



EVALUATING AN ISLAMIC-BASED PARENTING PROGRAM TO FOSTER PARENTAL AWARENESS AS 'MADRASAH ULA' (FIRST SCHOOL): A CSE-UCLA MODEL STUDY AT ASSAKINAH EARLY CHILDHOOD EDUCATION CENTER

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Abstract

This study aims to evaluate the implementation of the parenting program at Assakiinah Early Childhood Education (ECE) Center in enhancing parents' awareness of their role as the "madrasah ula" (a child's first school). The study employs the CSE-UCLA evaluation model using a qualitative with scoring data approach. Data collection techniques were conducted through observation, interviews, documentation, and program assessment instruments involving parents, informants, and the organizing committee. The research results indicate that the parenting program is highly relevant to the needs of Muslim parents. The context evaluation revealed institutional commitment and clear program objectives. The input evaluation showed the availability of adequate human resources and facilities, although further development of parenting modules and educational media is still needed. The process evaluation indicates that program implementation is systematic, with active parental participation and the consistent integration of Islamic values. The product evaluation shows increased parental awareness, reflected in changes in parenting styles and improved cooperation between home and school. Thus, the parenting program at ECE Assakiinah is deemed effective in enhancing parents' awareness of their role as the "first school" and contributes positively to the quality of ECE.

Keywords: Islamic ECE, Parental Awareness, Program Evaluation, Madrasah Ula

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INTRODUCTION | مقدمة

From an Islamic educational perspective, parents are regarded as the first and primary educators, a concept known as madrasah ula (Fujianti, 2025). The parents as madrasah ula plays a fundamental role in ECE, particularly in shaping children's moral, spiritual, and intellectual development. Parents shape children's morals primarily through role models and parents also need to provide direction and correction in a wise manner when children make mistakes, so that children understand what is right and wrong. Spiritual formation is carried out by instilling the values of monotheism from an early age, such as introducing Allah as the Creator, and making daily worship a habit. Intellectual formation is carried out with parents role in fostering children's curiosity and love of knowledge, one way is by discussing.

In modern society, parents face various challenges in fulfilling their roles, such as rapid social changes, technological advancements, and limited understanding of child development. These challenges often lead to inconsistencies in parenting practices and reduced effectiveness in fostering children's holistic development. Previous studies indicate that many parents still lack adequate knowledge and skills in applying developmentally appropriate and value-based

parenting approaches, particularly within the context of Islamic education (Sofiah, 2025).

The importance of a parental education program lies in its role in aligning family parenting styles with school instructional goals to support a child's holistic development optimally. To ensure its effectiveness, this program requires a comprehensive evaluation using the CSE-UCLA model, which encompasses stages from needs assessment and program planning to formative and summative evaluation. Through this model, organizers can ensure that the interventions provided are not only relevant to parents' needs but also possess measurable accountability in achieving sustainable student learning outcomes.

This study aligns with previous research using the CSE-UCLA model to evaluate educational program effectiveness. As seen in the MBKM program evaluation at Universitas Jambi, the model effectively assesses programs from planning to implementation and continuous improvement (Batool & Saleem, 2024). Other research applies the CSE-UCLA evaluation model to the P5 (Project for Strengthening the Profile of Pancasila Students), which was successfully implemented in alignment with the school's vision and delivered a positive impact on student character. Despite its success, the program requires improvements in monitoring documentation, socialization with parents, and a reinforced focus on character development. (Kurniawati et al., 2024). Furthermore, the CSE-UCLA model was also utilized to evaluate the BBPVP Semarang program, with results indicating that it effectively enhanced participants' technical and soft skills in alignment with industrial demands (Salsabilla et al., 2025). Finally, the CSE-UCLA evaluation applied to the Level III Leadership Training proved effective in developing the competencies of civil servants (ASN) to realize a world-class bureaucracy (Rusmulyani et al., 2022).

