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Collaborative Governance of c Based on the Three Centers of Education at SDIT Al Muttaqin Kupang

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ABSTRACT

A peaceful school culture requires alignment among parenting, learning, and community support. This study aims to develop collaborative governance through the Synergy of the Three Centers of Education for Peaceful School (STP-PS) Model at SDIT Al Muttaqin in Kupang. The program took place in September 2026, targeting 65 participants from the school, families, students, and community. The descriptive analysis used the program design and a table of paired pre-test and post-test scores from 50 respondents provided by the authors. The model integrates the Three Centers of Education, Ki Hadjar Dewantara's leadership trilogy, an ecological perspective on development, and positive peace. Its operational mechanisms include role modeling, positive communication, habituation, participation, and joint reflection. The reported data show an increase in the mean understanding score from 60.10 to 86.40, equivalent to 26.30 points or 43.76% relative to the initial score. These results describe changes in understanding among the recorded respondents but do not establish causal effects or changes in children's behavior. The study's principal contribution is a governance model for peace education that links the roles of families, schools, and communities with shared evaluation instruments.

Keywords: Educational Partnerships; Peace Education; Peaceful Schools; School Leadership; Three Centers Of Education

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INTRODUCTION

Primary schools provide the first structured setting for children's social experiences beyond the family. Students learn to understand differences, express disagreement, reach agreements, and build trust through interactions with peers and educators. A peaceful school, therefore, cannot be reduced to a school without disputes. Safe and equitable relationships that respect children's dignity must be embedded in learning, parenting, and decision-making processes. The framework of positive peace emphasizes reducing injustice and creating opportunities for participation rather than merely controlling direct violence (Arystanbek dkk., 2026; Galtung, 1969; UNESCO, 2023).

Recent literature indicates that peace education and social-emotional learning programs can support emotional regulation, conflict resolution, and prosocial relationships. However, intervention outcomes depend substantially on program design, duration, implementation quality, and school context. Systematic reviews of peace education advocate translating values

into everyday institutional practices, whereas meta-analytic research cautions against automatically treating outcomes across programs as evidence of the impact of a particular local program(Cipriano dkk., 2023; Hung dkk., 2026; Shi & Cheung, 2024; Yu dkk., 2026).

The need to strengthen a peaceful school culture also relates to student diversity and teachers' responses. Studies of ethnic diversity and bullying, teachers' intercultural competence, and culturally responsive teaching highlight the importance of an inclusive and dialogic classroom climate. Research involving teachers in Germany indicates that inclusive intentions do not necessarily translate into interactions free from microaggressions. These findings support incorporating reflection on educators' attitudes and monitoring of communication practices into program activities (Basilici dkk., 2022; Civitillo dkk., 2018; Ialuna dkk., 2024; Kehl dkk., 2024; Liao dkk., 2022; Romijn dkk., 2021).

Within Indonesian education, Ki Hadjar Dewantara's Three Centers of Education position the family, school, and community as complementary educational environments. His leadership trilogy (*Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani*) guides action through role modeling, fostering motivation, and supporting children's independence. An ecological framework explains why home–school relationships, as part of children's mesosystem, require deliberate coordination. The educational partnership model also highlights the need for role allocation, two-way communication, and joint evaluation (Bronfenbrenner, 1979; Dewantara, 1962; Epstein & Sheldon, 2022; Murniyanto, 2022; Nugroho, 2018; Widyantoro dkk., 2023).

Findings on relationships across contexts reinforce this perspective. Reviews of family-school partnerships show that formal relationships do not always produce meaningful participation, particularly when decision-making processes and the needs of vulnerable groups receive insufficient attention. Recent research on student attendance, school climate, adolescent well-being, and educational quality highlights the importance of cross-context communication and trust, while also pointing to differences in family circumstances and measured outcomes (Hidajat dkk., 2026; Holzberger dkk., 2023; Mu dkk., 2023; Peng dkk., 2026; Yuan dkk., 2026).

The Indonesian context provides further reasons to integrate parenting and character education. Studies of Ki Hadjar Dewantara's thought, the implementation of the Three Centers of Education in Grade V, and philosophical orientations in education indicate the potential of role modeling and habituation. A three-center-based approach to peace education has been proposed conceptually, but its translation into a coherent set of school-management procedures that can be jointly monitored still requires clarification (Anjaswara & Sauri, 2024; Silmi & Kusumadewi, 2025; Siswadi, 2021).

