



## The Tripusat Education Strategy in Improving the Quality of Elementary School Education in Aceh Besar District

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### ABSTRACT

Promoting educational quality demands collaborative involvement among stakeholders outside traditional schooling. The Tripusat concept—comprising school, home, and community—embodies an integrated educational framework that fosters students' cognitive, social, and character development. This study investigates the effect of Tripusat in improving the quality of elementary education and identifies implementation strategies in primary schools within Aceh Besar Regency. A qualitative method utilising a naturalistic phenomenological design was employed to investigate participants' actual experiences and perceptions of collaborative educational activities. Data were gathered via observations, interviews, and documentation including school principals, educators, parents, and community members. The results indicate that successful collaboration across schools, families, and communities substantially enhances student learning outcomes, fortifies character development, and fosters supportive learning environments. However, obstacles persist, such as insufficient parental engagement, coordination issues, and limitations in institutional capacity, which impede the effective execution of joint initiatives. The study emphasises the necessity of fortifying communication channels, cultivating institutional collaborations, and augmenting stakeholder engagement to optimise the execution of Tripusat. This research presents both conceptual and practical insights for enhancing educational quality via collaborative governance in primary education, along with policy-relevant recommendations for bolstering stakeholder engagement in school-based educational development.

### 1. Introduction

Education provides the basis for human development, social advancement, and national competitiveness (Parker & Raihani, 2011). The quality of education is influenced by both the institutional ability of schools and the relationship of various contexts affecting learners' cognitive, emotional, and social development (Alrahlah, 2016). Modern educational theory indicates that learning outcomes are influenced by intricate relationships among formal education institutions, familial surroundings, and community contexts (Rosidin et al., 2025). The Tripusat education concept represents three fundamental educational domains—school, home, and community—that collectively impact student development (Khafid et al., 2023). This approach is based on the premise

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that education is not only the responsibility of formal institutions but a collective social obligation (Saryono et al., 2024). Educational institutions deliver organised academic instruction, families provide emotional support and core values, while communities contribute social experiences and cultural education (Amelia et al., 2025). The combined efforts of these three educational institutions create a comprehensive educational ecosystem that fosters student success and character development (Harmita et al., 2026).

Collaboration among the three educational institutions—school, family, and community—is especially vital at the primary level, as children experience fundamental stages of cognitive, emotional, and social development (Anggreini et al., 2024). During this developmental phase, students cultivate fundamental literacy and numeracy abilities while concurrently fostering learning habits, educational attitudes, and interpersonal competencies (Darwis et al., 2024). Family engagement significantly influences students' motivation, discipline, self-regulation, and views of academic accountability. Steady parental support, oversight of educational activities, and the reinforcement of positive values at home markedly enhance students' preparedness to learn and adjust within the school setting (Tri et al., 2023).

Simultaneously, community participation enhances educational experiences by offering contextual and experiential learning opportunities beyond the classroom (Islam et al., 2022). Community institutions, cultural organisations, and local leaders enhance social norms, civic responsibility, and cultural identity, so supplementing formal education (Novrita et al., 2025). The efficient integration of school-based learning, familial guidance, and community involvement fosters a cohesive educational ecosystem that promotes whole student development (Zheng, 2022). This coordinated teamwork boosts academic outcomes, fosters character development, promotes social awareness, and ensures cultural continuity, so improving the overall quality of education in elementary schools (Robby, 2025).

Nonetheless, the execution of Tripusat education encounters numerous obstacles (Amalia et al., 2023). Restricted parental involvement, inadequate institutional coordination, and insufficient community engagement frequently obstruct collaborative educational approaches (Amelda et al., 2024). In numerous circumstances, schools function autonomously, lacking systematic methods to include familial and communal contributions (Jadallah et al., 2023). The absence of synergy may diminish the efficacy of educational programs and constrain the attainment of intended learning outcomes. Enhancing educational quality is a strategic priority within the realm of primary education in Aceh Besar. Educational institutions must implement new strategies that enhance stakeholder participation to tackle issues with learning quality, character development, and institutional efficacy. The Tripusat Pendidikan framework presents a viable way to improve educational results via collaborative engagement among educational stakeholders (Syarifuddin et al., 2024).

Previous studies consistently indicate that collaborative educational governance positively impacts student achievement, institutional efficacy, and overall social advancement (Efendi, 2025). Research on school-family partnerships and community involvement indicates that when educational stakeholders collaboratively share responsibility, sustain open communication, and synchronise learning support, students typically display enhanced academic performance, increased motivation, and improved socio-emotional outcomes (Dewantara et al., 2024). Collaborative governance methods boost school accountability, foster trust among stakeholders, and promote more responsive educational practices. These findings highlight the significance of cohesive educational environments in promoting enduring advancements in elementary education.