There is still a limited amount of research examining parenting programs using a comprehensive evaluation model capable of assessing contextual fit, implementation quality, and the overall impact of the program. Although parenting programs have been widely implemented and show positive impacts on parental skills and child development, existing studies indicate that their evaluation is often not conducted comprehensively. For instance, the evaluation of the Excellent Parenting Community program shows that while the program has been well implemented and has improved parents' spirituality and parenting skills, the evaluation process remains limited, particularly in measuring program outcomes systematically and consistently.

The novelty of this study lies in the use of the CSE-UCLA evaluation model to holistically analyze the parenting program at Assakinah ECE Center, with a primary focus on fostering parents' awareness of their role as the madrasah ula. This study not only assesses the program's success from a quantitative perspective but also emphasizes behavioral changes, increased awareness, and the internalization of moral and spiritual values among parents as they fulfill their role as the first and primary educators of their children (Batool & Saleem, 2024).

Based on these conditions, this study aims to evaluate the implementation of the parenting program at Assakiinah ECE Center using the CSE-UCLA evaluation model. This study is expected to provide a comprehensive overview of the program's effectiveness in raising parents' awareness of their role as the first school for their children and to serve as a reference for the development of parenting programs at other ECE institutions.

METHOD

منهج

Research Design

This study used a qualitative approach with an evaluative research design. The evaluation model employed was the CSE-UCLA model, which comprises four main components: context, inputs, processes, and products. This model was chosen because it provides a comprehensive and systematic evaluation of the program. This research is qualitative with scoring support (qualitative evaluative with scoring). The scoring technique is used as an analytical aid to strengthen interpretation, categorize findings, and assess the level of program effectiveness in each evaluation component. The CSE-UCLA model was selected because it enables a comprehensive, systematic, and structured evaluation of the parenting program, covering needs assessment, planning, implementation, and outcomes (Hakimia & Bulkani, 2025). The scores do not stand alone but are interpreted in conjunction with narrative data (interview results, observations, and documentation).

Table 1. Evaluation criteria

No	Aspect	Number of indicators	Criteria
1.	Need Assagment	5	15%
2.	Planing	6	25%
3.	Implementasi	3	35%
4.	Summative Evaluasi	2	25%

Table 2. Evaluation criteria

No	Percentage	Result
1.	< 20%	1 (very poor)
2.	21-40%	2 (poor)
3.	41-60%	3 (fair)
4.	61-80%	4 (good)
5.	81-100%	5 (very good)

During the data collection phase, credibility was enhanced through source triangulation (school principal, teachers, and parents), methodological triangulation (observation, interviews, and documentation), and temporal triangulation. Additionally, the researcher engaged in prolonged fieldwork by directly participating in the parenting program activities at ECE Assakinah, enabling a deep understanding of the context. Member checking was conducted after interviews by reconfirming findings with informants to prevent misinterpretation. During the data analysis phase, using the model by Matthew B. Miles and A. Michael Huberman, dependability was ensured through the consistency of the analytical process specifically data reduction, data presentation, and drawing conclusions which were conducted systematically based on the CSE-UCLA framework (context, input, process, product). The entire process was documented in the form of an audit trail to ensure traceability.

Furthermore, confirmability is achieved by presenting empirical evidence in the form of interview excerpts, observation notes, and relevant supporting documents. The researcher also engages in self-reflection (reflexivity) to minimize subjective bias during the data interpretation process. As for transferability, this is achieved by providing a detailed description (thick description) of the research context, the characteristics of the informants, and the implementation process of the parenting program, thereby allowing readers to assess the applicability of the research findings in other contexts. During the research preparation phase, the researcher first obtained official permission from ECE Assakinah to use the facility as the research site. Subsequently, during the data collection phase, the researcher applied the principle of informed consent by explaining to the informants the research objectives, procedures, and their roles in the study prior to conducting interviews and observations.

Throughout the interview and observation process, the researcher maintained the

confidentiality and anonymity of participants by not including their real identities in the research report. The data collected was used solely for academic purposes and was not disseminated outside the context of the research.

