Development of Google Sites-Based Parenting Management Model to Improve the Role of Parents in Shaping A Child's Character and Development

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Abstract: This research aims to develop a Google Sites-based parenting management model to support the role of parents in shaping a child's character and development. This method used research and development with the Borg & Gall model, which involved research, planning, initial product development, field testing, and leading product revisions. The study took place at TK Kristen 03 Eben Heazer, Salatiga, involving school principals, teachers, and parents. Data collection techniques included interviews, documentary studies, observations, and questionnaires. Data analysis utilized qualitative and quantitative descriptive methods. The development of the "Family-Link" parenting management model received validation scores of 83% from IT experts and 88% from Management experts. The trial results from school principals, teachers, and parents sequentially showed 84.61%, 91.78%, and 87.30%. Therefore, "Family-Link" falls into the category of being ready for effective use as a parenting management tool. The "Family-Link" website provides school information, documentation of children's activities, a communication forum for parents and teachers, parenting resources, a calendar, and forms for evaluation and sharing parental experiences. In conclusion, the research findings demonstrate that the "Family-Link" parenting management model effectively supports the administration of parenting programs in schools and enhances parental involvement in child development.

Introduction

The role of parents in raising children has a significant impact on the child's development, including socio-emotional, spiritual, academic, as well as racial and ethnic identity aspects (McWayne et al., 2020; Ponnapalli et al., 2023). A healthy family environment is a crucial factor in shaping a child's personality (Aunola et al., 2000; Lacono et al., 2019; Syahrul & Nurhafizah, 2022; Yip et al., 2019). Therefore, a healthy family environment is a critical factor that not only provides a foundation for the holistic growth and development of a child but also plays a profound role in shaping the child's personality. The importance of the family's role in child rearing has prompted schools to respond to these needs by providing parenting programs. Research by (Adepu et al., 2023; Ahemaitijiang et al., 2021; Putra et al., 2022; Rohsonah, 2019; Tsela et al., 2023) reveals that the existence of parenting programs is necessary as an educational effort for families or parents to equip them with knowledge in educating, teaching, training, and protecting their children, thus enabling the children to acquire life skills. Furthermore, (Oranga et al., 2023; Rahmatullah & Marpuah, 2022) asserts that child rearing is the forefront determining factor for a child's moral and ethical destiny. Therefore, (Arifin & Syaiful, 2020; Ekaningtyas, 2019) states that parents need parenting as a specific intervention to enhance child-rearing quality. In addition

to guiding and directing moral and ethical development, parenting programs also benefit parents, including providing relevant skills in raising children, as emphasized by (Elyana, 2020; Hasanah, 2021) Errors in parenting patterns can lead to emotional and physical wounds in children (Charisma et al., 2023; Sumeyra et al., 2021; Wijayanti et al., 2020).

Unfortunately, based on the results of interviews with parents, it is regrettable that many parents still need help in participating in such programs due to limited time and various other activities. Several studies indicate similar findings, as (Gultom et al., 2021; Wandani & Hariyati, 2021) state that parents generally experience difficulties engaging in parenting programs due to time constraints and busy schedules. Additionally, this research found another obstacle, namely the suboptimal management of the program, which affects the outcomes and the level of parental participation. The management of parenting programs is crucial in achieving the goals of child education and upbringing (Elyana, 2020; Fitriani, 2018) The importance of planning, organizing, implementing, and supervising in parenting programs is recognized as a vital factor for the success of such programs (Terry, 2021).

Schools, including the Toddler-Kindergarten-Kindergarten (TK) Christian 03 Eben Haezer Salatiga, have implemented parenting programs to support parents in educating their children. However, challenges such as a lack of parental understanding of the organized program, schedule mismatches, and inappropriate evaluations have become obstacles to the program's success. Parents often miss the program due to conflicting face-to-face schedules with their activities. Moreover, the lack of socialization about the parenting program to parents is another inhibiting factor that causes parents to have a limited understanding of the essence of the program organized by the school.

Based on these issues, this research develops integrated parenting activities within a web-based parenting management model using Google Sites to enhance active parental engagement. Parents can access information on education and child-rearing resources without being constrained by time or lack of information. Research by (Hartshorene et al., 2021; Juanita et al., 2021; Sanders et al., 2022) reveals the benefits of a parenting community website as a medium to publish information and support parenting education, which is a tangible form of community service in the city of Tangerang. Emphasized by (Aniegwu et al., 2022; Elyana, 2020; Sanders, 2023) web-based systems have several benefits for teacher and parent involvement in monitoring student performance, with well-designed platforms facilitating real-time communication. Research by (Arifin & Syaiful, 2020; Donelle et al., 2021; Knitter & Zemp, 2020; Lamonica et al., 2022; Yusuf et al., 2020) also highlights the importance of e-learning-based parenting education for parents due to their lack of knowledge in using information technology as a tool for parenting and education support. However, its implementation requires management that takes into account the adjustment of timing and opportunities for parents.