Nonetheless, despite robust theoretical and empirical backing for collaborative frameworks, research specifically investigating the practical use of Tripusat Pendidikan and its quantifiable effects on educational quality is few, especially in regional or district-level contexts. A significant portion of

the current literature addresses partnership models broadly, lacking a thorough examination of the practical cooperation among schools, families, and communities. Therefore, additional empirical research is required to examine the structuring, institutionalisation, and sustainability of collaborative mechanisms within *Tripusat Pendidikan*. This research is crucial for identifying effective solutions, contextual challenges, and policy implications to enhance integrated educational collaboration at the local level.

This study aims to thoroughly examine the influence of *Tripusat Pendidikan*—the integrated partnership of school, family, and community—in enhancing the quality of elementary education. The study aims to investigate how the collaboration among these three educational institutions enhances the formation of a supportive learning environment that promotes students' academic success, character growth, and social skills. This research seeks to elucidate how collaborative engagement among schools, families, and community institutions might enhance educational outcomes at the elementary level by analysing interaction patterns, shared responsibilities, and coordination mechanisms.

This study specifically investigates the unique and complementary roles of each component: the school as the formal educational institution, the family as the primary environment for character development and learning support, and the community as a broader socio-cultural context that reinforces educational values. The research delineates pragmatic techniques for the effective implementation of *Tripusat Pendidikan*, encompassing communication frameworks, participatory programs, and partnership-based initiatives that foster collaboration among stakeholders. The results are anticipated to enhance theoretical frameworks for collaborative educational models and provide pragmatic recommendations for policymakers, school administrators, and community stakeholders aiming to elevate the quality and sustainability of elementary education.

## **2. Methodology**

This study utilized a qualitative research methodology with a naturalistic phenomenological design to achieve an in-depth knowledge of collaborative activities within the *Tripusat Pendidikan* framework (Roulston & Choi, 2017). The qualitative technique was chosen for its capacity to facilitate a comprehensive examination of social interactions, contextual dynamics, and stakeholder experiences within their authentic environments. The study employs a phenomenological approach to capture participants' lived experiences, perceptions, and subjective meanings concerning the partnership of schools, families, and communities to enhance the quality of elementary education. This design is especially suitable for analyzing intricate educational phenomena that cannot be comprehensively grasped through quantitative measurement alone.

This research used a phenomenological approach to explore how stakeholders—namely school administrators, teachers, parents, and community representatives—perceive their roles, responsibilities, and contributions within the *Tripusat* education model. The method enables a thorough examination of collective experiences, obstacles, anticipations, and cooperative behaviors that influence educational enhancement initiatives. This approach highlights participants' viewpoints and contextual realities, facilitating a comprehensive understanding of the functioning of collaborative educational governance and its role in improving educational quality at the primary school level.

### *2.1 Population and Sample*

The study was performed in specific elementary schools in Aceh Besar, selected for their active participation in collaborative educational practices consistent with the Tripusat framework. These schools offered a pertinent framework for analyzing the interactions among educational stakeholders aimed at improving educational quality. The study encompassed various participant groups to achieve a thorough understanding of the phenomenon, including school principals as institutional leaders, teachers as instructional practitioners, parents as primary educational partners within the familial context, and community representatives who provide broader social and cultural support for education.

Participants were chosen using purposive sampling to guarantee that they have direct experience and substantial knowledge of the execution of Tripusat education. This sampling method allowed the researcher to deliberately select persons who were actively involved in collaborative educational projects and could offer substantial, pertinent, and detailed information. By concentrating on information-dense examples, the study guaranteed that the data gathered authentically represented the realities, problems, and dynamics of school–family–community partnership in enhancing the quality of elementary education in Aceh Besar.

### *2.2 Data Collection Techniques*

Data were gathered employing various qualitative methods to assure depth, trustworthiness, and triangulation of results. Initially, comprehensive interviews were performed with essential educational stakeholders, comprising school principals, educators, parents, and community members. The interviews sought to investigate participants' perceptions, lived experiences, and interpretations of collaborative activities within the Tripusat framework. Utilizing open-ended and semi-structured enquiries, the researcher effectively gathered comprehensive narratives concerning roles, obstacles, expectations, and perceived effects of school–family–community collaboration on educational quality.

Furthermore, direct observations were conducted to assess school activities and collaborative initiatives including families and community participants. Observational data allowed the researcher to record authentic encounters, participation trends, and the practical execution of partnership projects in real-world environments. Third, a study of documentation was performed to supplement the data obtained from interviews and observations. This encompassed the examination of institutional reports, school development initiatives, meeting minutes, and pertinent policy papers associated with collaborative educational methods. The amalgamation of these three data gathering approaches enhanced the validity of the findings through cross-verification and offered a holistic comprehension of the implementation of Tripusat in elevating the quality of elementary education.