Additionally, this study also applied the principle of non-maleficence, ensuring that all research activities did not cause negative impacts whether psychological or social on the participants. The researcher endeavored to create a comfortable, open, and non-intimidating atmosphere during the data collection process. During the data analysis and reporting stages, the researcher upholds academic integrity by presenting data objectively, refraining from manipulating findings, and properly citing references.

Research location and subject

This study was conducted at ECE Assakiinah as the primary location for the parenting program. The research subjects included parents participating in the parenting program, resource persons who delivered content during the activities, and the program committee or organizers. The organizing committee was selected because they were involved in the planning, organization, and implementation of the parenting program activities. The research subjects are expected to provide relevant and in-depth information regarding the implementation and impact of the parenting program held at ECE Assakiinah.

Data collection methods

Data collection was conducted through: observation of parenting activities. The observation was conducted in a participatory manner, meaning that the researcher attended the parenting program activities, observed the proceedings, and recorded relevant facts.

Interviews with parents, informants, and the organizing committee. The researcher used non-structured interviews, meaning that the researcher prepared research tools in the form of written questions based on the issues addressed in the study, and these tools were refined during the course of the interviews. These interviews were conducted with the school principal, teachers, school staff, the parenting program committee, as well as parents and guardians. Subject selection was conducted using purposive sampling, based on specific considerations related to their direct involvement in the implementation of the parenting program. Parents were selected because they serve as the primary participants who receive the materials and experiences from the program, while resource persons were selected because they play a role in delivering the materials and providing guidance regarding child-rearing.

Documentary study of program planning and reports. The documents collected included the institution's profile, the vision and mission of ECE Assakiinah, the organizational structure, the parenting schedule and materials, the parent attendance list, photos of activities, and other archives related to the implementation of the parenting program (Widyastuti & Muwa, 2025).

Data analysis techniques

The data were analyzed based on each component of the CSE-UCLA evaluation to identify the strengths, weaknesses, and outcomes of the program's during the data reduction stage, the researchers categorized the results of interviews, observations, and documentation according to these four components. Next, in the data presentation stage, the results of the data reduction were organized into narratives and tables illustrating the relationships between the context, inputs, processes, and outcomes of the parenting program. The final stage is drawing conclusions and verification and was conducted to identify the significance, trends, and effectiveness of the parenting program in fostering parents' awareness of their role as the first school, by conducting a member check with the informants to ensure the validity of findings.

To support a more systematic evaluation, each component of the CSE–UCLA model was operationalized into evaluation indicators. These indicators were developed based on the research focus and field findings, covering: first, the evaluation must emphasize the context aspect to assess the program's relevance to the actual needs of parents and its alignment with institutional educational goals. Second, it is essential to review the input regarding the adequacy of resources and materials, as well as the process to monitor the quality of program implementation and the level of active participant engagement during the activities. Third, the final evaluation must measure the product, namely the tangible changes in parents' knowledge, attitudes, and parenting practices as a direct result of the intervention.

Each indicator was assessed using a scoring system based on qualitative interpretation, in which responses from interviews, observations, and documentation were categorized into achievement levels. The scoring criteria were adapted into percentage-based categories, such as: very low (<20%), low (21–40%), moderate (41–60%), high (61–80%), and very high (81–100%). This scaling approach allowed the researchers to interpret qualitative findings in a more structured and comparable manner, while still maintaining the depth of qualitative analysis.

During the data reduction stage, the researchers categorized and coded data from interviews, observations, and documentation according to the four CSE–UCLA components and their respective indicators. Relevant data were selected, simplified, and organized to reflect the evaluation focus. In the data display stage, the reduced data were presented in the form of descriptive narratives and matrices or tables. These displays illustrated the relationships between context, inputs, processes, and products, as well as the level of achievement for each indicator based on the applied scoring system.

