

PAPER

CURRICULUM DESIGN ENLIGHTENING PARENTING: A NEW APPROACH IN ISLAMIC PRIMARY EDUCATION IN INDONESIA

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Abstract

In the contemporary landscape of Indonesian education, particularly within Islamic elementary institutions, the quest to develop an innovative curriculum that resonates with the aspirations of both parents and students is of paramount importance. This study delves into "enlightening parenting" and seeks to analyze curriculum frameworks that can effectively integrate this idea, utilizing a Systematic Literature Review (SLR) approach covering the years 2020 to 2024. By employing the SLR methodology, which harnesses the power of HARZING software to categorize and assess 53 pertinent scholarly articles meticulously, the research aims to distill key themes and effective practices relevant to Islamic elementary education. Through thematic coding, the study identifies crucial aspects such as character development, comprehension of Islamic principles, and the pivotal role of parental engagement. Narrative synthesis further enriches this analysis by weaving together insights from diverse studies into a coherent narrative. Findings suggest that an impactful curriculum should encompass holistic student development, underscoring the significance of character building and a robust understanding of Islamic values, alongside fostering active parental participation in educational endeavors. This study, which focuses on Islamic primary education institutions in Pasuruan, emphasizes that aligning school education with home values is essential for effective learning outcomes. Ultimately, the research advocates for an enlightening curriculum as a vital strategy to enhance collaboration between schools and families, aiming to elevate the overall educational quality. The implications of this study are anticipated to contribute meaningfully to the formulation of inclusive and adaptive educational policies that cater to the evolving needs of both parents and students in Indonesia.

Key words: Curriculum, Enlightening Parenting, HARZING, Islamic Basic Education, Systematic Literature Review

Introduction

Islamic basic education in Indonesia currently faces a major challenge in designing an innovative curriculum that is responsive to the needs of parents and students (Hakim et al., 2020; Nurdin et al., 2024). Amid rapid social and technological changes, there is an urgency to adjust educational approaches to be relevant to the demands of the times without ignoring fundamental Islamic values. According to data from various studies, the existing education system is often still trapped in traditional methods that are less adaptive (Kothai et al., 2024; Wang, 2021). This creates a gap between current educational practices and the need for 21st-century skills, as identified by research by Sabrifha et al. (2023). Islamic primary education in Indonesia faces several significant challenges in implementing an adaptive and holistic curriculum (Alam, 2023; Theodoulou, 2020). First, one of the main challenges is integrating the concept of "enlightening parenting" into the primary education curriculum (Hasan, 2024; Iwu, 2021).

This concept emphasizes the importance of parental involvement in the educational process to ensure that the values taught in schools are aligned with those practiced at home. However, this integration has not been fully realized in the current education system (Alsouri et al., 2024; Pokrovskaja et al., 2021). The second factor that needs to be considered is the need for a curriculum that can keep up with technological advances and rapid social change (Manca et al., 2023; Manca & Raffaghelli, 2023). An innovative curriculum must be able to accommodate technological developments without neglecting fundamental Islamic values (Inganah et al., 2023; Muslimin, 2020). Research by Nurhayati (2020) has highlighted the important role of parents in supporting Islamic education but has not discussed in depth how enlightening parenting can be effectively integrated into the curriculum. There is an urgency to develop a curriculum that not only emphasizes academic achievement but also the development of students' Islamic character and identity (Fua, 2018; Nurdin et al., 2024). In an increasingly complex global context, education is required to produce individuals who are not only intellectually intelligent but also have strong morality and spirituality. Another challenge is to strengthen collaboration between schools and parents (Sodtke & Armbruster, 2007; Zaabi, 2019). Parental involvement in their children's education can improve learning outcomes and ensure that the education received in school can be applied in everyday life (Makransky & Petersen, 2021; Obeso et al., 2023).

In this case, a holistic approach that combines academic, spiritual, and emotional aspects is very important. Islamic education must be able to produce students who are not only competent in academics but also have strong character, can adapt to changing times, and remain steadfast to Islamic values (Alimni, 2022; Zakaria, 2020). Thus, the development of an enlightening curriculum is an urgent need to answer these challenges. Lack of parental involvement in the formal education process is one of the main problems that disrupt student development. This problem often causes a mismatch between the education received at school and the values applied at home (Al-Sabaawi et al., 2021; Bkhtiari et al., 2024). This misalignment can create confusion for students in understanding and internalizing values that are important to their lives. In addition, a lack of communication between parents and teachers can also result in minimal support received by students (Sánchez-López et al., 2022), so they feel less motivated to learn. In this digital era, students are also faced with new challenges, such as the negative impacts of gadget use and social media, which can disrupt their focus on education. With the increasing complexity of these challenges, it is important to involve parents more actively in supporting their children's education (Kuchah & Milligan, 2024; Wiegmann et al., 2024).