Previous studies of peaceful schools in Indonesia have emphasized diversity, local wisdom, citizenship education, and harmony within school culture. Research on peace-oriented learning in Aceh and nonviolent approaches to conflict resolution demonstrates the importance of educators' capacity and institutional culture. Differences in social context, educational level, and program objectives necessitate adaptation before these approaches are applied to an integrated Islamic primary school in Kupang (Istianah, 2024; Istianah dkk., 2025; Ndwandwe, 2024; Saleh dkk., 2025; Wibowo, 2022).

Articles published in the target journal likewise demonstrate the need to integrate leadership, school culture, community partnerships, and the inclusive organization of students. Research on school–community partnerships in Islamic boarding schools and on inclusive leadership suggests that governance involves more than administrative arrangements; it also entails trust, equal opportunities, and sustained interaction. Experiences of changes in learning cultures at other institutions underscore the importance of organizational improvement and reflective learning (Arifah dkk., 2025; Hatimah dkk., 2026; Ihsan dkk., 2026; Rozi & Fuadiy, 2025).

At SDIT Al Muttaqin in Kupang, the research sources identified a need to align behavioral habituation across home, school, and the social environment. The program connects peaceful parenting, teacher workshops, collaborative student activities, behavioral agreements, and a peaceful-character communication log. The research focuses not only on understanding the concept of a peaceful school but also on developing follow-up mechanisms that connect those involved in children's education. The accompanying paired evaluation table provides an

overview of changes in understanding before and after the activities, while the sustainability of peaceful behaviors needs to be assessed using observational data.

The identified gap concerns the need to bridge the values framework of peace education and concrete procedures for collaborative governance. The proposed contribution is the Synergy of the Three Centers of Education for Peaceful School (STP-PS) Model, in which the three centers provide the partnership structure, the leadership trilogy guides practices, and positive peace defines the intended direction. This article aims to explain the model's design, division of roles, mentoring process, monitoring instruments, and changes in understanding scores recorded in the program evaluation (Brantmeier dkk., 2024; UNESCO, 2024).

METHOD

The study adopted a descriptive-developmental approach within participatory community engagement activities. Its unit of analysis was the implementation and supporting instruments of the STP-PS Model at SDIT Al Muttaqin in Kupang. The available data consist of program descriptions, activity documentation, and a table of paired measurement results. Theoretical perspectives were used to explain the governance design and operational indicators of the model. The study did not employ a control group and is therefore not classified as a causal experiment.

The activities were reported to have taken place over four weeks in September 2026, involving 65 participants: 15 teachers and education personnel, 25 parents or guardians, 20 students in Grades IV–V, and five community partners. The appendix provided by the authors contains 50 pairs of scores from 10 teachers, 20 parents, and 20 students. The total number of program participants is distinguished from the number of test respondents because not every participant was included in the measurement. The school is located in Oebobo District, Kupang City, East Nusa Tenggara.

Program implementation comprised an initial assessment, an introduction to peaceful-school concepts, teacher workshops, peaceful-parenting sessions, dialogue and collaborative activities for students, mentoring, and evaluation. Teachers developed their understanding of nonaggressive communication and dialogic instruction; parents discussed consistent nonviolent parenting; students participated in cooperation and conflict-resolution activities; and community partners supported social habituation. This sequence aligns with research on restorative practices and prosocial leadership (Alonso-Rodríguez dkk., 2025; Huda dkk., 2025; Mahfouz dkk., 2025).

The reported knowledge assessment instrument comprised 20 items across five domains: peaceful-school concepts, positive communication, conflict resolution, tolerance/empathy, and family–school synergy. The individual score table presents total scores on a 0–100 scale before and after the activities. The planned behavioral observation used a 1–4 scale, along with questionnaires, interviews, and reflection notes. Because item-level data, instrument-testing records, and individual observation results were not included in these files, the quantitative evaluation was limited to paired total scores; neither validity nor reliability is claimed to have been established.