The final stage involved drawing conclusions and verification, which aimed to identify patterns, meanings, and the overall effectiveness of the parenting program in fostering parents' awareness of their role as the first school (madrasah ula). To ensure the validity and credibility of the findings, member checking was conducted by confirming the results with the informants.

RESULT | نتائج

This study uses the CSE-UCLA (Center for the Study of Evaluation – University of California, Los Angeles) evaluation model as an analytical framework to evaluate the implementation of the parenting program at ECE Assakiinah. This model emphasizes a comprehensive evaluation of the program through four main components: context, input, process, and product. These four components are used to examine the program's alignment with the needs of the target group, the readiness of resources, the quality of implementation, and the program's impact on parents as the primary participants in the parenting activities.

Cumulative evaluation score of the parenting program at Assakiinah ECE Center in raising parents' awareness as the first school, using the CSE-UCLA analysis:

Table 3. Aspect Values and Research Result Score

NO	ASPEC	CRITERIA	RESEARCH RESULT
1.	Need Assegment	15%	$\frac{15}{100} \times 100\% = 15\%$
2.	Planning	25%	$\frac{25}{100} \times 94,54\% = 23.63\%$
3.	Implementasi	35%	$\frac{35}{100} \times 90\% = 31,5\%$
4.	Improvment	25%	$\frac{25}{100} \times 90\% = 22,5\%$
Hasil Rata-Rata			92,63%

Based on the results in the table 3, the evaluation of the parenting program at Assakiinah ECE Center in fostering parents' awareness of their role as the first school yielded a score of 92,63%, which falls into the very good category.

DISCUSSION

مناقشة

1. Evaluation of the parenting program's context need assesment

The results of the contextual evaluation indicate that the parenting program at Assakiinah ECE Center was designed based on parents' needs and has a clear objective: to raise parents' awareness of their role as the first school (Mutaqin et al., 2025). The results of the needs analysis indicate alignment between the program's background, objectives, vision and mission, and long-term plans and the participants' needs. Thus, the establishment of the parenting program at ECE Assakinah is a strategic step toward realizing holistic and sustainable ECE that harmonizes educational values at school with parenting practices at home, in accordance with the vision and mission of ECE Assakinah.

The interviews the researcher conducted with several informants highlighted how this parenting program addresses parents' need for guidance. According to an interview with the school principal, "We designed this parenting program based on the needs of the parents here, primarily so they can better understand their role as the first school for their children, and how parents can gain a deeper understanding of their children's intentions and behaviors which are quite unique in today's era, which is increasingly dominated by technology."

Before participating in this program, I perceived that educating children was primarily the responsibility of the school. However, after attending the parenting sessions, I realized that parents serve as the first and most important educators (madrasah ula) in a child's life (parent participant). These statements confirm that the program successfully addresses the initial gap in parental awareness. The alignment between program objectives and participants' needs explains why the context component achieved the highest possible score. This also indicates that the program has a strong contextual foundation, which is essential for achieving meaningful outcomes. The results of the contextual evaluation of the parenting program at Assakiinah ECE Center are summarized in the following table:

Table 4. Result of Program Context Next Assesment

NO	INDICATOR	RESULT
1.	Background of the program's establishment	100%
2.	Program objectives	100%
3.	Vision and mission	100%
4.	Issues identified during program implementation	100%
5.	Long term plan	100%
Final result		100%

Results of the Needs Assessment $\frac{15}{100} 100\% = 15\%$

This evaluation leads to the conclusion that the parenting program has successfully provided parents with an understanding of early childhood parenting practices grounded in Islamic values, thereby fostering parental awareness of their role as the "first school" (madrasah ula). This is reinforced by interviews conducted with parents, who explained that there has been an increase in their awareness of their role as the "first school," bearing full responsibility for character development as well as for educating children both at home and outside the home.