This approach is expected to facilitate more effective interaction between teachers and parents, thereby improving the overall quality of the parenting program. Previous research findings indicate the benefits of web-based systems in involving parents in monitoring student performance (Hidayah & Palila, 2018; Lee et al., 2022; Zulfikar et al., 2019), particularly in the context of parenting classes through e-learning during the COVID-19 pandemic (Aniegwu et al., 2022; Eyimaya & Irmak, 2021; Rabba et al., 2020). It is hoped that through the implementation of the web-based parenting management model using Google Sites, the interaction between teachers and parents can be enhanced, and parenting program management can be optimized.

Research Method

This research method used research and development with a Mixed Method approach (sequential exploratory). The research development procedure follows the Borg and Gall model, including stages: Research and Information Collection, Planning, Develop Preliminary Form Of Product, Preliminary Field Testing, and Main Product Revision (Borg & Gall, 2003). This study was conducted at Toddler-Kindergarten-Kindergarten (TK) Kristen 03 Eben Haezer, Salatiga. In the Research and Information Collection stage, the identification of needs and issues in managing the parenting program at TK Kristen 03 Eben Haezer, Salatiga was conducted. In the Planning stage, the researcher designed an interactive product based on the needs analysis. In the Develop Preliminary Form Of Product stage, the researcher developed a method and technology-based product using Google Sites, following the design created in the previous stage. In the Preliminary Field Testing stage, the developed method and product were tested and implemented at TK Kristen 03 Eben Haezer, Salatiga. In the Main Product Revision stage, an evaluation was conducted on the effectiveness of the method and product of the technology-based parenting management model using Google Sites to enhance parental roles.

The research subjects include the school principal, teachers, and parents of the students. The trial subjects in this study consist of one (1) school principal, three (3) teachers, and four (4) parents of students. Product testing in this development research will involve two validators, namely content experts with competence in educational management and IT experts who have specialized competence in the IT field. Data collection techniques include interviews, documentation studies, observations, and questionnaires. The data analysis techniques used in this study are qualitative descriptive analysis and quantitative descriptive analysis. Qualitative analysis (Miles & Huberman, 2014) processes data from interviews and field observations with the school principal. Quantitative analysis (Miles & Huberman, 2014) is used to process data such as assessments conducted by validators or experts and users to determine the feasibility of the resulting product. The validation results method determines scores, percentages, and categories.

Results and Discussion

The research results indicate that the current parenting management in the school is facing several challenges that require improvement. The parenting program is conducted only once per semester, with activities limited to seminars. Meetings of the organizers lack a fixed schedule, and program evaluation takes place a week after the activities. Other challenges include the low participation of parents in parenting program activities due to work commitments, monotonous activities, irregular schedules, and a lack of clear division of organizer duties. Information regarding the schedule of program evaluations is also unavailable to parents, while the school only involves organizers in the evaluation process.

