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Parent-Teacher Partnership Management In Improving The Disciplinary Character Of Elementary School Students

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Abstract

Parent-teacher partnership management is a strategic factor in strengthening students' disciplinary character because character formation requires consistent guidance across school and family environments. This study aims to analyze planning, organizing, implementation, evaluation, constraints, and solutions in parent-teacher partnerships at SDN Ibu Dewi I Cianjur and SDN Sarampad Cugenang. The study employed a qualitative approach with a multi-site case study design. Data were collected through in-depth interviews, participatory observation, and document study involving principals, fourth-grade teachers, parents, and students. Data analysis used the interactive model of Miles, Huberman, and Saldaña, while credibility was strengthened through source and technique triangulation, member checking, and peer discussion. Partnership management in both schools was implemented through needs-based program planning, functional role distribution, intensive communication through WhatsApp and communication books, parental involvement, parenting activities, consultation, and home visits when needed. SDN Ibu Dewi I relied more on digital communication and formal parenting activities, whereas SDN Sarampad Cugenang emphasized personal approaches and home visits. Evaluation focused on attendance, punctuality, task completion, compliance, responsibility, and behavioral development. The partnership was associated with a tendency toward stronger discipline, including reduced tardiness, improved task compliance, and emerging, though uneven, student independence. Major constraints were parents' work schedules, limited participation, social environment, and gadget use. Flexible communication, digital media, parenting education, and home visits were used as adaptive solutions. The study concludes that partnership management

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in both schools was cyclical, contextual, communicative, adaptive, and sustainable, as interpreted through the integration of Terry's management functions with Epstein's school-family partnership perspective.

Keywords: Partnership Management, Parents and Teachers, Disciplinary Character, Elementary School, Character Education

INTRODUCTION

Primary education is oriented not only toward academic achievement but also toward character formation. One character trait that determines students' readiness to engage in learning is discipline, which is reflected in compliance with rules, punctuality, responsibility, and consistency in fulfilling obligations. In the fourth grade of primary school, the formation of discipline requires habituation and role modeling that take place repeatedly. Schools have a strategic space to build these habits, but much of a child's life also takes place within the family. Consequently, discontinuity in rules, supervision, and role modeling between school and home can hinder the formation of students' discipline (Anam et al., 2026). International evidence reinforces this argument. The meta-analyses by Sheridan et al. (2019) and Smith et al. (2020) show that family-school partnership interventions have a positive effect on children's behavior and social-behavioral competence, while Cosso et al. (2022) found positive effects of parental involvement programs on the academic and non-academic outcomes of children from preschool to grade 3.

A preliminary survey at SDN Ibu Dewi I Cianjur and SDN Sarampad Cugenang showed that this discipline problem is real in the field. At SDN Ibu Dewi I, 6 of 28 fourth-grade students were recorded as arriving late more than three times a month and 8 students had not consistently submitted assignments on time, while at SDN Sarampad Cugenang similar tardiness was found among 5 of 24 fourth-grade students and 7 students had not consistently submitted assignments on time. Compliance with school rules was also inconsistent at both schools. At the same time, communication between teachers and parents was still dominated by WhatsApp groups and the *Buku Penghubung* (home-school communication book) at SDN Ibu Dewi I, and by WhatsApp, limited meetings, and personal approaches at SDN Sarampad Cugenang, while parental attendance at formal meetings varied and was lower at SDN Sarampad Cugenang. These conditions show that the discipline problem cannot be adequately understood merely as an

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individual problem of students; it is also related to how schools and families jointly manage guidance.

George R. Terry's management framework positions planning, organizing, actuating, and controlling as interrelated functions in achieving organizational goals (Terry, 1953). In the context of educational partnerships, these functions can be used to assess how students' needs are identified, programs are designed, roles are divided, communication and activities are carried out, and behavioral development is monitored. This framework helps move partnership from mere incidental communication toward a directed managerial process.