One aspect that has not yet been fully realized is parents' willingness to participate in the

program until its completion; this is due to various factors that serve as logical reasons for each parent, such as having limited time to participate in the parenting program, having more urgent needs like accompanying a parent for a medical check-up at the hospital, work schedules that still require parents to work on Saturdays, and neighborhood activities that force parents to divide their time between the school and their local community. There are also many other factors contributing to parents' inability to commit to participating in the activities from start to finish.

The parenting program is designed with a clear objective: to raise parents' awareness of their role as their children's first and primary educators, and to strengthen the synergy between education at home and at school (Jäggi et al., 2025). This objective aligns with the vision and mission of ECE Assakiinah, which emphasizes character development in children based on Islamic values. Thus, the context in which the parenting program is conducted is grounded in a strong need and is relevant to the participants' conditions.

Accurately identifying parents' needs is a key factor in the success of parenting programs. From an Islamic educational perspective, the family is the primary educational environment that plays a strategic role in shaping a child's personality and character. When parents lack sufficient awareness and understanding of this role, parenting programs become a necessary form of educational intervention. In accord with CSE-UCLA evaluation principles, the contextual aspect serves as the primary foundation for assessing program effectiveness (Wayan Arta Suyasa & Divayana, 2021). Programs designed based on the actual needs of the target audience are more likely to be accepted and have a meaningful impact. Therefore, the results of this contextual evaluation indicate that the parenting program at Assakiinah ECE Center is based on sound planning.

2. Evaluation of the parenting program's context planning

The input evaluation indicates that the institution has provided competent human resources, adequate facilities and infrastructure, and sufficient organizational support for the implementation of the parenting program. However, there are still limitations regarding the availability of written parenting modules and educational materials specifically developed by the institution (Fathar et al., 2024). Evaluating parents helps the organization determine the extent to which parents are prepared in terms of time, motivation, and commitment to participate in parenting activities. Parents' attendance, punctuality, and active participation serve as early indicators of each individual's commitment to fulfilling their role as educators at home. For example, if parents are having difficulty communicating with their children, the material presented will be tailored to the specific challenges they face. Additionally, this helps facilitators select the best strategies, making the delivery process more interactive and tailored to the participants' personalities.

"The facilitators delivered the material clearly and were competent, but it would be more effective if there were written modules that we could study again at home." (Parent Participant).
"The facilities and speakers are already good, which makes the sessions easier to understand" (Parent Participant).

These findings indicate that the program is strongly supported by competent human resources and adequate facilities, which contribute to its overall effectiveness. The absence of structured modules is not a major limitation but rather an opportunity for further development to enhance the program's sustainability and independent learning access for parents. This also demonstrates the value of integrating quantitative scoring with qualitative insights to provide a

more comprehensive understanding of program performance.

In addition, the organizing committee has made a conscious effort to select speakers and prepare materials that align with parents' needs, so that the information shared can truly be put to good use. "The materials we present are tailored to the situations parents frequently face in their daily lives, and I have selected these materials based on the parents' circumstances and needs. I determined this through consultations with the organizing committee and school staff to ensure the information is easier for parents to understand and apply later on." (speaker)

The results of the input evaluation indicate that Assakiinah ECE Center has prepared various supporting resources for the implementation of its parenting program. The human resources involved—including teachers, committee members, and guest speakers so possess relevant expertise in ECE and parenting based on Islamic values. Additionally, the available facilities and infrastructure are deemed sufficiently adequate to support the parenting activities.