Students also need to have a strong character and the ability to adapt to the challenges of the modern era. Research by Prasetyo (2022) and Setiawan (2022) shows that a curriculum based on Islamic values is important for the holistic development of students. However, without maximum parental involvement, this character development can be hampered. Students who do not receive emotional and moral support from their parents tend to have difficulty building self-confidence and the social skills needed in everyday interactions. In addition, parents' limited knowledge of the curriculum can also be a barrier for them to provide effective support (To et al., 2024; Tripathi et al., 2024). As a result, students may not get the guidance they need to reach their maximum potential. There needs to be a collaborative effort between schools and parents to create a more harmonious educational environment and support the overall development of students (Demchenko, 2017; Findyartini et al., 2024).

This study aims to fill the gap in the literature by integrating the concept of "enlightening parenting" into the Islamic elementary education curriculum. Using the Systematic Literature Review (SLR) approach (Ishaq et al., 2023), this study collects and analyzes various literature to identify best practices and relevant key themes. In the context of innovation, this study offers a new perspective by emphasizing active parental involvement as an integral part of the curriculum. Research that combines five main points related to "literature review", "hazing publish or perish", "Islamic elementary education curriculum", and "parenting" is still rare.

Several relevant studies have been conducted by Sabrifha, Eli, et al. (2023); Romdoniyah, F, et al. (2024); Vanya, Aprella Alivia, et al. (2024); Purwaningrum, Ribut, et al. (2023); and Ramadani, Suci (2024). Islamic primary education in Indonesia faces complex challenges in designing an innovative and responsive curriculum by integrating the concept of "enlightening parenting." Although there have been many studies exploring various aspects of the Islamic education curriculum, there is a lack of studies that specifically incorporate the five main elements of "Enlightening Parenting Curriculum Design."

Research by Sabrifha, Eli et al. (2023) on Islamic education management shows the importance of management principles in curriculum development but has not highlighted the aspect of enlightening parenting. In the context of modern education, it is important to ensure that the curriculum not only functions as a formal educational tool but also as a means to shape students' strong and adaptive characters to changing times. Research by Romdoniyah, F, et al. (2024) highlights the importance of holistic planning in Islamic education. The study shows that the rapidly changing curriculum and challenges in the application of everyday knowledge are major obstacles in planning effective Islamic education (Memon, 2021; Muhaemin, 2023). However, this research has not fully explored how the integration of enlightened parenting can improve educational effectiveness. To fill this GAP, recent research focuses on how active parental involvement can serve as a bridge between formal education and the values taught at home, strengthening collaboration between schools and families. Other studies such as those conducted by Vanya, Aprella Alivia, et al. (2024) and Ramadani, Suci (2024) discuss the strategic role of Islamic educational institutions and learning strategies in the digital era (R'boul, 2024; Shamad, 2019). Although these studies provide important insights into the adaptation of technology and the preservation of traditional methods in Islamic education (Singla et al., 2024), there has been no clear focus on the integration of enlightened parenting as part of the curriculum.

These studies suggest that although Islamic educational institutions have begun to utilize technology and innovation, it is important to integrate a more holistic approach that actively involves parents (Johnson, 2024; Pailman, 2021). In this context, this study aims to fill the gap by offering a new approach that accommodates modern needs and incorporates traditional values in the design of the Islamic basic education curriculum (Manaseer, 2020; Mariyono, 2025). The importance of comprehensive and holistic planning in Islamic education has been supported by some previous studies. A study by Romdoniyah et al. (2024) emphasized that good planning is the key to improving the effectiveness of Islamic education. In this context, planning is not only about preparing academic plans but also includes strategies to combine traditional values with modern needs. This study is also supported by Vanya et al. (2024), which shows that Islamic educational institutions have a strategic role in the modern era by bridging tradition and innovation (Schnoes et al., 2024; Yordanova, 2024). Thus, the curriculum approach proposed in this study is in line with these findings, highlighting how crucial innovation rooted in tradition is to meet the demands of the times.

This study offers a new approach through collaboration between schools and parents, and the use of HARZING software for more structured data analysis. It not only provides a practical solution to the challenges of Islamic primary education in Indonesia but also makes an important contribution to the literature on Islamic education. By focusing on the integration of traditional values and modern needs, this study seeks to fill the gap in the existing literature (Irawan et al., 2024). It is hoped that with this strategy, Islamic education can be more inclusive and adaptive, creating policies that effectively respond to social and technological changes (Senderoff, 2021; Suing et al., 2023). Enlightening curriculum design is expected to facilitate students' more holistic development. With an enlightening curriculum, students are expected to combine academic knowledge with strong moral and spiritual values. This is important in the context of Islamic basic education which faces challenges to remain relevant in the digital era (Pandia et al., 2024; Pandia & Drew, 2023). The study also emphasizes the need for strategies to strengthen

collaboration between schools and parents. This is expected to improve the overall quality of education, providing a greater positive impact on students and society (Hernández-Fernández, 2022; Hussain et al., 2022). With better integration between formal education and parenting at home, students can develop holistically (Feltrero et al., 2023), making Islamic education more responsive and adaptive to today's needs.