Based on the research findings, a parenting management model in the school is proposed. Firstly, researchers will design a Parenting Management Model to guide the program's implementation effectively. Subsequently, researchers will compile a Model Book to provide a more structured framework. Thirdly, this development is supported by using Google Sites as an interactive platform for recording, evaluation, goal setting, needs analysis, and updates on the progress of parenting program activities for parents. Below is the diagram of the parenting management development model.
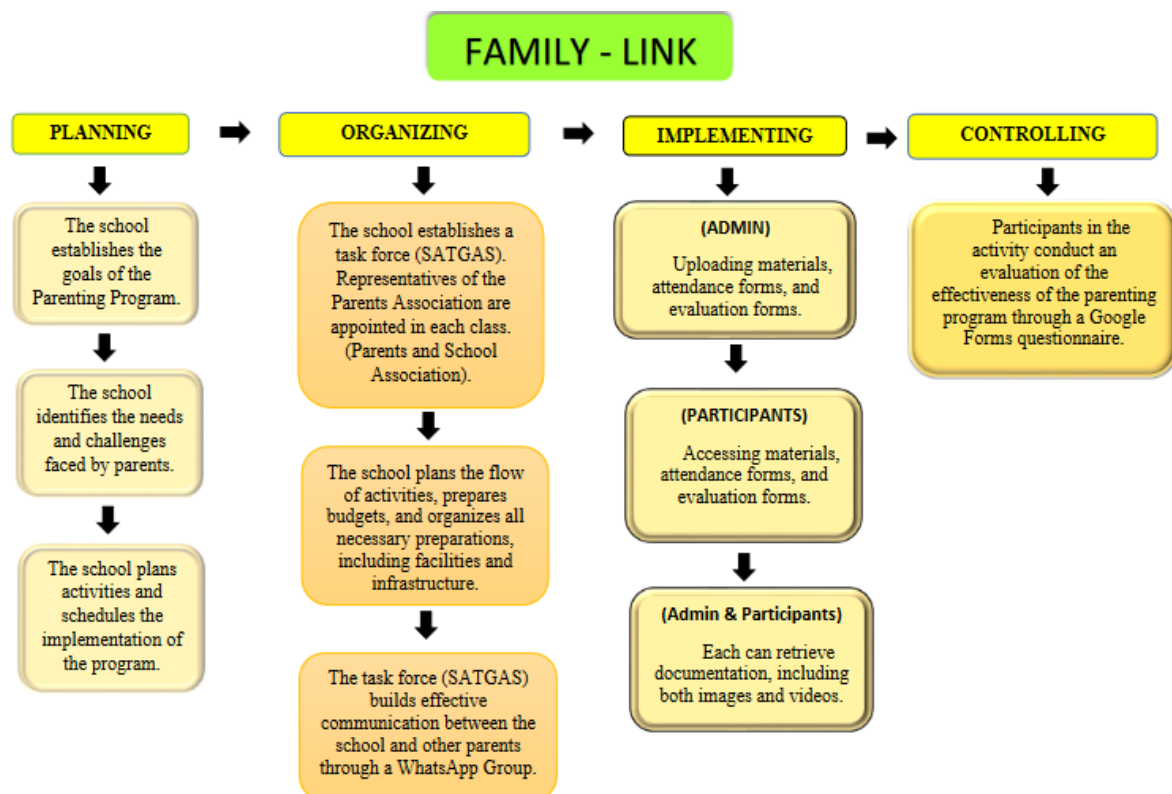
Figure 1: Parenting Management Model

Parenting management involves (Aryani, 2020; Mufida et al., 2018) planning, organizing, implementing, and controlling stages. Planning includes setting parenting program goals, identifying parental needs, and planning activities appropriately. Organizing involves forming the execution team, determining the flow of activities, and managing the necessary budget and infrastructure. Implementation is the stage where planned activities are carried out as effectively as possible, creating positive experiences and strengthening parental involvement in child education. Control or supervision aims to measure the effectiveness of the parenting program through evaluations such as surveys, interviews, and the use of technology. Regular evaluation allows the school to identify program successes and take necessary improvement steps. Thus, parenting management is a structured and organized process to maintain and enhance the quality of parenting programs in schools.

In its implementation, the researcher compiled a user guidebook for using Google Sites in schools. This guidebook provides detailed information on using Google Sites to support school parenting activities. Here are the steps to access and edit Google Sites:

Visit the site google site.com and log in to the Google Sites platform.
Choose the Blank Option to start your website draft.
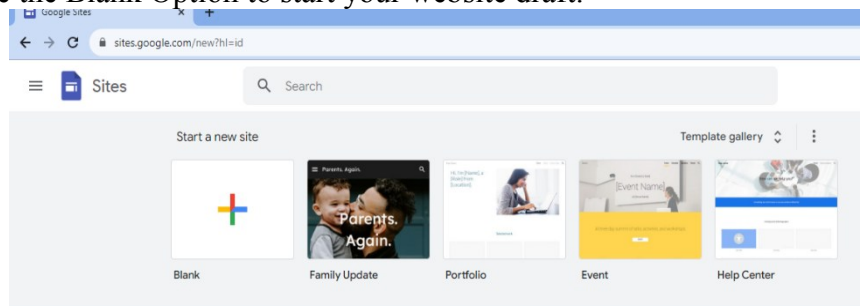