The analysis used descriptive statistics, including the number of respondents, mean scores before and after the activities, the difference between means, and percentage change relative to the initial mean. Changes were calculated using the 50 paired scores included in the authors' appendix. The results were not interpreted as evidence of causation because there was no comparison group and the source report did not provide longitudinal behavioral data. Publication of documentation depicting students requires appropriate permissions and protection of their identities in accordance with institutional regulations.

RESULT AND DISCUSSION

1. Development and Interconnections of the STP-PS Model Components

The STP-PS Model establishes a governance cycle linking needs assessment, behavioral agreements, the allocation of family-school-community roles, role modeling, positive communication, habituation, participation, and joint reflection and evaluation. Figure 1 illustrates the cyclical relationships among these components: evaluation results inform the

revision of agreements and subsequent mentoring. This integration constitutes a procedural contribution rather than a new theory.

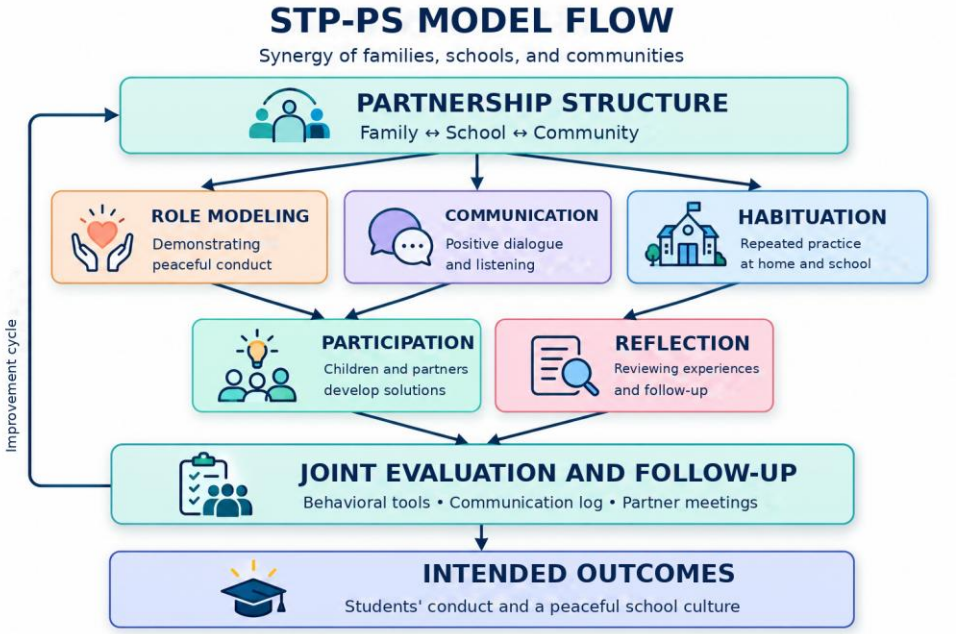


Figure 1. Process of the Synergy of the Three Centers of Education for Peaceful School (STP-PS) Model.

The school's roles include facilitating classroom deliberation, supporting teachers, and monitoring; families provide role models and implement consistent agreements at home; and the community provides contexts for practicing cooperation and respect for differences. The peaceful-character communication log was developed as an instrument for coordinating actions and enabling two-way reflection. Table 1 presents the roles and monitoring evidence required to assess whether the collaboration is being implemented.

Table 1. Mapping of Roles and Monitoring in the STP-PS Model

Area	Role	Monitoring Evidence
Home	Peaceful parenting	Communication log, dialogue notes
School	Dialogic instruction	Observation log, classroom agreements
Ptnrs.	Social habituation	Community activity records
Eval.	Reflection across partners	Meeting minutes and follow-up actions

The model's development also includes a peaceful-parenting module, peaceful-classroom guidance, behavioral agreements, and a mechanism for reflective meetings. Evidence that these instruments have been designed is not equated with evidence that all components have been implemented, particularly regarding behavioral changes that require repeated observation. Program management should examine the frequency, quality, and accessibility of communication to ensure that the partnership does not become an additional administrative burden (Abidin dkk., 2026; Khumairo & Azzukhrufi, 2025).

2. Changes in Participants' Understanding Scores

Among the 50 paired scores provided by the authors, the mean understanding score was 60.10 before the activities and 86.40 afterward, on a 0–100 scale. The difference was 26.30 points, equivalent to a relative increase of 43.76% compared with the initial mean. Table 2 summarizes the scores by respondent group. This change is a descriptive result of paired measurements and is not interpreted as stand-alone evidence of the program's causal effectiveness. The original

data table contains total scores, so changes for individual indicators cannot be recalculated without item-level data.