Literature Review

2.1 Introduction

Islamic primary education in Indonesia faces significant challenges in designing an innovative curriculum that is responsive to the needs of parents and students (Onyeaka et al., 2023; Suing et al., 2023). With rapid social and technological changes, there is an urgent need to adapt education to remain relevant and effective. This study focuses on integrating the concept of “enlightened parenting” into the Islamic primary education curriculum (Lafrarchi, 2020; Su, 2022). This concept emphasizes the importance of parental involvement in the educational process to ensure that the values taught in schools are in line with those practiced at home.

2.2 Islamic Basic Education Curriculum

2.2.1 Challenges and Opportunities

Islamic basic education in Indonesia often still relies on traditional methods that are less adaptive to the development of the times. Although there are efforts to apply the principles of Islamic education management in the curriculum (Gadai, 2022), the results of research by Sabrifha et al. (2023) show that the integration of more enlightening and relevant parenting patterns has not been fully realized. This creates a gap between existing educational practices and the skills needed in the 21st century. Thus, it is important to evaluate and develop teaching methods that not only focus on academic aspects but also prepare students to face increasingly complex global challenges.

To overcome this problem, a more innovative approach is needed in Islamic basic education. This approach must prioritize the use of technology and interactive teaching methods so that it can stimulate students' interests and creativity. In addition, the integration of moral and ethical values in the curriculum needs to be done in a more applicable way, so that students not only gain knowledge but are also able to apply it in their daily lives (Rata, 2019). Thus, Islamic basic education can transform into something more relevant and able to meet the demands of the times, while preparing a young generation who are not only intellectually intelligent but also have good morals and character (Hamal et al., 2022).

2.2.2 Parental Involvement

The role of parents in Islamic basic education is very important for student success. Nurhayati (2020) emphasized the importance of parental involvement in supporting the Islamic education curriculum but did not discuss how to integrate enlightening parenting patterns. A study by Sari (2020) also revealed that active parental involvement can improve student learning outcomes and ensure the alignment of education at school and home.

2.2.3 Islamic Values in the Curriculum

The development of students' Islamic character and identity is a priority in the Islamic basic education curriculum (Muazza, 2018; Nurdin et al., 2024). Research by Prasetyo (2022) and Setiawan (2022) shows the importance of an Islamic values-based curriculum for the holistic development of students. However, without maximum parental involvement, this development may be hampered.

2.3 Systematic Approach

2.3.1 Systematic Literature Review (SLR)

This study uses a Systematic Literature Review (SLR) approach to identify key themes and best practices in the context of Islamic primary education (Bhuiyan, 2022; Gestos, 2018). The SLR method allows for a comprehensive and structured analysis of the existing literature. The use of HARZING software helps in organizing, classifying (Awotunde et al., 2023), and evaluating relevant scientific articles (Xie et al., 2024; Xuke et al., 2024).

2.3.2 Thematic Coding and Narrative Synthesis

Thematic coding was used to identify key themes from the literature (Lubberink, 2017), such as character development, understanding of Islamic values, and active parental involvement (Harper et al., 2021; Ndijuye & Benguye, 2023). Narrative synthesis was used to combine findings from multiple studies into a cohesive narrative. This ensures that the designed curriculum can provide effective and holistic education (Aljunied, 2017; Rashid, 2024).

2.3.3 Impact of Parental Involvement

A study by Putri (2022) on a holistic approach to character education shows that parental involvement can strengthen collaboration with schools and improve student learning outcomes. This study supports the importance of a collaborative approach in designing an enlightening curriculum.

This study offers a new approach through collaboration between schools and parents, and the use of HARZING software for data analysis (Kwanya, 2020). It provides practical solutions to the challenges faced by Islamic primary education in Indonesia and makes an important contribution to the literature on Islamic education. With a focus on the integration of traditional values and modern needs, this study is expected to support the development of more inclusive and adaptive education policies.

By designing an enlightening curriculum, Islamic education is expected to have a greater positive impact on students and society. Integrating enlightening parenting into the Islamic basic education curriculum is an important step to ensure the relevance of education in the digital era (Fan et al., 2015; Hammad et al., 2024). This study also emphasizes the need for strategies to strengthen collaboration between schools and parents, which can improve the overall quality of education. Thus, an enlightening curriculum can facilitate students' development more comprehensively and adaptively to changing times.

Methods

3.1 Research Approach

This study adopts the Systematic Literature Review (SLR) approach to explore and analyze the design of an Islamic elementary education curriculum that integrates the concept of "enlightening parenting" (Calabrò, 2019; Moula et al., 2020). This approach was chosen because of its ability to provide a comprehensive and structured understanding of the existing literature (Gangurde et al., 2022; Moula et al., 2020). With this approach, we can analyze various aspects of the works studied, thus producing deeper insights. In addition, this approach allows us to identify patterns, themes, and significant contributions of each work in a broader context. Through systematic analysis, we can connect the ideas and arguments that appear in the literature, and assess their relevance and implications. Thus, this approach is very important to improve our understanding of the subject being studied. The following are the steps taken in this approach in a flowchart design in Figure 1 of the research method used in this study:

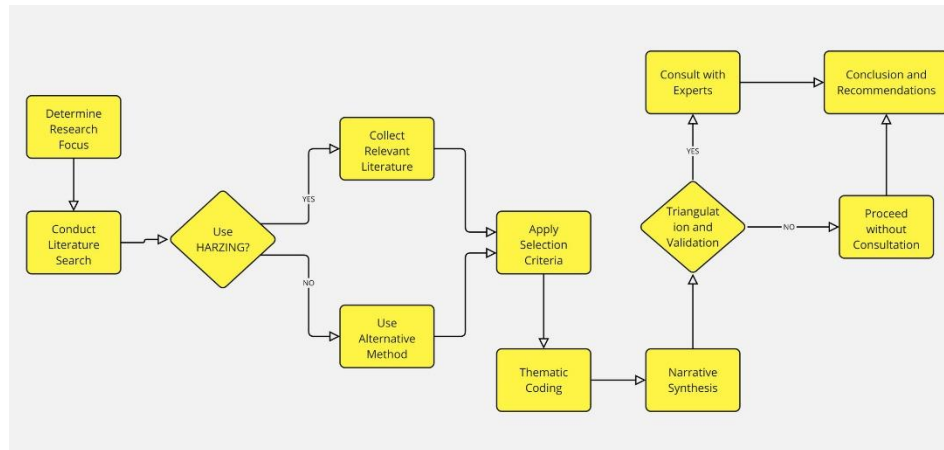


Figure 1 Concept of "enlightening parenting" with the Systematic Literature Review (SLR)

In Figure 1, a clear picture can be obtained regarding the integration of "enlightening parenting" in the Islamic basic education curriculum which will be used as a systematic research flow.

3.2 Data Collection

Data collection was conducted through literature searches from various sources, including scientific journals, conference articles, and books, published during the period 2020-2024. The instruments in Table 1 used include HARZING software to manage, classify (Shyrokykh et al., 2023), and evaluate relevant literature. This tool was chosen because of its ability to perform bibliometric analysis and determine the impact and relevance of each article reviewed.

Table 1: Data Collection Instruments

No	Instrument	Function	Uses	Usage Examples
1	HARZING Publish or Perish	Software to extract bibliographic data from academic databases	Collecting data related to relevant scientific publications	Track citations, calculate h-index, and get an overview of the impact of a particular research.
2	Article Selection Criteria	Ensure that the selected articles are relevant to the topic of Islamic basic education.	Filter articles by publication date, topic relevance, and journal quality.	Articles should come from peer-reviewed journals, highlight innovative aspects, and focus on character development.
3	Thematic Coding	Data analysis methods to identify key themes from the literature	Formulating themes such as character development, Islamic values, and parental involvement	Categorizing articles based on emerging themes to facilitate narrative synthesis
4	Narrative Synthesis	Combining findings from multiple studies into one cohesive narrative	Compiling different research results into a meaningful whole	Develop a narrative that explains the relationship between enlightened parenting and curriculum effectiveness.
5	Source Triangulation	Strategies to improve the validity and reliability of research results	Compare findings from multiple data sources to ensure consistency and accuracy.	Using data from articles, conferences, and books to strengthen research findings

Table 1 describes the data collection instruments used, including the HARZING software. This software functions to manage, classify, and evaluate relevant literature. This process is important to ensure that the information obtained is accurate and in accordance with the topic being discussed. Further discussion of the use of HARZING and the results of the literature analysis will be presented in the following sub-chapters, which will elaborate more deeply on the methodology and findings obtained from the data collection.

3.3 Data Analysis Procedure

The data analysis process in this study was carried out through several stages involving thematic coding and narrative synthesis approaches. Thematic coding is the initial step used to identify key themes from the available literature (Leigh & Mok, 2024; Moya et al., 2020). This process involves an in-depth review of the data that has been collected, to organize the information systematically. In the context of Islamic primary education (Kosasih, 2022), the key themes that emerged included character development, a deep understanding of Islamic values, and active parental involvement. Thematic coding not only serves to identify recurring topics in the literature but also to reveal significant patterns that can help in planning more effective educational strategies. By identifying these themes, researchers can develop a more structured framework for developing an enlightened curriculum.

In the next stage, this study applied narrative synthesis as a technique to combine findings from various studies into a cohesive narrative. Narrative synthesis allows the integration of different research results into a meaningful and accountable whole (Pucchio et al., 2022). In this process, the researcher attempts to bridge the gap between existing studies by connecting relevant key findings. This technique is crucial in ensuring that the results of the analysis are not merely a summary of various sources, but also provide new insights that can be applied in the context of Islamic basic education. Thus, narrative synthesis helps in presenting a comprehensive and holistic narrative (Shannon, 2024), which can be used as a basis for recommending changes or adjustments in the education curriculum.