Epstein's school-family-community partnership perspective affirms the family as an educational partner with a substantive role in child development (Epstein, 2018). Partnership becomes meaningful when communication is two-way, families are involved in learning and parenting, and schools provide realistic spaces for participation. Epstein (1995) maps this involvement into six types, namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. In the formation of discipline, such partnership allows rules and habituation at school to be reinforced at home so that students receive relatively consistent educational messages.

Previous research on school-family partnerships in character education can be grouped into three tendencies. The first tendency highlights the managerial side. Ardi et al. (2019) showed that moral development in strengthening character education at two primary schools was managed through planning, organizing, actuating, and controlling, with students, parents, the surrounding environment, and facilities as factors influencing its implementation. The second tendency highlights the relational side of partnership. Through a systematic literature review, Saamad et al. (2024) found that teacher-parent collaboration in shaping primary school students' character is realized, among other ways, through structured communication and the active involvement of parents in school programs, with its success influenced by the commitment of both parties, the quality of communication, the role modeling of teachers and parents, and the social and technological environment. The third tendency focuses on discipline development. Anam et al. (2026) showed that primary school students' discipline and responsibility are shaped through structured habituation and consistent rule enforcement, with school-family partnership as one of the determining factors and inconsistent reinforcement at home as one of the obstacles. At the level of practice, Rantauwati (2020) found that parents cultivated discipline and responsibility through home study schedules communicated via communication books, while

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Oktaviani et al. (2023) showed that teacher-parent partnership in shaping the discipline of fourth-grade students was carried out through communication, meetings, and home visits, although some parents did not promptly respond to school invitations. Taken together, these studies show that managerial aspects, communication, family involvement, and habituation are interrelated in character education.

Nevertheless, these studies tend to highlight a single side of partnership in isolation, namely the management of character education at school, the forms and success factors of collaboration, or the role of teachers and forms of partnership in discipline development. The interconnection between management functions, from planning through evaluation and follow-up, in the practice of parent-teacher partnership for disciplinary character in primary schools does not appear to have been examined as a whole in these studies. In the managerial studies discussed, parents appear only as a factor influencing implementation, not yet as partners across the sequence from planning to evaluation and follow-up. In addition, these studies do not yet offer a comparison of how partnership is managed in different social contexts, for example a school in the city center and a school in a semi-rural area with different parental occupational backgrounds and digital access.

This study seeks to fill this gap by integrating Terry's management functions with Epstein's school-family partnership perspective to read partnership management as a cyclical process linking needs identification, planning, role division, communication and implementation, discipline habituation, evaluation, and follow-up. Unlike the studies discussed, this study does not merely portray forms of parental involvement but analyzes how such involvement is managed and adjusted to family conditions at two schools with different characteristics, namely a school in the center of Cianjur City and a school in the semi-rural area of Cugenang. Accordingly, the effectiveness of partnership is not measured solely by the number of activities, but by the interconnection between management functions and the continuity of guidance between school and home.

Based on the above description, this study aims to analyze parent-teacher partnership management in improving the disciplinary character of fourth-grade students at SDN Ibu Dewi I Cianjur and SDN Sarampad Cugenang. Specifically, this study answers how the partnership is planned, organized, implemented, and evaluated at the two schools, what constraints are encountered in its implementation, what solutions are adopted to overcome them, and what cross-site patterns can be formulated from a comparison of the two contexts. The answers to

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these questions are expected to yield practical implications for schools in developing flexible, adaptive, and sustainable partnerships.

RESEARCH METHODOLOGY

This study used a qualitative approach because its focus is to understand the processes, meanings, and dynamics of partnership in a natural setting rather than to test relationships between variables statistically (Moleong, 2017). The method used was a multi-site case study at SDN Ibu Dewi I Cianjur and SDN Sarampad Cugenang, Cianjur Regency. A case study was chosen to obtain an in-depth, detailed, and contextual picture of partnership management in two school environments with different social and geographical characteristics (Creswell, 2015; Creswell & Poth, 2018; Yin, 2014).