The results of the input evaluation indicate that Assakiinah ECE Center has prepared various supporting resources for the implementation of its parenting program. The human resources involved including teachers, committee members, and guest speakers and possess relevant expertise in ECE and parenting based on Islamic values. Additionally, the available facilities and infrastructure are deemed sufficiently adequate to support the parenting activities. The evaluation results regarding the planning aspect of the parenting program at ECE Assakiinah are summarized in the following table:

Table 5. Result Program's Context Planning

NO	INDICATOR	RESULT
1.	Facilities and Infrastructure	83,33%
2.	Parent	90%
3.	Resource Persons	100%
4.	Program parenting activity commite	88,89%
5.	Program parenting study materials	100%
6.	Program parenting SOP	100%
Final result		94,54%

$$\frac{25}{100} 94,54\% = 23,63\%$$

Based on the results of source triangulation and methodological triangulation, it can be concluded that the evaluation data regarding the planning aspect of the parenting program at ECE Assakiinah has a high level of validity. This is supported by all findings related to the readiness of facilities and infrastructure, parental involvement, resource person competence, committee performance, the suitability of study materials, and the implementation of parenting SOPs, which were obtained through a multi-layered data verification process. Therefore, the evaluation results for the planning aspect, which indicate an achievement of 94.54% in the "very good" category, can be deemed valid and suitable as a basis for assessing the readiness of the parenting program planning at ECE Assakiinah.

The readiness of inputs is a key factor in determining the smooth implementation and quality of the parenting program. The availability of competent staff and adequate facilities demonstrates that ECE Assakiinah has the capacity to implement the parenting program on an ongoing basis (Malana et al., 2024). The limitations of the modules and educational materials, however, indicate room for further development. Within the CSE-UCLA framework, input evaluations serve to assess the program's potential for success before and during implementation. Strengthening learning tools, such as written modules and supporting materials, can enhance the program's effectiveness and help parents access parenting materials

independently outside of in-person sessions.

3. Evaluation of the parenting program's context implementation

The results of the process evaluation indicate that the parenting program was implemented in a structured and conducive manner. Activities were carried out according to schedule, involved active parental participation through discussions and Q&A sessions, and upheld Islamic values throughout the process. This evaluation focused on assessing the extent to which the parenting program was implemented in accordance with the established plan, as well as how the implementation process unfolded in practice (Pendidikan et al., 2025). The aspects of the parenting program's implementation that were evaluated include three main components: planning of parenting activities; implementation of parenting activities, whether in the form of in-person meetings or other supporting activities; and evaluation and monitoring of the program's implementation by the school. According to the guidelines for implementing the Assakinah ECE parenting program, all parents or guardians of students in each age group are required to participate in the parenting activities (Di et al., 2024).

In this program, teachers also play a very active role and gain a better understanding of what parents truly need. "Throughout the activity, the parents were quite active; many shared their experiences and even discussed how to handle children who are still quite bold with their elders, or how to calm children who are difficult to control. This made the atmosphere livelier and more dynamic, rather than just a monotonous session of dispensing advice " (teacher). Overall, the event went according to plan, although some parents were unable to attend the entire session due to time constraints. (organizing committee). "The discussion during this event was very helpful, as it gave me a better understanding of how to handle my child in everyday situations" (parent). The interview results show that this parenting program continues to have a positive impact, even though not all parents are able to fully participate in the activities due to time constraints. In fact, the parents who did participate, particularly in the discussion sessions, found the program to be highly beneficial in helping them understand how to interact with their children on a daily basis. This indicates that the program is not only proceeding as planned but is also genuinely benefiting the participants.

The results of the process evaluation indicate that the implementation of the parenting program at Assakiinah ECE Center is proceeding in a structured manner and in accordance with the established plan. Activities are carried out according to the agreed-upon schedule and involve active parental participation through discussions, question-and-answer sessions, and the sharing of parenting experiences. Throughout the program, activities took place in a communicative and supportive atmosphere, with a consistent emphasis on Islamic values. Challenges encountered during the program included time constraints for some parents and varying levels of understanding among participants regarding the material presented.