The application of these two methods, thematic coding and narrative synthesis, provided a strong foundation for drawing valid conclusions from the data collected. With this approach, the study successfully identified best practices and key themes relevant in the context of Islamic primary education. In addition, the results of this analysis also provide insights into how active parental involvement can be effectively integrated into the curriculum. This systematic analysis process is expected to make a significant contribution to the development of more inclusive and adaptive education policies. With the results obtained, this study offers practical and innovative solutions that can help educational institutions face future challenges while ensuring that fundamental Islamic values are maintained in the education process.

3.4 Validation and Verification

To ensure the validity and reliability of the findings in this study, several validation and verification steps were carried out. The triangulation approach was used by comparing the results of the analysis from various data sources. Discussions with Islamic education experts were also conducted to gain deeper insights and ensure that the analysis obtained was following the context of Islamic basic education in Indonesia. The following are the details on the Table 2 of the validation and verification carried out:

Table 2: Validation and Verification

Validation Aspects	Method	Parties Involved	Results
Data Triangulation	Comparing analysis results from various literature sources	Principal investigator and analysis team	Consistency of findings across data sources
Discussion with Experts	Consultation with Islamic education experts	Islamic education academics and practitioners	Confirm the relevance of findings to the local educational context
Empirical Evidence	Using case studies and empirical data from other research	Previous research sources	Empirical support for the importance of parenting integration is enlightening.
Verify Results	Cross-check the results with additional data	Research team and research assistants	Validation of the accuracy of analysis results

In the Table 2 data triangulation was conducted by comparing the results of the analysis from various literature that had been collected to ensure consistency of findings across data sources. The principal researcher and the analysis team attempted to obtain valid results. In addition, discussions with experts, including academics and practitioners of Islamic education, were conducted to gain a deeper perspective on the context of Islamic basic education in Indonesia. This process is very important to ensure that the analysis of the research results is in line with the existing reality. In addition, verification was carried out by cross-checking the results of the analysis using additional data, in which the research team and research assistants were actively involved to ensure the accuracy and reliability of the results obtained. Through these steps, the research is expected to make a significant contribution to the understanding and development of Islamic basic education in Indonesia (Manaseer, 2020; Mariyono, 2025).

Result and Discussion

4.1 Results

In this study, it is important to identify research GAP as a first step to achieve comprehensive results. Research gaps are areas that have not been widely explored and have potential for further development (Hughes, 2020; Rojatz, 2021). To find these GAPS, researchers need to go through several systematic steps, such as reviewing existing literature, analyzing previous findings, and evaluating the methodology used by previous studies. By following these steps, researchers can identify aspects that are less considered and formulate relevant research questions. Figure 2 will provide a clearer illustration of this process, making it easier to understand the steps required.

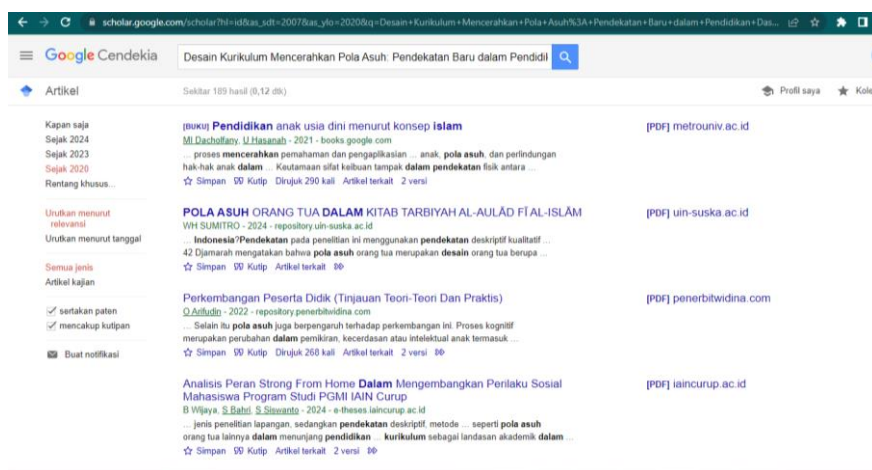


Figure 2 Steps to find research GAP

In Figure 2, there are systematic steps to find research GAPS in the field of Islamic elementary education, especially related to curriculum and parenting (Fischer et al., 2023). This process begins with a search using relevant keywords in the title of the desired manuscript. After searching, various previous research manuscripts related to the topic appear. From the results of this search, the next step is to identify articles that show gaps or GAPS in previous research. In this study, five previous research articles that focused on curriculum and parenting in Islamic elementary education in Indonesia were identified as reference materials. Each article was analyzed to find areas that have not been widely discussed or explored in depth. By identifying these gaps, researchers can determine new directions for further research (Zeng et al., 2021), making significant and innovative contributions to the field of Islamic elementary education. This process is important to ensure that the research conducted is relevant and has a meaningful impact. The results and discussion will be discussed in the following sub-chapters.