Figure 2. Page to create a website

After clicking the Blank option, you will be directed to the Google Sites editor page. The interface looks like the one below:
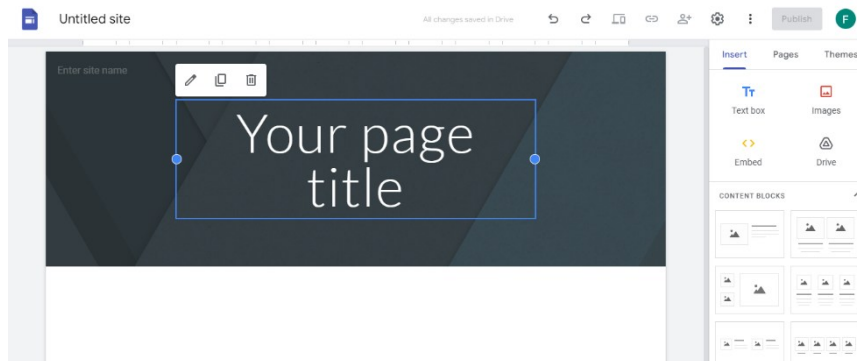

Figure 3. Home view on the first page of *Google* Sites

The Google Sites editor page is divided into three main sections: **Center, Top, Right**

Figure 4. Tools at the Top of *Google Site*

There are several buttons at the top: Undo to cancel changes, Redo to redo changes, Preview to view the live website version, Copy website link to copy the draft website link, Share with other people for collaboration, Setting to adjust the website design and connect to Google Analytics, More for additional functions, and Publish to publish the website after it's completed.

Figure 5. Home center section after editing

In the middle of the Google Sites editor, there is a website preview. You can add a website name and edit images. Click on the Text Box in the Insert tab to add text below the header, then adjust the text format similar to Microsoft Word or Google Docs.
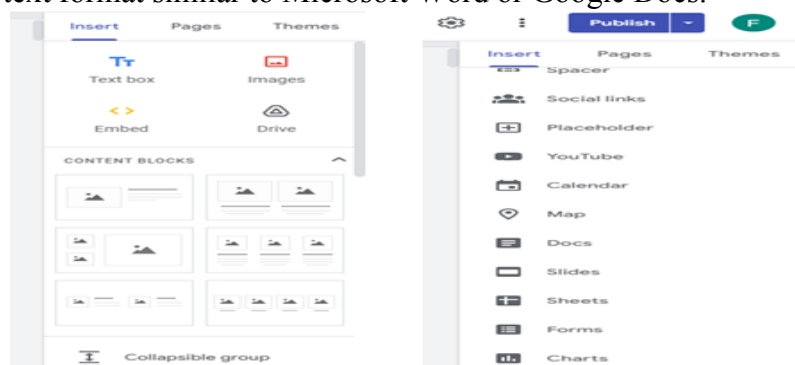

Figure 6. Right Section

On the right side, there is the Insert, Pages, and Themes menu for website customization. Insert contains various types of content such as text, images, buttons, and widgets like a calendar and Google Maps. Pages display the website's page structure and allow for the addition of new pages. Themes help choose a theme with customizable fonts, colors, and backgrounds.
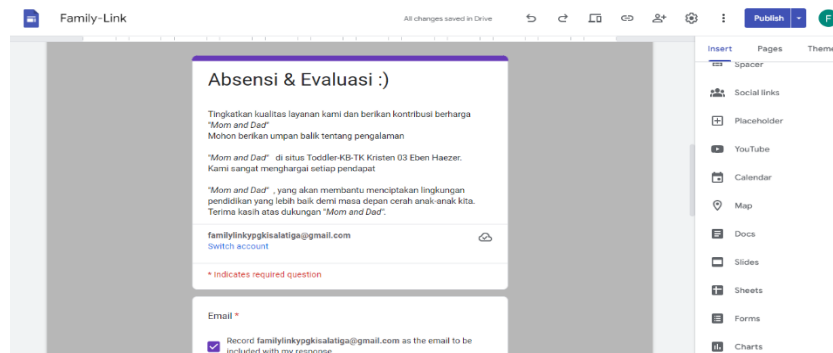

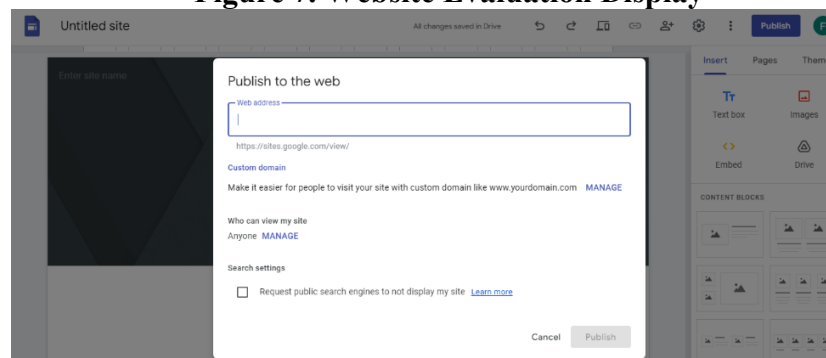**Figure 7. Website Evaluation Display**

Figure 8. Publish Website Display

Once you have completed the draft design and content of the website, click the Publish button.