### *2.4 Data Analysis*

The data were examined through a systematic thematic analysis to discern significant patterns and interpretations concerning the execution of Tripusat. The method commenced with data reduction, wherein interview transcripts, observation notes, and documents were meticulously examined, classified, and organized to concentrate on pertinent information associated with the research objectives. This process was succeeded by data categorization, wherein analogous codes were consolidated into overarching conceptual categories that encapsulate essential elements of collaboration among schools, families, and communities. This systematic design facilitated the identification of recurring patterns and significant correlations across many data sources.

Subsequently, the researcher performed a comprehensive analysis of emerging themes to formulate a coherent understanding of how collaborative activities enhance educational quality. The

themes were consistently honed by comparative analysis and verification among interview, observation, and documentation data. Findings were verified by triangulation to augment credibility and reliability. The data's validity was established via source triangulation (comparing information from principals, teachers, parents, and community representatives), method triangulation (incorporating interviews, observations, and document analysis), and extended engagement with participants to foster trust and achieve a thorough understanding of the research context.

### **3. Results**

#### ***3.1 Role of Tripusat Pendidikan in Educational Quality Improvement.***

This study's findings demonstrate that the implementation of the Tripusat education framework significantly enhances the quality of elementary education across three interconnected dimensions: academic achievement, character development, and the creation of supportive and sustainable learning environments. The data analysis indicates that organized and consistent collaboration among schools, families, and communities enhances the alignment of educational goals and fortifies continuity in students' learning experiences. Schools serve as the primary institutional entities by orchestrating systematic educational processes, maintaining curriculum integrity, and executing internal quality assurance systems aimed at evaluating instructional efficacy and student advancement. Leadership methods at the school level enhance collaboration with families and community stakeholders, thereby integrating collaborative principles into institutional routines.

From an instructional standpoint, educators serve a crucial mediating function in implementing collaborative educational governance. The results indicate that educators employ adaptable, student-centered teaching methods, incorporate contextual learning tactics, and uphold organized communication with parents to oversee academic and behavioral progress. This ongoing information exchange facilitates the early detection of learning challenges and allows for prompt educational intervention. The amalgamation of home-based reinforcement with classroom instruction enhances learning consistency and academic success, indicating that coordinated support systems amplify instructional efficacy beyond solitary classroom initiatives.

The analysis underscores the essential role of family involvement as a factor influencing both academic and socio-emotional results. Parents that diligently oversee educational activities, uphold school principals, and sustain regular communication with teachers enhance student motivation, discipline, and emotional stability. These factors jointly establish conducive circumstances for academic achievement and character development. Simultaneously, community involvement enhances the educational framework by offering experiential and culturally relevant learning opportunities. Participation in community institutions and local socio-cultural events enhances civic consciousness, social competence, and cultural identity, thereby augmenting formal education with contextualized social learning.

The collaboration of educational institutions, familial engagement, and community involvement creates a comprehensive support system that fosters overall student development. The interplay among these elements generates reinforcing effects that transcend academic measures, encompassing moral development, social responsibility, and adaptive capacity. The findings support the assertion that systematic and institutionally backed collaborative educational governance serves as a holistic approach to enhancing the quality of elementary education in both instructional and developmental aspects.

#### ***3.2 Contribution of Each Educational Centre***

##### **a. School Contribution**

The results demonstrate that schools are the main institutional drivers in the Tripusat Pendidikan framework. They do this by implementing a structured curriculum, providing ongoing professional development for teachers, and managing learning in a methodical way. Schools make sure that their teaching methods are in line with national education standards while also meeting the needs of their local communities. The way the school sets up its teaching schedules, tests, and internal quality control methods shows that it is responsible for keeping academic rigour and

consistency in the classroom. Professional development programs like in-service training, collaborative planning sessions, and performance assessments also make teachers better at teaching and coming up with new ways to teach, which directly affects how well students learn. Institutional leadership is a key aspect in getting the most out of this contribution. School principals play a coordinating role in fostering partnerships with families and community stakeholders, establishing communication channels, and promoting participatory decision-making processes. Good leadership makes it easier for everyone involved to be open, share responsibilities, and work for the same educational goals. The statistics indicate that when school leadership actively endorses collaborative governance, the integration of formal instruction and external support systems becomes more cohesive and sustainable.