4.1.1 Integration of "Enlightening Parenting" into the Curriculum

The results of the study indicate that the integration of the concept of "enlightening parenting" in the Islamic elementary education curriculum has a positive impact on parental involvement and student character development. Table 1 summarizes the main findings of this study:

Table 1: Impact of Integration of "Enlightening Parenting"

Aspect	Key Findings
Parental Involvement	Increasing parental involvement in school activities and learning
Character Development	Students demonstrate increased morality and leadership
Understanding Islamic Values	Students better understand and internalize Islamic values

The integration of "enlightening parenting" presented in Table 1 above is described in the following aspects.

a. Parental Involvement

The integration of the concept of "enlightening parenting" into the Islamic primary education curriculum has been shown to increase parental involvement in their children's school activities and learning. Studies by Sari (2021) and Putri (2020) highlight how this approach builds a stronger bridge between school and home, allowing for more effective communication and collaboration in supporting student development. Parents become more involved in school activities, such as parent-teacher meetings, extracurricular activities, and collaborative projects designed to strengthen the connection between formal learning and home activities. With greater involvement, parents can provide better support to their children, both emotionally and academically, which in turn increases students' motivation to learn. In addition, active parental involvement also helps create a more supportive and inclusive learning environment, where Islamic values can be taught and practiced consistently at home and school.

b). Character Development

The implementation of "enlightening parenting" in the curriculum also has a positive impact on the development of student character. Prasetyo (2022) and Setiawan (2023) found that students who attended schools with a curriculum that integrated this parenting style showed improvements in morality and leadership. By emphasizing values such as honesty, responsibility, and empathy, students not only learn to excel academically but also to grow into individuals with strong character (Alimah, 2020; Bolter et al., 2024). A curriculum that includes self-reflection activities, group discussions, and community service projects helps students internalize these values, making them better prepared to face social and moral challenges in the real world. In addition, this approach also encourages students to take an active role in leading school and community initiatives, strengthening their ability to contribute positively to society.

c) Understanding Islamic Values

The "enlightening parenting" approach also plays an important role in deepening students' understanding of Islamic values. Studies by Nurhayati (2020) and Ramadani (2024) show that students involved in this curriculum are better able to understand and internalize Islamic teachings. By including activities that emphasize religious practices, Islamic history lessons, and ethical values, students not only learn about Islam theoretically but also how to apply it in their daily lives. Interactive and reflective teaching, such as discussions on the application of Islamic values in a modern context (Sauri et al., 2022), helps students relate lessons to their personal experiences. This not only strengthens their Islamic identity but also motivates them to live a life following Islamic principles, both in the school environment and in society.

4.1.2 Use of Technology in the Curriculum

The study also found that the use of technology, such as HARZING software, facilitated a more efficient and structured literature analysis. Table 2 below outlines the findings related to the use of technology:

Table 2: The Influence of Technology in Islamic Elementary Education

Technology	Main Impact
HARZING Publish or Perish	Facilitate management and evaluation of literature
Platform e-learning	Improving student accessibility and engagement in learning

The Influence of Technology in Islamic Basic Education is described in table 2 above, The use of technology in Islamic basic education has had a significant impact in various aspects, especially in terms of information and communication management. One of the technologies used is HARZING Publish or Perish (Kwanya, 2020), a software that simplifies the process of managing and evaluating literature. By using HARZING, researchers and educators can easily organize and analyze various sources of literature relevant to Islamic basic education. This is important in the context of developing an enlightening curriculum, where accurate and up-to-date literature is the foundation for developing innovative teaching methods. A study by Vanya, Aprella Alivia, et al. (2024) shows that the use of HARZING not only supports academic activities but also increases the effectiveness of designing more structured educational strategies. With this tool, educators can focus more on implementing a holistic and inclusive curriculum (Nurdin et al., 2024), which integrates Islamic values with the needs of the digital era. In Figure 3, there is an application of the curriculum with technological collaboration in the current digital era using a picture card model related to the adaptation of the curriculum model with the application of the digital era parenting program.



Figure 3 Adaptation of new curriculum models and implementation of parenting programs in the digital era (The Author Elaboration)

Apart from what is shown in Figure 3, can also use e-learning platforms also play an important role in increasing student accessibility and engagement in the learning process. In today's digital era, e-learning platforms provide various conveniences for students to access learning materials anytime and anywhere. A study by Romdoniyah, F, et al. (2024) highlighted how these platforms have increased student participation in learning, especially during the COVID-19 pandemic (Tenda et al., 2021). With e-learning, students can learn independently and interactively, which stimulates their interest in the subject matter. In addition, the integration of this technology also allows for more effective communication between schools and parents. With features such as

digital bulletin boards and student progress reports, parents can more easily monitor their children's development and actively participate in the educational process. This is in line with the concept of "enlightening parenting" which encourages parental involvement in education (Reichmuth et al., 2013), thereby creating a more harmonious and supportive learning environment. The integration of technology in Islamic basic education, therefore, not only improves the quality of learning but also strengthens collaboration between all parties involved.

