study can be attributed to improved communication and trust. Conflicts often arise from misunderstandings, misaligned expectations, and lack of clarity in roles. By providing a platform for dialogue and interaction, Family Day addresses these underlying issues. Participants reported that conflicts became less frequent and less intense, indicating a shift toward more harmonious relationships. This finding underscores the importance of preventive approaches in managing conflict within educational settings.

Role clarity is another critical factor identified in this study. Through joint activities and discussions, teachers and parents developed a clearer understanding of their respective responsibilities. This clarity reduced ambiguity, which is often a source of tension in collaborative relationships. The findings support theoretical perspectives that highlight the importance of defined roles in effective partnerships. When expectations are clearly communicated, the likelihood of conflict decreases significantly.

The transformation of communication patterns from formal to informal interactions is a noteworthy outcome of the program. Informal communication allows for more authentic and spontaneous exchanges, which can strengthen relational bonds. The findings indicate that such interactions contribute to a more positive and supportive school climate. This aligns with relational trust theory, which emphasizes the role of informal interactions in building strong interpersonal connections. Therefore, creating spaces for informal engagement is essential in fostering effective collaboration.

The participatory nature of the Family Day program reflects principles of collaborative and human-centered education. By involving stakeholders in shared activities, the program promotes a sense of ownership and collective responsibility. This approach contrasts with traditional models that position parents as external contributors. The findings suggest that participatory programs can significantly enhance the quality of school-family partnerships. Such approaches are particularly relevant in addressing complex educational challenges that require collective effort.

Cultural context also plays an important role in shaping the effectiveness of the program. In the Indonesian setting, the concept of *budi pekerti* is deeply rooted in cultural and moral traditions. Family Day provides a platform for integrating these cultural values into educational practices. The findings indicate that culturally relevant programs are more effective in engaging participants and promoting value internalization. This highlights the importance of aligning educational interventions with local cultural contexts.

The study further demonstrates that experiential programs like Family Day can serve as a medium for integrating cognitive, affective, and social dimensions of learning. Traditional educational approaches often focus primarily on cognitive outcomes, neglecting the importance of emotional and social development. However, the findings show that holistic programs can address multiple dimensions simultaneously. This integrated approach is essential for

developing well-rounded individuals who are not only knowledgeable but also morally grounded.

Another significant implication of the findings is the role of school leadership in facilitating successful program implementation. The principal's support and strategic vision were crucial in ensuring the effectiveness of Family Day. Leadership plays a key role in creating a supportive environment for innovation and collaboration. Without strong leadership, programs may lack direction and sustainability. Therefore, institutional commitment is essential for the success of collaborative initiatives.

The sustainability of the Family Day program is also an important consideration. While the findings indicate positive outcomes, maintaining these results requires continuous effort and commitment from all stakeholders. Regular implementation of the program can help reinforce relationships and sustain the internalization of values. This suggests that Family Day should not be viewed as a one-time event but as an ongoing strategy for school improvement.

The findings also contribute to the broader discourse on conflict prevention in education. Rather than addressing conflicts after they occur, the program adopts a preventive approach by strengthening relationships and communication. This proactive strategy is more effective in creating a positive school environment. The results suggest that conflict prevention should be integrated into school programs rather than treated as a separate issue.

From a theoretical perspective, the study supports the integration of constructivist, social learning, and partnership theories in understanding educational practices. The effectiveness of Family Day can be explained through the interplay of these theoretical frameworks. Constructivism explains the process of value internalization, social learning theory explains behavioral modeling, and partnership theory explains relational dynamics. This theoretical integration provides a comprehensive understanding of the program's impact.

The study also highlights the importance of aligning educational practices with contemporary challenges. In an era characterized by rapid social change, traditional approaches to education may no longer be sufficient. Programs like Family Day offer innovative solutions that address both educational and relational challenges. The findings suggest that schools need to adopt flexible and adaptive strategies to remain relevant in changing contexts.

Furthermore, the results emphasize the need for schools to move beyond academic-oriented approaches toward more holistic models of education. Character education and relationship-building should be considered integral components of the curriculum. The success of the Family Day program demonstrates that such integration is both feasible and beneficial. This has important implications for educational policy and practice.

Despite its contributions, the study also acknowledges certain limitations. The findings are based on a single case study, which may limit their generalizability. However, the detailed contextual analysis provides valuable insights that can inform similar initiatives in other settings. Future research could

explore the effectiveness of similar programs in different contexts to enhance the generalizability of the findings.

In conclusion, the discussion highlights that the Family Day program is a multifaceted intervention that addresses both moral education and relational dynamics. By fostering collaboration, trust, and shared responsibility, the program contributes to the creation of a harmonious educational environment. The findings provide strong evidence for the importance of integrating family-school partnerships into educational practices. Ultimately, the program offers a promising model for enhancing character education and preventing conflict in primary schools.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the implementation of the Family Day program at UPT SPF SD Inpres Unggulan BTN Pemda Makassar is effective in supporting the internalization of budi pekerti values among elementary school students. The program provides an experiential learning environment where students actively engage in moral practices through direct interaction with teachers and parents. This process strengthens the integration of cognitive, affective, and social dimensions of character education, making value internalization more meaningful and sustainable.

Furthermore, the findings indicate that the Family Day program significantly improves the quality of teacher-parent relationships. The program fosters open communication, mutual understanding, and emotional connection between teachers and parents. These improvements contribute to the development of trust, which is a fundamental element in building strong and collaborative partnerships within the school community.

