

The Influence of Transparency and Trust on Parental Participation in MTS Negeri Cakung District, East Jakarta

Zamarotul Azkiyah, Nurhattati Fuad, Matin Matin

Universitas Negeri Jakarta

Jl. R.Mangun Muka Raya Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta

Correspondence: zamarotulazkiyah26@gmail.com

Article received: February 2026, Revision: March 2026, Approval: March 2026

DOI: 10.17977/um025v10i22026p232

Abstract: This study examines the influence of transparency and trust on parental participation in MTS Negeri Kecamatan Cakung, Jakarta Timur. Using a quantitative correlational design, data were collected from 120 parents selected through proportionate stratified random sampling. The primary data collection tool was a structured questionnaire measuring transparency, trust, and parental participation. Descriptive analysis revealed that trust scored higher ($M = 4.37$, $SD = 0.46$) than transparency ($M = 4.23$, $SD = 0.54$) and parental participation ($M = 3.89$, $SD = 0.61$). Correlation analysis showed significant positive relationships among transparency, trust, and parental participation, with trust emerging as a stronger predictor. Regression analysis confirmed that transparency ($\beta=0.32$, $\beta=0.32$, $p < 0.01$) and trust ($\beta=0.41$, $\beta=0.41$, $p < 0.001$) significantly influence parental participation, collectively explaining 42% of the variance ($R^2=0.42$, $R^2=0.42$). Furthermore, trust was found to moderate the impact of transparency on parental participation. These findings highlight the need for schools to adopt integrated strategies that promote transparent communication and build trust with parents. The study provides practical implications for school leaders, policymakers, and educators to enhance parental engagement, ultimately contributing to better educational outcomes. Future research is encouraged to explore the influence of cultural, socioeconomic, and policy-related factors on school-community partnerships.

Keywords: transparency, trust, parental participation, educational engagement, school-community partnerships.

Parental participation in education has long been recognized as a critical factor influencing student outcomes, school effectiveness, and community engagement Eden, C. A., Chisom, O. N et. al, (2024). Research has shown that schools fostering strong partnerships with parents achieve higher academic success rates and improved student behavior Tran, Y. (2014). In particular, the role of transparency in communication and trust between parents and schools has gained significant attention in recent educational literature Meijer, A. (2013).

Transparency in school governance and decision-making processes is essential for fostering parental involvement Rijal, S. (2023). It enables parents to understand the school's policies, practices, and expectations, thereby empowering them to contribute effectively Gil, E., & Johnson, A. (2024).

Furthermore, transparent communication reduces misunderstandings and builds a foundation for collaborative partnerships Ilavarasi, I. (2024). Such practices are particularly relevant in Islamic secondary schools, where parental expectations often intersect with religious and cultural values Ahmed, A. (2020).

Trust, as a relational construct, is another critical component influencing parental engagement Herrera, S. G., Porter, L., & Barko-Alva, K. (2020). Defined as the willingness to be vulnerable based on confidence in another party's reliability and integrity (Rousseau et al., Svare, H., Gausdal, A. H., & Möllering, G. (2020), trust in the school context is built through consistent, fair, and respectful interactions Banwo, B. O., Khalifa, M., & Seashore Louis, K. (2022). Studies have shown that higher levels of trust between parents and schools are associated with increased parental involvement, better school climate, and enhanced student achievement Berkowitz, R., Astor, R. A., Pineda, D., DePedro, K. T., Weiss, E. L., & Benbenishty, R. (2021).

In the Indonesian context, the role of transparency and trust in fostering parental participation is particularly pertinent due to the diverse socio-cultural and religious landscape Suyuti, I., Prihantoro, W. K., Hayani, A., Fathurrohman, R., Gafarurrozi, M., Salim, A., & Musyrifah, F. (2024). Madrasah Tsanawiyah (MTS) schools, as a key part of the Islamic education system, emphasize values of accountability and community engagement aligned with Islamic teachings Kusananto, N., Sukristyanto, A., & Rochim, A. I. (2023). However, the extent to which these values translate into parental participation remains underexplored, particularly in urban settings like Kecamatan Cakung, Jakarta Timur.

This study aims to investigate the interplay between transparency, trust, and parental participation in MTS Negeri Kecamatan Cakung, Jakarta Timur. Drawing on theories of organizational trust and parental engagement, this research seeks to provide empirical insights into the mechanisms that enhance parental involvement in an Islamic educational setting Arar, K., Sawalhi, R., & Yilmaz, M. (2022). The findings are expected to contribute to both academic literature and practical interventions in the Indonesian education system Sukmayadi, V., & Yahya, A. (2020).