Table 2. Mean Understanding Scores Before and After the Activities

Group	Pre-test	Post-test
Tchrs.	63.00	87.50
Parents	58.25	82.75
Pupils	60.50	89.50
Overall	60.10	86.40

Differences in group means in Table 2 cannot be treated as comparisons of impact because respondents' composition, baseline characteristics, and contexts of application differ. Increased understanding does not automatically demonstrate fewer conflicts, an observed increase in tolerance, or the establishment of a sustainable peaceful culture. Subsequent evaluations require behavioral observation data and evidence of the implementation of agreements across settings at comparable measurement periods.



Figure 2. Documentation of a meeting with parents during peaceful-school activities.

3. Comparative Discussion and Scholarly Contribution

The article's main findings are the operational structure of the three-center partnership and the changes in understanding scores recorded in the evaluation. The model's novelty is integrative and operational: the Three Centers of Education define who is responsible; the leadership trilogy guides action; the ecological framework explains relationships across contexts; and positive peace provides a direction for school governance. The magnitude of changes in understanding cannot be used to infer behavioral changes that have not been examined through repeated observations (Bronfenbrenner, 1979; Dewantara, 1962; Galtung, 1969; Istianah dkk., 2023; Widyantoro dkk., 2023).

Compared with international studies of peace education, this model extends the settings in which values are reinforced. Arystanbek and colleagues examined the implementation of positive peace in schools, while Yu and colleagues synthesized the effects of multiple peace education programs. The STP-PS Model proposes explicit connections among parenting, classroom practices, and reflection with community partners. Their commonality lies in the importance of dialogue and a culture supporting nonviolence; their differences concern scale, design, and the status of evidence. Meta-analytic findings cannot serve as direct evidence that the activities in Kupang produced the same effects(Arystanbek dkk., 2026; Ndwandwe, 2024; Yu dkk., 2026).

Research by Basilici and colleagues on diversity and bullying, Romijn and colleagues on intercultural competence, Ialuna and colleagues on teacher–student relationships, Kehl and colleagues on microaggressions, and Liao and colleagues on preservice teacher education provides a rationale for positioning teachers as peace facilitators. A shared concern across these studies is interpersonal practice that respects differences. The differences lie in their populations, instruments, and implementation mechanisms: some studies assess teacher development or classroom relationships, whereas this article specifies coordination instruments across home, school, and community (Basilici dkk., 2022; Ialuna dkk., 2024; Kehl dkk., 2024; Liao dkk., 2022; Romijn dkk., 2021).

Mu and colleagues' review of family–school–university partnerships highlights both the benefits and the limitations of interinstitutional relationships. Holzberger and Täschner's review demonstrates heterogeneity in the association between parental involvement and educational outcomes, while Hidajat and colleagues address family–school partnerships in relation to attendance. The STP-PS partnership focuses on habituating peaceful behavior rather than solely improving academic grades or attendance. These different targets mean that success indicators must capture behaviors and the quality of relationships aligned with the intended outcomes (Hidajat dkk., 2026; Holzberger dkk., 2023; Mu dkk., 2023).

Approaches to school management and character education in Indonesia also offer lessons. Huda and colleagues emphasize leadership strategies and teachers' work culture; Ishomuddin and Aziz discuss the hidden curriculum of tolerance; and Ihsan and colleagues identify trust as a foundation for school–community relationships. Articles on parental satisfaction and inclusive schools illustrate the value of service-user participation and equitable support arrangements. STP-PS draws on similar insights but uses communication and reflection on peaceful behaviors as instruments connecting partners (Huda dkk., 2025; Ihsan dkk., 2026; Ishomuddin & Aziz, 2025; Khumairo & Azzukhrufi, 2025; Rozi & Fuadiy, 2025).

This model must also consider the risk of assuming that more frequent communication is always better. Yang and colleagues found that time spent communicating with parents is associated with both teachers' self-efficacy and stress, while research on prosocial leadership cultures prioritizes supportive relationships. Research on autonomy-supportive teaching further indicates possible connections between teaching practices and parenting within particular study designs. Accordingly, the STP-PS communication log should be straightforward, relevant, free from negative labeling of children, and should not increase administrative work without demonstrable benefits (Cheon dkk., 2024; Mahfouz dkk., 2025; Yang dkk., 2025).