4.1.3 School and Parent Collaboration

The results of the study revealed that collaboration between schools and parents is a key factor in increasing the effectiveness of Islamic basic education. Table 3 below explains the contribution of this collaboration to student learning outcomes:

Table 3: Impact of School and Parent Collaboration

Collaboration Aspects	Impact on Students
Effective Communication	Improving student understanding and learning motivation
Participation in Events	Strengthening students' emotional and social relationships

Impact of School-Parent Collaboration in Table 3 Collaboration between schools and parents plays an important role in improving the quality of education and student learning outcomes. One important aspect of this collaboration is effective communication between schools and parents. According to research by Purwaningrum, Ribut, et al. (2023), good communication can improve students' understanding of the subject matter and motivate them to study harder. When parents and teachers communicate openly and regularly, they can identify and address challenges faced by students more quickly, providing the support needed to help students reach their full potential. Effective communication also allows parents to better understand the curriculum and teaching methods used in schools (Duan, 2024), so they can reinforce learning at home in a way that is aligned with what is taught in schools. In addition, good communication builds mutual trust between schools and families, which is essential for creating a supportive and inclusive learning environment.

Parental involvement in various school activities also has a positive impact on students' emotional and social development. Sabrifha, Eli et al. (2023) highlighted how parental involvement in school events, such as parent-teacher meetings, art performances, and extracurricular activities, can strengthen the emotional connection between students, parents, and the school. This participation not only creates a stronger bond between parents and children but also increases students' self-confidence and their ability to interact with peers. By seeing their parents involved in school activities (Ferrell et al., 2023), students feel more valued and supported, which can increase their motivation and academic achievement. Furthermore, active parental involvement helps students develop important social skills, such as communication, cooperation, and leadership, which will be useful in their daily lives. From the school's perspective, this collaboration allows educators to better understand students' needs and backgrounds, so they can design more effective and appropriate learning strategies (Luo et al., 2024). Thus, collaboration between schools and parents not only improves students' academic outcomes but also supports their holistic development.

4.2 Discussion

4.2.1 Relevance of "Enlightening Parenting" in Modern Context

This discussion focuses on the relevance of integrating enlightened parenting into the Islamic primary education curriculum in the modern era. Previous studies have emphasized the importance of parental involvement in their children's education, but this study expands on that concept by incorporating a more in-depth collaborative approach.

Table 4: Relevance of Enlightening Parenting Patterns

Relevance Aspect	Discussion Findings
The Needs of the Times	Responding to the challenges of 21st century education
Integration of Islamic Values	Ensuring that education remains based on Islamic values

Enlightening parenting has significant relevance in answering the challenges of 21st-century education. Amidst rapid technological developments and globalization, students are not only required to have academic skills, but also broader life skills, such as critical thinking skills, creativity, and adaptation to change. Research by Prasetyo (2022) and Setiawan (2023) highlights that enlightening parenting can be a bridge in strengthening the relationship between education in schools and the values applied at home. Through this approach, students are equipped with the ability to face the complexities of the modern world, while still adhering to fundamental values. This is important so that students not only excel in school but are also ready to face various challenges in the future. Thus, enlightening parenting is a relevant solution to ensure that education remains relevant and able to meet the needs of the times, making students individuals who are not only intellectually intelligent but also emotionally and socially mature.

In addition, enlightened parenting ensures that education remains based on Islamic values (Rashid, 2024), thus providing a strong moral and spiritual foundation for students. In this context, research by Nurhayati (2020) and Ramadani (2024) emphasizes the importance of integrating Islamic values into the educational process. This parenting pattern not only plays a role in shaping students' character but also ensures that Islamic teachings are consistently applied in everyday life. By integrating Islamic values into the curriculum, education can be an effective means of instilling strong ethics and morality in students.

This helps them to develop a strong Islamic identity, which is important in dealing with various external influences in the era of globalization. Enlightened parenting also encourages collaboration between schools and parents, ensuring that the education students receive at school is aligned with the values practiced at home. With this approach, Islamic basic education can have a greater positive impact on students, making them individuals who are intellectually (Lombaard, 2021), emotionally (Lombaard, 2021), and spiritually balanced.

4.2.2 Challenges and Implementation Strategies

However, there are challenges in implementing enlightened parenting in the curriculum, especially in terms of resources and teacher training (Pegalajar-Palomino, 2021). The proposed strategies include intensive training for educators and providing adequate resources to support technology-based learning. Challenges and Implementation Strategies in Table 5, Islamic basic education in Indonesia faces various challenges, especially related to limited resources. These challenges include limited funds and adequate infrastructure to support the implementation of an innovative and responsive curriculum (Posever et al., 2021). In this context, an effective implementation strategy is important to ensure that education can run well and meet the needs of students and parents. One recommended strategy is the provision of adequate funds and infrastructure, as suggested by research by Vanya, Aprella Alivia, et al. (2024). The provision of sufficient funds can help schools update the facilities and technology needed to improve the quality of learning. In the Table 5 outlines the main challenges and implementation strategies.

Table 5: Challenges and Implementation Strategies

Main Challenges	Implementation Strategy
Limited Resources	Provision of adequate funding and infrastructure
Teacher Training	Continuous training program to improve competency

Table 5 explains that good infrastructure also includes access to modern educational resources, such as digital libraries and computer labs, which can enhance students' learning experiences. With adequate financial support, schools can more flexibly adopt innovative and up-to-date teaching approaches. Therefore, investment in educational infrastructure is a top priority in addressing this challenge.