The sites were selected purposively. SDN Ibu Dewi I is located in the center of Cianjur City, with relatively better access to facilities and technology and parents from diverse occupational backgrounds. SDN Sarampad Cugenang is located in the Cugenang area of Cianjur Regency and has semi-rural characteristics. Road access is relatively more limited than at SDN Ibu Dewi I, which is in the city center. Students' parents generally work as farmers, laborers, small traders, and homemakers. Internet access and digital devices are not always evenly available. Community social ties are relatively close, so personal communication, home visits, and a family-like approach are more prominent than large formal meetings. Based on a preliminary survey mapping tardiness, task completion, compliance with school rules, teacher-parent communication, and parental involvement, both schools displayed phenomena relevant to the research focus, including tardiness, compliance with school rules, late assignments, and student responsibility that still needed strengthening.

Research subjects were determined through purposive sampling based on their involvement in and knowledge of the phenomenon. Principals and fourth-grade teachers were the key informants, parents were an important source for understanding guidance at home, and fourth-grade students were supporting informants who directly experienced partnership practices. There were 24 informants, 12 at each site, consisting of one principal, one fourth-grade teacher, five parents, and five fourth-grade students. Informants' identities were anonymized with the codes KSS for principals, GK for fourth-grade teachers, OT for parents, and PD for students; the number in the code indicates the site (1 for SDN Ibu Dewi I and 2 for SDN Sarampad Cugenang), while the number after the hyphen indicates the informant number.

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Before data collection, the researchers obtained written permission from the principals and the relevant offices or institutions. Parents or guardians gave written consent for their children's involvement in interviews and observations. Students were also asked for their verbal consent before being interviewed. The researchers explained the purpose of the study, its voluntary nature, the right to withdraw at any time, and the guarantee of confidentiality. Informants' names were anonymized as codes, and the data were used solely for research purposes.

Data were collected through in-depth or semi-structured interviews, participatory observation, and document study. Participatory observation was conducted three times at each site, lasting 60-90 minutes, during morning activities, fourth-grade lessons, and dismissal time, using an observation guide focusing on tardiness, punctuality, task completion, compliance with school rules, responsibility, independence, teacher-parent communication, and parental involvement. Interviews focused on policies, planning, implementation, experiences of involvement, constraints, and behavioral change. Documentation included the character education work program, lesson materials containing discipline values, the Buku Penghubung or communication records, school rules, partnership or parenting activity reports, behavior journals, and student attendance and discipline data. The use of multiple data sources was intended to obtain rich descriptions while enabling triangulation.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, which took place concurrently with data collection, through data collection, data condensation or reduction, data display, and conclusion drawing and verification (Miles et al., 2014). Data from the two sites were first analyzed according to the research focus and then compared to identify similarities, differences, and cross-site patterns. Data credibility was strengthened through source and technique triangulation, member checking, and peer discussion. Triangulation was carried out by comparing the accounts of principals, teachers, parents, and students and by combining the results of interviews, observations, and documentation. Member checking was conducted twice at each site: the first session discussed interview transcripts with the principal and classroom teacher, while the second discussed a summary of findings with parent representatives. The corrections provided, including those concerning the parenting schedule and the frequency of home visits, were used to refine the description of the findings. Peer discussion was held with two lecturers or colleagues in the same field, focusing on coding, thematic consistency, and potential researcher bias.

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RESULTS AND DISCUSSION

1. Partnership Planning Based on Students' Needs

The results show that both schools had planned the partnership by taking into account students' character needs. Planning included identifying discipline problems, setting goals, determining forms of communication, and involving the parties who play a role in guidance. At SDN Ibu Dewi I, needs identification was more prominent through monitoring of daily behavior, teacher reports, and communication with parents. The fourth-grade teacher provided direct information on the need to strengthen independence, compliance, responsibility, and orderliness. The fourth-grade teacher at SDN Ibu Dewi I (GK1) explained, "We first look at the children who are often late and those who are not yet orderly with their assignments. From that daily data we decide what kind of communication to have with the parents."