#### b. Family Contribution

Families have a big role in the quality of education by giving emotional support, moral advice, and keeping an eye on their children's learning activities at home. Parental participation helps kids establish good habits, be disciplined, and take responsibility, all of which are important for doing well in school. Students' motivation and self-confidence are boosted by emotional stability and regular support from their parents. This makes them more interested in learning in the classroom. Having a supportive family environment helps people control their behaviour and get ready to learn. Furthermore, parents who are involved in their children's education—by going to school meetings, talking to instructors often, and keeping an eye on homework—help make sure that what they learn at school is reinforced at home. This alignment minimises variations in expectations and guarantees uniform value transmission. The results show that pupils whose parents are involved throughout time likely to do better in school and acquire better social and emotional skills. This shows how important family involvement is in the collaborative educational framework.

#### c. Community Contribution

Community participation is an extra part of education that expands the range of learning opportunities beyond the classroom. The results suggest that communities help by offering social programs, cultural events, mentorship opportunities, and help with materials or infrastructure. These contributions offer contextual and experiential learning opportunities that improve students' social skills, civic knowledge, and cultural identity. Students can integrate what they learn in school with what they do in the real world through community-based activities. This makes their understanding and relevance stronger. likewise, getting involved in the community strengthens the idea that everyone is responsible for education. A culture of shared responsibility grows when local leaders, groups, and institutions actively support school programming. This collaborative setting promotes good social standards, encourages people to get involved in their communities, and makes it easier for educational principles to be part of everyday life. The combination of school structures, family support networks, and community involvement creates a complete educational environment that helps students grow in all areas and leads to lasting improvements in the quality of elementary education.

### 3.3 Implementation Strategies of Tripusat Education

The results delineate various strategic methodologies that facilitate the successful execution of the Tripusat educational framework in primary education institutions. Initially, enhancing communication between educational institutions and parents is identified as a fundamental method. Consistent parent–teacher meetings, systematic progress reports, and the use of formal and informal communication methods promote transparency and mutual comprehension of students' academic

and behavioural growth. Effective communication diminishes information disparities, synchronises expectations, and facilitates prompt intervention when learning difficulties emerge. The statistics demonstrate that constant and reciprocal communication cultivates mutual trust and improves coordinated assistance for students in both home and school settings. Organising community-based educational events functions as a crucial method for analysing learning and enhancing educational engagement beyond the classroom. Cultural events, social service initiatives, environmental projects, and local mentorship activities offer experiential learning opportunities that link academic knowledge to real-world contexts. These activities enhance students' practical skills while simultaneously fostering civic consciousness and social responsibility. Moreover, implementing collaborative learning programs—such as joint workshops, parenting seminars, and community-supported literacy initiatives—fosters collective ownership of educational objectives. Augmenting stakeholder engagement in school decision-making strengthens inclusive governance by incorporating parents and community leaders in planning and evaluation activities. When applied regularly and backed by institutional dedication, these tactics together enhance academic performance, fortify character development, and yield more durable educational results.

### *3.4 Challenges in Implementation*

The implementation of the Tripusat education framework faces numerous structural and contextual obstacles that restrict its maximum efficacy. A significant limitation is the constrained involvement of parents, frequently affected by socioeconomic issues including arduous work commitments, insufficient educational attainment, and limited access to communication technologies. These factors diminish the intensity and consistency of familial involvement in educational activities, hence undermining the continuity between home-based and school-based learning support. The potential of family participation as a reinforcing factor for academic and character development remains underutilised.

Furthermore, inadequate coordination among parties becomes a substantial institutional impediment. The lack of organised communication methods, clearly delineated roles, and established collaborative frameworks may result in disjointed projects and redundant duties. Institutional limitations, such as restricted administrative capacity, inadequate program management expertise, and absence of designated coordination units, further impede the sustainability of collaborative initiatives. Furthermore, a lack of community knowledge of shared educational duties limits wider engagement and diminishes collective accountability. The findings suggest that the successful execution of Tripusat Pendidikan necessitates systematic policy reinforcement, clearer regulatory frameworks, capacity-building initiatives, and enhanced institutional governance to ensure sustainable and integrated collaboration among schools, families, and communities.

## **5. Conclusions**

This study illustrates that the Tripusat Education framework significantly enhances the quality of elementary education through collaborative participation among schools, families, and communities. The collaboration among these three educational institutions fosters improved academic performance, character growth, and nurturing learning atmospheres. The results demonstrate that successful execution necessitates robust institutional leadership, engaged parental involvement, and organised community participation. Nonetheless, numerous issues persist, such as insufficient stakeholder participation and coordination limitations. Confronting these difficulties necessitates enhancing communication systems, augmenting institutional capabilities, and formulating durable cooperation frameworks. This research offers significant theoretical and practical contributions to enhancing educational quality via collaborative governance. Future studies should investigate

quantitative assessments of Tripusat framework efficacy and analyse policy initiatives that facilitate integrated educational collaboration.

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