The researcher also created a guide for parents to make the most of various features available when accessing the parenting management website. These features include easy access to information about upcoming parenting activities, event schedules, as well as relevant materials and resources to support their child's development. Furthermore, parents can utilize the sharing experiences feature and engage in discussions on topics related to parenting. Through access to this website, parents have a greater opportunity to actively participate in supporting their children's education and building a close relationship with the school.

In the product validation stage involving IT and management experts, initial validation was conducted by the IT validator, Dr. Dani Kusuma S.Pd, M.Pd. Aspects focused on by the IT expert's assessment include display quality, technical quality, and the user guide. Assessment was carried out using the Likert scale as a measurement tool. The results of this validation process were then detailed and summarized based on the assessment aspects listed in the following table.

Table 1. IT Validation Results

No	Validation	Average	Results	Criteria
1	Display Quality	4.8	96%	Very Good
2	Technical Quality	5	100%	Very Good
3	Guide Book	5	100%	Very Good

The IT expert's assessment of the Family-Link website showed excellent criteria for display quality (96%) and technical quality (100%). The user guide also received an excellent rating (100%), with the addition of a bibliography as recommended. The validation process was conducted by Dr. Marinu Waruwu M.Pd, focusing on Parenting Management, usefulness, and Technical Quality of Use.

Table 2: Management Expert Validation Results

No	Validation	Average	Results	Criteria
1	Parenting Management	4	80%	Good
2	Usability Quality	4,2	88%	Good
3	Technical Quality of System Usage	4,75	98%	Very Good

The Management Expert's assessment of the Family-Link website showed good criteria for parenting management quality (80%), usefulness (88%), and system usage technique (98%). Development suggestions include a renewed emphasis on educational management elements, additional user guide chapters, and citation writing improvements. Enhancements have been implemented to improve the product's quality. The school principal conducted further testing, and the test results were obtained as follows:

Table 3. Test Results by Principal

No	Assessment Aspect	Score
1.	Display Quality	86%
2.	Technical Quality	85%
3.	Usability Quality	84%
4.	Guide Book	80%
Average		84,61%

The average score of 84.61% reflects a good category, indicating that this product is suitable for use by practitioners, especially school principals. However, one recommendation is conveyed to the school principal regarding menu or feature adjustments to better suit the needs of the school environment. Further testing was conducted with teachers, and the test results can be displayed in the following table:

Table 4. Test Results by Teachers

No	Assessment Aspect	Score
1.	Display Quality	91,11%
2.	Technical Quality	91,66%
3.	Usability Quality	93%
4.	Guide Book	86,60%
Average		91,79%

With an average score of 91.79%, this product falls into the excellent category, indicating its high quality. Subsequently, testing was conducted with parents, and the results are as follows:

Table 5. Parent Test Results

No	Assessment Aspect	Score
1.	Display Quality	86,66%
2.	Technical Quality	87,50%
3.	Usability Quality	87%
4.	Guide Book	90%
Average		87,30%

The average score reaches 87.30%, categorizing this product as good, indicating that the product is suitable for use. The average score reaches 87.30%, categorizing this product as good, indicating that the product is suitable for use.

Parenting programs are crucial in strengthening the connection between schools, teachers, and parents to create a more collaborative educational environment that supports the optimal development of students. In line with this, (Arifin & Syaiful, 2020; Criado et al., 2021; Rokhanawati et al., 2023; Yusuf et al., 2020) emphasize that parenting programs can

serve as an effective communication bridge among all involved parties, enabling a good exchange of information regarding a child's development, school values, and the educational strategies implemented at school. Thus, a strong collaboration between schools and parents can have a positive impact (Akhyadi & Mulyono, 2018; Lestari, 2019) on academic achievements and the holistic development of students.