At SDN Sarampad Cugenang, planning appeared more as an agenda at the start of the school year involving the school, the school committee, teachers, and parents. The principal of SDN Sarampad Cugenang (KSS2) said, "At the start of the year we hold a meeting with the committee and parents. The program is simple; what matters is that the children's discipline and responsibility are formed." The goals were directed at discipline, compliance with school rules, responsibility, and increased parental involvement. This difference shows that the same planning principle can be realized through different mechanisms according to the school context. The findings support Terry's (1953) idea that planning forms the basis for determining goals and actions, and are in line with Ardi et al. (2019), who found that moral development in character education at primary schools was managed through planning, organizing, actuating, and controlling.

Analytically, partnership planning at the two sites cannot be understood merely as a program document. Its main value lies in the school's ability to connect data on students' behavior with realistic forms of family involvement. When planning starts from real needs, partnership communication and activities have clearer targets and can potentially reduce ceremonial activities that are not directly related to discipline formation.

2. Organizing: Functional Division of Roles

Organizing at both schools was marked by a division of roles among principals, teachers, and parents. The principal served as director, facilitator, motivator, and person responsible for policy. The classroom teacher was the main implementer as well as the link between school and family, while parents played a role in accompanying, supervising, and reinforcing habituation at

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home. The principal of SDN Ibu Dewi I (KSS1) emphasized, "The classroom teacher is the spearhead of communication with parents. If there is a problem, the teacher makes contact, and the principal facilitates and gives direction." A dedicated partnership structure had not always been formed, but the division of roles was understood functionally.

Teachers were the most intensive communication hub. Information on students' attendance, assignments, behavior, compliance, or problems was conveyed to parents, and families could provide feedback on the child's condition at home. A parent at SDN Sarampad Cugenang (OT2-3) said, "I also sometimes let the teacher know if my child is sick or there is a problem at home, so the teacher knows the child's condition." WhatsApp, face-to-face meetings, parent meetings, the Buku Penghubung, and individual communication were used as needed. This pattern shows that organizing does not always have to take the form of a complex formal structure, but requires clarity of responsibility, lines of coordination, and continuity of information.

These findings reinforce Terry's organizing function. They are in line with Oktaviani et al. (2023), who position teachers as the drivers of partnership through communication, meetings with parents, and home visits. From Epstein's (2018) perspective, two-way communication makes parents not passive recipients of information but partners who provide data, responses, and reinforcement at home.

3. Partnership Implementation and the Continuity of Habituation

The partnership was implemented through routine communication, parent meetings, parenting activities, consultation, accompanying children, and home visits under certain conditions. At SDN Ibu Dewi I, digital communication and formal parenting activities were relatively prominent, whereas SDN Sarampad showed a stronger emphasis on personal approaches, home visits, and community-based family-like relationships. Both patterns show adaptation to the characteristics of parents and the environment.

Family involvement did not stop at attendance at school activities. Parents translated school information into concrete habituation at home: arranging study schedules, reminding children of assignments, limiting gadget use, supervising playtime, preparing school supplies, and cultivating responsibility and compliance. A parent at SDN Sarampad Cugenang (OT2-1) explained, "At home I make a study schedule, limit phone use, and remind them about assignments. If only the school sets the rules, children forget quickly." This pattern is similar to the finding of Rantauwati (2020) that parents cultivate discipline through home study schedules

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and communicate them through communication books. Students also acknowledged that guidance from teachers and parents made them pay more attention to their obligations. This is evident from the statement of a student at SDN Ibu Dewi I (PD1-2), “The teacher often reminds us about assignments in class, and at home my parents also remind me of my study schedule. So I remember better what I have to do.” Thus, the implementation of the partnership had gone beyond administrative communication and moved toward continuity of guidance.