Regarding intended outcomes, meta-analyses of social-emotional learning show prosocial benefits alongside variation in results across intervention components. Studies of restorative practices encourage addressing conflicts as a process of repairing relationships, whereas research on sustainable schools recommends partnerships extending beyond parents' attendance at ceremonial events. Consequently, future assessments of STP-PS success must combine observed behaviors, the quality of participation, and the continuity of collaborative mechanisms (Alonso-Rodríguez dkk., 2025; Cipriano dkk., 2023; Hung dkk., 2026; Peng dkk., 2026; Shi & Cheung, 2024).

Local and national studies offer relevance that international sources cannot replace. Istianah's findings on local wisdom and diversity, research on citizenship education oriented toward peaceful schools, Murniyanto's study of trilogy-based management, and Wibowo's study of school culture in Aceh support adaptation of the model to the characteristics of local institutions and communities. Differences between the school context in Kupang and those in Aceh, Java, multicultural schools, and Islamic boarding schools indicate that the model should be tested as a context-sensitive design rather than claimed to be universally applicable (Istianah, 2024; Istianah dkk., 2024, 2025; Murniyanto, 2022; Saleh dkk., 2025; Wibowo, 2022).

The procedural novelty of STP-PS can be traced to three elements: behavioral agreements developed across settings, a communication log with space for two-way reflection, and joint evaluation linking children's experiences at school and home. The inclusion of community stakeholders extends the mechanism from a bilateral parent–school relationship to tripartite coordination. Studies of educational leadership principles, character development, and peace education indicate that the individual elements are already known; the scholarly contribution

therefore lies in their implementation architecture and indicators that can be monitored jointly and continuously (Anjaswara & Sauri, 2024; Nugroho, 2018; Silmi & Kusumadewi, 2025; Siswadi, 2021; Widyantoro dkk., 2023).

4. Managerial and Academic Implications and Limitations

For school principals, the STP-PS Model points to the need for a straightforward structure of responsibility: a peaceful-school coordinator, teacher representatives, parent representatives, and community partners. The allocation of roles should be accompanied by realistic reflection schedules, a safe complaints mechanism, and limits on access to children's records. Literature on inclusive education and sustainable school governance indicates that organizational design should provide equal opportunities for participants who have previously been underrepresented (Abidin dkk., 2026; Arifah dkk., 2025; Hatimah dkk., 2026).

For teachers, practical implications include integrating dialogue, explanations of the reasons behind rules, conflict resolution through deliberation, and reflection on educators' responses into everyday lessons. For families, support focuses on parenting language free from humiliation, realistic behavioral agreements, and feedback to teachers that is not punitive. National studies and international recommendations on peace education support the need for nondiscriminatory habituation and children's participation appropriate to their developmental stage (Istianah dkk., 2023; UNESCO, 2024, 2025).

Further research should draw on implementation evidence, assessments of instrument feasibility, and longitudinal behavioral measurements. The paired-score data provided for this study support an interpretation of changes in understanding, whereas an analysis of causal effects requires a comparison design or a stronger identification strategy. Inter-rater reliability, process measurement, and communication quality should be assessed before the model is replicated across schools (Carrasco-Mella dkk., 2026; Peng dkk., 2026; Yuan dkk., 2026).

CONCLUSION

The Synergy of the Three Centers of Education for Peaceful School (STP-PS) Model brings together families, schools, and communities in a single governance cycle for peace education through role modeling, positive communication, habituation, participation, and joint reflection. Its contribution lies in the allocation of roles, cross-setting communication instruments, and evaluation mechanisms connecting school learning with support at home and in the community. Based on the table of 50 paired scores provided by the authors, the mean understanding score increased from 60.10 to 86.40, a difference of 26.30 points (43.76% relative to the initial mean). This change provides a positive indication of understanding among the recorded participants, but does not demonstrate causal effects or sustained changes in peaceful behavior. Monitoring instrument use, observing behavior, and coordinating follow-up among partners are necessary to assess the model's sustainability.

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