Schools that have parenting programs naturally have varied implementation frequencies depending on the context, needs, and available resources. Based on interviews with school principals, parenting activities are conducted once per semester. Similar findings by (Febyaningsih & Nurfadilah, 2021; Lestariningrum, 2020) indicate that parents regularly participate in parenting programs once per semester organized by the school in collaboration with the school committee. Meanwhile, findings by (Irmawati & Mustofa, 2021; Mujapar et al., 2022) in RA Alfaiz and RA Assyafi'iyah preschools are scheduled two (2) to three (3) times per semester, adjusted to the needs. From these findings, it can be concluded that the frequency of parenting program implementation varies in each school, tailored to the specific needs of each school.

Interview results with school principals, teachers, and parents identified two main factors hindering parenting programs: internal and external factors. Internal factors include the lack of management effectiveness in planning, organizing, and evaluating parenting programs at the school. On the other hand, external factors are related to the low enthusiasm of parents in participating in these activities. Previous research, as conducted by (Tosun & Mihci, 2020; Zahidah et al., 2022), highlights the importance of identifying parents' needs before initiating parenting programs to ensure responsiveness to individual needs. Additionally, research by (Mujapar et al., 2022) emphasizes the need for a clear organizational structure in parenting programs to facilitate efficient communication and coordination.

In this context, initial efforts from the school are required to enhance parents' enthusiasm and participation. Other findings from the research (Gultom et al., 2021; Topic et al., 2021; Wandani & Hariyati, 2021) indicate that low parental participation in parenting activities can be attributed to socio-economic factors, limited invitations, and their involvement in activity planning. Therefore, schools need to pay attention to the needs and challenges of parents and build close relationships with them (Perez-Fuentes et al., 2019; Tsela et al., 2023).

The development of Google Sites-based media has become a trend in many schools as an effective instructional tool. Previous research by (Donelle et al., 2021; Lamonica et al., 2022; Morawska et al., 2023; Saifulloh & Muchtatom, 2023) indicates that Google Sites can be used to facilitate parenting program management with scheduled recording, evaluation, goal-setting, and needs analysis (Kuppens & Ceulemans, 2019; Lin et al., 2023; Wijayanti et al., 2020). However, despite its advantages, Google Sites relies on an internet connection, making it inaccessible without connectivity.

The assessment of parenting management at Toodler-KB-TK Eben Heazer Salatiga school highlights internal issues such as a lack of identification of parental needs and irregular activity schedules. Experts recommend better needs identification before initiating the program, clear governance, and regular evaluations. The low enthusiasm of parents in parenting activities is also a concern, primarily due to a lack of invitations and involvement in activity planning. To address this, the development of the Family-Link website is based on successful previous experiences, such as using Google Sites in education. This website has been tested by experts and deemed suitable, with an average score of 83% for website design

and 88% for parenting management. However, there is a suggestion to pay attention to citation writing and add specific sub-chapters to the model book.

The results of this research provide theoretical benefits by expanding insights and enriching knowledge about the theory of parenting management in the educational environment. The use of Google Sites in parenting management also contributes to practical knowledge. Practically, it is highly beneficial for parents as it facilitates easy access to information about parenting programs through this platform, enhancing active involvement and better integration of parental roles. Communication between parents and the school also becomes more effective. For schools and teachers, this research offers structured information management and enhances effective collaboration between teachers and parents through Google Sites in the educational process of students.

Conclusion

Based On the research and discussion results, it can be concluded that the development of the "Family-Link" parenting management model received validation scores of 83% from IT experts and 88% from Management experts. The trial results from school principals, teachers, and parents sequentially showed 84.61%, 91.78%, and 87.30%. Therefore, "Family-Link" falls into the category of being ready for practical use as a parenting management tool. The "Family-Link" website provides school information, documentation of children's activities, a communication forum for parents and teachers, parenting resources, a calendar, and forms for evaluation and sharing parental experiences. The research findings demonstrate that the "Family-Link" parenting management model effectively supports the administration of parenting programs in schools and enhances parental involvement in child development.

Recommendation

Here are some recommendations for school principals, teachers, parents, and policymakers. School principals are advised to maintain the consistency of implementing parenting programs every year, encourage structured planning involving committees or task forces, and ensure regular meetings to enhance parental participation. Teachers should optimize their roles in parenting activities, especially in delivering seminar materials, and provide additional support for parents who wish to be more actively involved; they are also expected to participate in the evaluation of parenting programs. For parents, it is recommended to be more enthusiastic in attending parenting activities, provide feedback and suggestions for program improvement, and actively engage in discussion forums and program evaluations regularly. As for policymakers, it is recommended to actively involve stakeholders in the parenting policy formulation process, ensure adequate resource allocation for program implementation, and continuously update policies in line with the latest developments in education and parenting management.

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