Repeated habituation became an important mechanism in strengthening discipline. The findings show that school and family function as two reinforcing environments. When school rules are reinforced at home, students receive more consistent behavioral messages. This is in line with Anam et al. (2026), who found that inconsistent reinforcement at home hinders the formation of discipline, and with Epstein’s (2018) school-family partnership framework, which positions family involvement as an integral part of the educational process.

4. Partnership Evaluation and Behavioral Change

Evaluation at both schools was carried out by monitoring attendance, punctuality, compliance with school rules, task completion, responsibility, and behavioral change. Teachers conveyed students’ progress to parents as a basis for follow-up, while documents such as attendance records, the Buku Penghubung, behavior journals, school rules, and activity reports provided supporting evidence. The fourth-grade teacher at SDN Ibu Dewi I (GK1) explained, “I monitor through attendance, the Buku Penghubung, and assignment records. Every Friday I tally who is often late and who has not finished assignments, and then I tell the parents.” This practice is in line with Roziqin et al. (2020), who found that daily monitoring through an information book supports changes in students’ character. Kraft and Rogers (2015) also showed that brief weekly messages from teachers to parents reduced the proportion of students who failed to complete a course, although this evidence comes from a credit recovery program in secondary schools in the United States. The parents and students interviewed reported a tendency for children to become more orderly, more compliant, more punctual, and more responsible.

A parent at SDN Ibu Dewi I (OT1-3) said, “My child now gets up early on their own, so they are rarely late anymore. I also see that they get their books ready and do their assignments faster without my having to tell them again and again.” A student at SDN Sarampad Cugenang (PD2-4) also stated, “Ayeuna abdi mah teu pati dieling-elingan, geus nyaho kudu nyiapkeun buku sorangan.” (“Now I don’t need to be reminded much; I already know I have to get my books ready myself.”). Observation results showed a similar tendency. At SDN Ibu Dewi I, the number of late

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students decreased from 6-7 students in the first observation to 2-3 students in the third observation, while at SDN Sarampad Cugenang it decreased from 5-6 students to 2 students. However, independence was uneven: at SDN Ibu Dewi I some students already prepared their own learning materials, whereas at SDN Sarampad Cugenang some students still depended on their parents.

Because this study is qualitative, these findings are not interpreted as a causal effect or as an increase in percentages. A more accurate formulation is that there was a tendency toward strengthened disciplinary character based on the convergence of information from principals, teachers, parents, students, school documents, and observation results. This approach maintains consistency between the type of data and the research claims.

Evaluation was still dominated by behavioral monitoring and communication. Therefore, the study identified a need for more structured monitoring with shared indicators, such as punctuality, task completion, compliance, responsibility, and independence. The monitoring format need not be complex, but it needs to be consistent so that evaluation results can serve as feedback for subsequent planning. In this way, controlling does not become a separate final stage but a source of information for the next management cycle.

5. Constraints and Adaptive Solutions

The main constraints at both sites were limited time and parents' busy work schedules. In addition, variations in the level of participation, the influence of peers and the social environment, differences in family habits, and gadget use were found. This finding is important because parents' low physical presence is not always synonymous with low concern. A parent at SDN Ibu Dewi I (OT1-4) said, "I work shifts, so sometimes I can't attend when there's a meeting at school. But I still monitor my child's assignments through WhatsApp and ask the teacher." Structural factors such as occupation, schedules, and family conditions also determine the forms of participation that are possible. The principal of SDN Sarampad Cugenang (KSS2) described, "Many parents work in the rice fields and gardens. If the meeting is during the day, sometimes they can't come." This finding is in line with the model of Hornby and Lafaele (2011), which positions parents' life contexts, beliefs about their role, and perceptions of school invitations as barriers to involvement (see also Hoover-Dempsey & Sandler, 1997). Mulia and Kurniati (2023) also noted that geographical distance, time availability, economic status, and parents' level of education influence parental participation in rural areas, although their study focused on early

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childhood education. Sembiring (2021) added that rapid technological progress is thought to erode children's character values, so cooperation between parents and educators is needed.