Another key conclusion is that the Family Day program plays a strategic role in preventing teacher-parent conflict. By providing a platform for dialogue, shared experiences, and role clarification, the program reduces misunderstandings and misaligned expectations. Conflicts that previously emerged due to communication barriers and ambiguity are minimized, and when disagreements occur, they are addressed through constructive and collaborative approaches.

In addition, the study highlights that Family Day encourages a shift in parental roles from passive involvement to active engagement. Parents become co-educators who participate in the process of character development, both at school and at home. This alignment between school and family environments ensures consistency in value reinforcement, which is essential for effective character education.

Overall, the study demonstrates that the Family Day program is not only a pedagogical innovation but also a relational intervention that integrates moral education with partnership-building. The program contributes to the creation of a more harmonious, inclusive, and collaborative educational environment, which ultimately supports students' holistic development.

Recommendations

Based on the findings of this study, several recommendations are proposed for educational practice, policy, and future research.

First, schools are encouraged to adopt and institutionalize Family Day programs as part of their regular educational activities. Rather than being implemented as occasional events, such programs should be designed as continuous and structured initiatives that promote sustained collaboration between teachers and parents. Regular implementation will help maintain relationship quality and reinforce the internalization of *budi pekerti* values.

Second, school leaders should play an active role in supporting and facilitating the implementation of collaborative programs. Strong leadership is essential in providing direction, resources, and a supportive environment for innovation. Principals should integrate Family Day programs into school planning and ensure that all stakeholders are actively involved.

Third, teachers should be provided with professional development opportunities related to family-school partnership and communication strategies. Training programs can help teachers develop the skills needed to engage parents effectively, manage interactions, and build trust. This is particularly important in preventing conflicts and fostering positive relationships.

Fourth, parents should be encouraged and empowered to actively participate in their children's education. Schools can facilitate this by creating inclusive and accessible programs that accommodate diverse backgrounds and schedules. Providing clear information and guidance can help parents understand their roles as partners in education.

Fifth, policymakers should consider incorporating collaborative and character-based programs into educational policies and frameworks. Recognizing the importance of family-school partnerships in national education systems can support the development of more holistic and inclusive educational practices. Policies should also provide resources and guidelines for schools to implement such programs effectively.

Sixth, future research is recommended to expand the scope of this study by exploring the implementation of similar programs in different educational contexts. Comparative studies involving multiple schools or regions can provide broader insights into the effectiveness and adaptability of Family Day programs. Additionally, quantitative or mixed-method approaches could be used to measure the impact of such programs on specific outcomes, such as student behavior and conflict frequency.

Finally, further studies could examine the long-term impact of Family Day programs on students' character development and school climate. Longitudinal research would provide valuable insights into the sustainability of the program's effects and its contribution to educational transformation.

ADVANCED RESEARCH

Advanced research in contemporary educational studies refers to the use of systematic, rigorous, and innovative methodologies to investigate complex social and educational phenomena. It goes beyond basic descriptive inquiry by integrating theoretical frameworks, multiple data sources, and analytical depth

to generate reliable and meaningful findings. In essence, advanced research involves a structured and scientific process aimed at producing new knowledge and solving real-world problems through evidence-based approaches.

In the context of this study, the advanced research approach is reflected in the integration of qualitative case study design with triangulated data collection techniques. Advanced qualitative research emphasizes deep exploration of human behavior, attitudes, and social interactions through interviews, observations, and document analysis. This approach enables researchers to capture rich, contextualized insights that cannot be obtained through purely quantitative methods. Therefore, the study adopts a comprehensive qualitative strategy to examine the dynamics of value internalization and conflict prevention within a real educational setting.

Moreover, advanced research is characterized by its ability to address complex and multidimensional problems. Teacher-parent conflict and character education are not isolated phenomena but are influenced by psychological, cultural, and institutional factors. Advanced methodologies allow researchers to analyze these interrelated dimensions simultaneously, providing a more holistic understanding of the issue. This aligns with the notion that advanced research methods are designed to solve complex problems and generate innovative solutions through systematic inquiry.

Another key aspect of advanced research is the integration of inductive and deductive reasoning. In this study, inductive analysis is used to derive themes from empirical data, while deductive reasoning is applied to connect findings with existing theories such as constructivism, social learning theory, and family-school partnership frameworks. This dual approach enhances the analytical rigor and theoretical contribution of the research, ensuring that findings are both data-driven and conceptually grounded.

The study also incorporates methodological rigor through the application of triangulation, member checking, and systematic coding procedures. These techniques are essential components of advanced research, as they improve the validity, reliability, and credibility of findings. By comparing multiple data sources and validating interpretations with participants, the research minimizes bias and enhances trustworthiness.

Furthermore, advanced research emphasizes ethical considerations and contextual sensitivity. This study ensures that participants' rights, confidentiality, and informed consent are fully respected throughout the research process. Ethical rigor is a fundamental component of advanced methodologies, particularly in educational research involving human subjects.

In addition, the study contributes to advanced research by generating practical and theoretical implications. From a practical perspective, it offers an innovative model (Family Day program) that can be replicated in other schools. From a theoretical perspective, it enriches the discourse on character education and family-school collaboration by providing empirical evidence from an Indonesian context.

Finally, this research aligns with the broader goal of advanced educational research, which is to produce knowledge that is not only academically rigorous

but also socially relevant. By addressing real challenges in school environments, such as conflict between teachers and parents, the study demonstrates the transformative potential of advanced research in improving educational practices and outcomes.

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