Final results of the evaluation of the implementation aspects of the parenting program:

Table 6. Result Program's Context Implementation

NO	INDICATOR	RESULT
1.	Parenting program planning	100%
2.	Parenting program implementation	80%
3.	Evaluation and monitoring of the parenting program	90%
Final result		90%

$$\frac{100 + 80 + 90}{3} = \frac{270}{3} = 90\% \cdot \frac{35\%}{100} \times 90\% = 31,5\%$$

This study concludes that the evaluation data regarding the implementation of the

parenting program at ECE Assakiinah has a high level of validity, as all findings related to implementation planning, activity execution, and program evaluation and monitoring were obtained through a process of cross-checking between sources and data collection techniques. The researcher employed triangulation as a step to ensure that the parenting program implementation process genuinely contributes to building parents' awareness as the *madrasah ula*. This awareness is clearly evident in increased parental participation, active engagement in discussions, understanding of Islamic parenting values, and the application of parenting materials in child-rearing practices at home.

The results of this evaluation thus confirm that the parenting program at ECE Assakiinah, through its improvement activities, has been implemented effectively and comprehensively. It has also made a tangible contribution to improving the quality of early childhood care and strengthening the role of parents as primary educators within the family and community, while fostering parental awareness of their role as the child's first school.

The implementation of a participatory parenting program demonstrates that parents are positioned as active learners, not merely recipients of information. This aligns with the concept of adult learning (andragogy), which emphasizes the importance of participants' experiences and active engagement in the learning process (Susilawati & Iriani, 2023). Within the CSE-UCLA framework, process evaluation serves as formative evaluation aimed at providing feedback throughout the program. The school's ability to manage the dynamics of implementation and address emerging challenges demonstrates that the parenting program is conducted in an adaptive and responsive manner to participants' circumstances.

4. Evaluation of the parenting program's context improvement

The product evaluation indicates an increase in parents' awareness of their parenting roles. Parents demonstrated a better understanding of child development, the application of Islamic values in parenting, and increased cooperation with the school. In addition to in-person parenting activities held at the school, ECE Assakinah also developed supplementary activities outside of face-to-face sessions as part of the parenting program's implementation. These activities are carried out through the provision of digital learning media, such as educational videos and audio materials related to child-rearing practices, character-building, and the role of parents as the first school (*madrasah ula*). This digital media is utilized to help parents independently understand parenting materials at home (Rozaq et al., 2025).

Based on the results of the evaluation of the implementation aspect, ECE Assakiinah has identified two key improvement initiatives aimed at developing and refining the implementation of the parenting program. These improvement initiatives serve as concrete evidence and tangible actions to address the challenges identified during program implementation and to strengthen the program's impact in fostering parental awareness as the "first school."

Interviews conducted with several stakeholders also revealed that "After participating in this program, I started making it a habit to pray with my children at home and paying more attention to how I communicate with them. I've also become more mindful of the most effective ways to help my children process their experiences well" (parent participant). In addition, teachers are becoming increasingly aware of the importance of playing an active role in fostering effective communication between students and parents. "We've noticed a change in how parents interact with their children they're more patient and focused. Additionally, parents now better understand their role at home, how to build effective communication with their children to better convey the goals and objectives of ECE, and how to become a good 'first school' for

their children" (teacher).

Based on the results of these interviews, it can be concluded that the parenting program has a tangible impact on changes in parents' behavior and parenting styles. These changes are evident not only in improved cognitive understanding but also in practical applications in daily life, such as establishing the habit of praying together with children and improving the quality of communication within the family. Furthermore, findings from teachers reinforce that these changes can be directly observed through parent-child interactions that have become more positive, patient, and purposeful. This indicates that the parenting program not only impacts individual parents but also contributes to fostering more harmonious relationships among children, parents, and the school. Thus, it can be affirmed that the parenting program at ECE Assakiinah has successfully increased parents' awareness and role as the madrasah ula, as well as produced sustainable impacts on parenting practices and family communication.

"This program not only enhances parents' understanding but also strengthens the relationship between the school and parents" (school principal). "This is also evident from the increased parental participation in school activities following the program" (committee member). Interview results indicate that the parenting program has had an impact on improving parents' parenting skills and strengthening the institutional relationship between the school and families. The increase in parental participation serves as a clear indicator that the program has successfully encouraged active involvement, which is a key factor in the success of ECE.