The solutions applied tended to be flexible and adaptive: using WhatsApp when parents could not attend, individual communication for specific issues, adjusting meeting times, parenting activities, consultation, and home visits. Thus, the most relevant solutions do not always take the form of additional activities, but rather improvements in communication mechanisms and the provision of alternative forms of participation. Participation can be realized through digital communication, assistance with assignments, behavioral supervision, and habituation at home. Pratiwi et al. (2024) showed that low-income parents in Indonesia continue to hope for better teacher-parent communication despite facing economic hardship.

Digital technology, particularly WhatsApp, became a practical tool for reducing time barriers. However, digital communication needs to be differentiated by function: groups for general information, private messages for individual progress, and meetings or home visits for problems requiring more in-depth handling. The fourth-grade teacher at SDN Sarampad Cugenang (GK2) explained, "For general information I send it via WhatsApp, but if there is a specific problem I contact the parents personally or make a home visit. The reason is to avoid misunderstandings and so that parents can explain the child's condition at home." Wulandari et al. (2026) also found that official WhatsApp groups and face-to-face communication were the main channels for handling student discipline, with parents considering face-to-face communication clearer and more personal. This finding shows that parental participation is not limited to formal attendance but can take place through more flexible and contextual involvement. This is in line with Zulfan and Fadjar (2025), who showed that the use of digital media in primary schools can support consistent character reinforcement at home, although it is still constrained by technological infrastructure, the digital literacy of teachers and parents, and access.

6. Cross-Site Findings

Table 1. Comparison of Partnership Management Findings at the Two Sites

Aspect	SDN Ibu Dewi I Cianjur	SDN Sarampad Cugenang	Cross-Site Findings
Planning	Based on actual needs and communication	More prominent from the start of the school year	Oriented toward students' discipline needs

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Aspect	SDN Ibu Dewi I Cianjur	SDN Sarampad Cugenang	Cross-Site Findings
Organizing	Functional roles of the principal, teachers, and parents	Relatively similar division of roles	Teachers become the school-family coordination hub
Communication	WhatsApp, face-to-face, meetings, communication media	WhatsApp, meetings, face-to-face, personal approach	Digital media and personal communication complement each other
Implementation	Parenting, communication, accompaniment, home visits	Parenting, consultation, meetings, home visits	Formal and informal activities run together
Guidance at home	Study schedules, assignments, rules, gadget use	Schedules, assignments, responsibility, gadget use	Parents become reinforcers of habituation
Evaluation	Behavior, attendance, assignments, compliance	Attendance, responsibility, compliance	Oriented toward behavioral change
Constraints	Time, work, environment	Time, work, environment	Parents' busy schedules are the most dominant
Solutions	Flexibility and digital communication	Flexibility, parenting, home visits	Solutions need to be adaptive and contextual

Source: Compiled from the research findings at the two sites.

Table 1 summarizes the comparison of findings at the two sites. The cross-site analysis shows substantial similarities in partnership patterns, while differences appear mainly in the variety of activities and ways of organizing. The factors that most consistently sustained the

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partnership were communication, role division, consistency of habituation, and the school's ability to adjust programs to parents' conditions. This finding confirms that the quality of partnership is determined more by the interconnection of processes than by the number of activities.

7. The Partnership Management Cycle Model

Figure 1. The Partnership Management Cycle Model

Source: Compiled from the research findings at the two sites.

Figure 1 summarizes the findings at the two schools into a partnership management cycle model consisting of eight stages, namely needs identification, planning, role division, communication and implementation, discipline habituation, evaluation, follow-up, and subsequent planning. The first seven stages are directly traceable to the Results. Needs identification is evident from the fourth-grade teacher's monitoring of daily data on tardiness and task completion at SDN Ibu Dewi I, planning from the start-of-year meeting with the committee and parents at SDN Sarampad Cugenang, and role division from the position of the classroom teacher as the main link facilitated by the principal. Communication and implementation are evident from the use of WhatsApp, meetings, parenting activities, and home visits; discipline habituation from study schedules and limits on gadget use at home; while evaluation and follow-up are evident from the teacher's weekly tally conveyed to parents. The eighth stage is more normative. In the available data, evaluation results had not yet been fully formulated into structured feedback for subsequent planning, so this stage is more appropriately read as a direction for strengthening indicated by the findings.