In addition to resources, another challenge is the lack of training for teachers in implementing a more holistic curriculum based on Islamic values. Continuous teacher training is needed to improve their competence in teaching and guiding students. Ramadani, and Suci (2024) emphasized the importance of continuous training programs to ensure that teachers can keep up with the latest technological developments and teaching methods. These training programs can cover various aspects, from the use of technology in teaching to the development of a curriculum that focuses on strengthening Islamic character and values. In addition, training should also include strategies to actively involve parents in the educational process, so that harmonious collaboration between schools and families is created. With skilled and competent teachers, the designed curriculum can be implemented effectively, providing a significant positive impact on student development (Panther, 2019). Therefore, teacher training is a key element in ensuring the successful implementation of an enlightening curriculum in Islamic basic education.

4.2.3 Implications for Policy Development

This study has important implications for the development of Islamic education policy in Indonesia. By highlighting the importance of collaboration between parents and schools, as well as the integration of technology, this study offers new directions for the development of more inclusive and adaptive policies, as in Table 6 which explains the implications of Islamic education policy.

Table 6: Implications for Education Policy

Policy Aspects	Key Implications
Parent-School Collaboration	Increasing parental participation in curriculum planning
Technology Integration	Strengthening digital infrastructure and teacher training

Educational Policy Implications in Table 6, In the context of improving the quality of Islamic basic education in Indonesia, the involvement of parents and schools is a very important factor. Close collaboration between the two parties not only increases parental participation in curriculum planning but also ensures that the values taught in schools are in line with those applied at home. Research by Purwaningrum, Ribut, et al. (2023) shows that this collaboration can strengthen communication and mutual understanding between teachers and parents, creating a more conducive and inclusive learning environment. Parental participation in various school activities,



Figure 4 pamphlet for collaborative seminar on mentoring teachers and parents in learning

such as parent-teacher meetings and extracurricular activities, gives them a better understanding of the curriculum and educational approaches applied (Samadi et al., 2020). Parents can support and reinforce learning at home, helping their children overcome academic and social challenges. This collaboration fosters effective information exchange, enabling teachers to provide insights into student development while parents share their children's needs at home. By working together, parents and teachers can create an environment that nurtures children's growth. Good communication is crucial for guiding children toward their full potential in education and social life. This partnership enhances the educational experience, positively influencing students' holistic development. Figure 3 illustrates the mentoring relationship between teachers and parents, highlighting the benefits of their collaboration.

In Figure 3 addition to collaboration between parents and schools, technology integration in education is also a major focus of education policy in the modern era. Strengthening digital infrastructure and providing adequate training to teachers are strategic steps to ensure that technology can be optimally utilized in the learning process. Sabrifha, Eli et al. (2023) highlighted the importance of strengthening digital infrastructure in schools, such as providing fast and stable internet access and adequate technological devices. With a strong infrastructure, teachers can use various digital learning platforms to increase the interactivity and effectiveness of learning. In addition, ongoing teacher training in the use of educational technology is essential to ensure that they can effectively integrate technology into teaching. This training includes an introduction to digital tools, technology-based learning methods, and ways to overcome challenges that may arise in online learning (Caliph & Lee, 2024). Technology integration enhances educational quality and equips students to tackle 21st-century challenges. By implementing suitable policies, Islamic education in Indonesia can solidify its role as an innovative and adaptive institution (Rahmawati, 2018; Tuna, 2020). This approach allows for a harmonious blend of traditional values with the needs of modern society, ensuring that education remains relevant and effective. As emphasized by Tayeb (2018), such integration is crucial for fostering an educational environment that not only preserves cultural heritage but also embraces advancements, ultimately preparing students for a dynamic future. This dual focus on tradition and modernity positions Islamic education to thrive in an ever-changing landscape.

Conclusion

This study underlines the importance of integrating the concept of “enlightening parenting” into the Islamic primary education curriculum in Indonesia. Using a Systematic Literature Review (SLR) approach, this study identified that active parental involvement is a key element in supporting the holistic development of students' character and a deep understanding of Islamic values. The findings emphasize that effective education must reflect close collaboration between school and home so that the values taught in school can be consistently applied in the home environment. In addition, the use of technology, such as HARZING software, has been shown to facilitate more efficient and structured literature analysis, providing a strong foundation for the formulation of a more relevant and adaptive curriculum. Based on the results of the study, it is recommended that Islamic primary education institutions adopt an enlightening curriculum approach by involving parents as strategic partners in the educational process. This can be achieved through collaborative programs that link school activities with activities at home, as well as training for teachers and parents to increase their capacity to support student development. In addition, it is recommended that education policies in Indonesia be more inclusive and adaptive, by utilizing technology to strengthen communication and coordination between all parties involved in education. Thus, it is hoped that this strategy will improve the quality of Islamic education in Indonesia, providing a wider positive impact on students and society.

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