The results of the product evaluation indicate an increase in parents' awareness of their role as the child's first school. Parents demonstrated a better understanding of ECE, the application of Islamic values in family life, and the importance of actively supporting their children's development:

Table 6. Result Program's Context Improvement

NO	INDICATOR	RESULT
1.	Development of specialized parenting program materials	100%
2.	Positive impact on the community	80%
Final result		90%

$$\frac{100 + 80}{2} = 90. \frac{25\%}{100} \times 90\% = 22,5\%$$

The evaluation results indicate that the development of digital parenting resources still requires improved planning and resources, particularly in terms of forming a management team, enhancing educators' technical skills, and establishing mechanisms for the production and evaluation of digital resources (Sari & Putra, 2025). These findings suggest that institutions need to become more aware of the importance of digital media in supporting parents' role as the first school. Their implementation also requires institutional strengthening to ensure they function optimally and sustainably. In addition, the research findings indicate an increase in cooperation between parents and the school. The impact of the parenting program is further reinforced through the development of digital parenting resources as part of the program's improvement efforts, which make it easier for parents to access parenting materials on an ongoing basis.

Increased parental awareness and engagement indicate that parenting programs have an impact that is not only cognitive but also extends to parenting attitudes and practices (Hanifa et al., 2023). From an Islamic educational perspective, changes in parental behavior serve as an indicator of program success, as the role of the madrasah ula is reflected in daily family life. Through the CSE-UCLA framework, program outcomes are understood as the accumulation of

contextual fit, input readiness, and the quality of implementation processes. Thus, the success of the parenting program at ECE Assakiinah can be comprehensively understood as the result of the integration of all evaluation components (Raudhatul et al., 2021).

CONCLUSSION | خاتمة

In terms of needs assessment, the parenting program was deemed relevant and well-targeted because it was designed based on actual needs in the field, namely the need to strengthen parents' understanding of early childhood parenting based on Islamic values, as well as the importance of synergy between education at home and at school. These findings indicate that the parenting program aligns with the needs of the institution and the needs of parents in fostering the role of parents as the madrasah ula.

In terms of planning, the evaluation results indicate very good performance, meaning that the program planning was systematically developed and supported by key components such as parental involvement, the competence of resource persons, the readiness of the organizing committee, the suitability of the study materials, and the implementation of clear standard operating procedures (SOP). However, there are still areas for improvement, particularly regarding the availability of parenting modules or guidebooks and educational media as supporting resources that need to be addressed immediately to enhance the quality of planning, making it stronger and more standardized.

In terms of implementation, the parenting program has been carried out in accordance with its objectives and the goal of fostering parental awareness as the "first school," as evidenced by increased parental participation, engagement in discussions, and the application of Islamic parenting values at home. In terms of institutional improvement, the institution has demonstrated a commitment to program development through a digital-based parenting media plan and the expansion of the program's impact on the community. The social impact of the parenting program is considered highly positive as it enhances the institution's reputation, strengthens school-parent collaboration, and promotes increased community awareness regarding the family's role in ECE.

These results indicate that the majority of parents already possess an adequate understanding and awareness of their role as the primary school (madrasah ula); therefore, this program is highly recommended for continuation and should even be developed on an ongoing basis. In the continuation of this program, it is hoped that the parenting program can strengthen the synergy between the school and parents, so that the role of the family and parents as the primary school can be maximized in supporting children's holistic growth and development.

Based on the evaluation results using the CSE-UCLA model, it can be concluded that the parenting program at ECE Assakiinah is effective in increasing parents' awareness of their role as the primary school. This program is relevant to parents' needs, implemented systematically, and has a positive impact on parenting practices and cooperation between home and school. This study recommends the development of parenting modules and educational media as efforts to improve the quality and sustainability of the program. It is hoped that the results of this study can serve as a reference for other ECE institutions in developing parenting programs based on Islamic value.

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