This pattern is formulated as the conceptual contribution of this study. At both schools, Terry's (1953) management functions did not appear to run linearly because the results of behavioral monitoring became the basis for subsequent communication and action, so partnership management is more accurately understood as a recurring cycle. Ardi et al. (2019) mapped character development in primary schools through planning, organizing, actuating, and controlling; this study extends that reading by positioning evaluation and follow-up as the link to the next cycle and by showing parental involvement at several stages, from planning to evaluation. At the same time, Epstein's (1995, 2018) perspective helps explain the relational side of this cycle. The stages of communication and habituation at home reflect the types of involvement known as communicating and learning at home, so the managerial cycle functions

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better when families are positioned as partners involved in communication and guidance rather than merely as recipients of school policy.

The integration of these two perspectives indicates that, at both schools, partnership management worked better when it was both planned and adaptive. Schools need clear goals, indicators, role division, and evaluation, but participation mechanisms need to be flexible with respect to parents' occupational, social, and geographical conditions and capacities. Thus, standardization is needed in goals and indicators, while flexibility is needed in modes of involvement.

In practical terms, schools need to make partnership part of the school's culture and management system rather than relying on teachers' personal initiative. Information given to parents also needs to be balanced, covering not only violations but also positive progress. Parents need to maintain consistency of habituation at home, while schools need to provide more than one communication channel so that families with limited time can still participate. Schools also need to formulate evaluation results into documented input for the following year's planning so that the eighth stage in Figure 1 actually takes place.

8. Research Limitations

The study was conducted at two schools using a qualitative multi-site case study approach, so the results are directed toward in-depth understanding and are not intended for statistical generalization. Data on changes in disciplinary character were obtained from informants' perceptions, school documents, and limited observation; the study did not use quantitative pre- and post-program measurement. The level of family participation also varied. In addition, observation was limited to the fourth grade, with three observations at each site.

CONCLUSION

Parent-teacher partnership management at SDN Ibu Dewi I Cianjur and SDN Sarampad Cugenang took place through planning, organizing, implementation, and supervision or evaluation. Planning was based on students' needs; organizing took place through the division of roles among principals, teachers, and parents; implementation made use of face-to-face and digital communication, parenting activities, consultation, accompaniment, and home visits; while evaluation focused on changes in attendance, punctuality, assignments, compliance, responsibility, and behavior. The partnership patterns at the two schools were relatively similar, but SDN Ibu Dewi I was more prominent in digital communication and formal parenting activities,

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whereas SDN Sarampad Cugenang was more prominent in personal approaches, home visits, and family-like relationships.

The findings show a tendency toward strengthened disciplinary character when school guidance received consistent reinforcement at home, particularly in the form of reduced tardiness and improved punctuality in submitting assignments, while students' independence was still uneven. The main constraints, namely parents' busy schedules, limited time, varying participation, the social environment, and gadget use, were addressed through flexible communication, the use of digital technology, parenting activities, individual communication, and home visits. Thus, at both schools, the quality of partnership was determined not primarily by the number of programs but by the integration of planning, clarity of roles, two-way communication, consistency of habituation, evaluation, and follow-up.

Theoretically, the study reinforces the relevance of Terry's management functions and Epstein's school-family partnership theory and formulates partnership as a continuous cycle. Practically, principals are advised to institutionalize partnership programs in the school culture; teachers should optimize communication channels proportionally; parents should maintain consistent discipline habituation at home; and stakeholders should support capacity building in communication, parenting, character education, and the use of digital technology. Further research could use quantitative, mixed methods, or longitudinal approaches and extend the sites to test the sustainability of the model in more diverse social contexts.

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