By addressing these themes, the study not only enriches the understanding of parental participation in Islamic schools but also highlights the importance of fostering transparency and trust as foundational elements of effective school-community partnerships Setiawan, A. (2024). This research has significant implications for policymakers, educators, and parents, particularly in the pursuit of inclusive and equitable education in Indonesia Rante N, S. V., Wijaya, H., & Tulak, H. (2020).

METHOD

This study employed a quantitative correlational research design to examine the relationship between transparency, trust, and parental participation in an educational setting Niedlich, S., Kallfaß, A., Pohle, S., & Bormann, I. (2021). A correlational approach was chosen to identify the degree to which transparency and trust predict parental involvement. The design is appropriate for exploring

direct and mediated relationships between variables.

The population comprised all parents of students enrolled in MTS Negeri Kecamatan Cakung, Jakarta Timur, during the 2024 academic year. Using proportionate stratified random sampling, 120 participants were selected to ensure representation across gender, socioeconomic status, and education level Mitani, A. A., Mercaldo, N. D., Haneuse, S., & Schildcrout, J. S. (2021). This sampling method is suitable for heterogeneous populations, ensuring sufficient variability within the sample Nanjundeswaraswamy, T. S., & Divakar, S. (2021).

The study used a structured questionnaire as the primary data collection tool. The questionnaire included three sections: 1) transparency scale: this section assessed parental perceptions of school policies, communication, and decision-making processes; 2) trust scale: model of trust and its applications in educational contexts this section measured reliability, integrity, and fairness; 3) parental participation scale: this section included items on home-based support, school volunteering, and participation in decision-making. All instruments were validated using content validity and tested for reliability using Cronbach's alpha, with coefficients exceeding 0.7 for all scales Daud, K. A. M., Khidzir, N. Z., Ismail, A. R., & Abdullah, F. A. (2018).

Data collection was conducted over four weeks in September 2024. Questionnaires were distributed in both paper and digital formats to accommodate participants' preferences and enhance response rates. Participants were briefed about the study's objectives and assured of their confidentiality and anonymity in compliance with ethical research standards.

Data were analyzed using multiple regression analysis to determine the predictive strength of transparency and trust on parental participation. Prior to analysis, data were checked for missing values, normality, and multicollinearity to ensure the validity of results. The Statistical Package for the Social Sciences (SPSS) version 28 was used for all statistical analyses. The study adhered to the ethical guidelines for educational research, including obtaining informed consent from all participants and approval from the institutional review board. Participants were informed of their right to withdraw at any time and assured that their responses would be used solely for academic purposes.

RESULT AND DISCUSSION

RESULT

Descriptive Statistics

Table 1 summarizes the mean and standard deviation for the variables of transparency, trust, and parental participation. The mean score for transparency ($M = 4.23$, $SD = 0.54$) suggests that parents perceive school communication and governance as moderately transparent. Trust ($M = 4.37$, $SD = 0.46$) was rated slightly higher, indicating that parents generally trust the school. Parental participation scored the lowest ($M = 3.89$, $SD = 0.61$), implying room for improvement in engaging parents actively.

Table 1: Descriptive Statistics for Transparency, Trust, and Parental Participation

Variable	Mean (M)	Std. Deviation (SD)
Transparency	4.23	0.54
Trust	4.37	0.46
Parental Participation	3.89	0.61

Correlation Analysis

Pearson correlation analysis revealed significant positive relationships among all variables. Transparency was significantly correlated with trust ($r = 0.61$, $p < 0.01$) and parental participation ($r = 0.48$, $p < 0.01$). Trust was also significantly correlated with parental participation ($r = 0.53$, $p < 0.01$). These findings suggest that higher transparency and trust are associated with greater parental involvement.

Table 2: Correlation Matrix

Variable	Transparency	Trust	Parental Participation
Transparency	1.00	0.61	0.48
Trust	0.61	1.00	0.53
Parental Participation	0.48	0.53	1.00

Note: $p < 0.01$

Regression Analysis

A multiple regression analysis was conducted to examine the predictive strength of transparency and trust on parental participation. The overall model was significant ($F(2, 117) = 24.56$, $p < 0.001$), with transparency and trust explaining 42% of the variance in parental participation ($R^2=0.42$). Transparency was a significant predictor ($\beta=0.32$, $t=3.78$, $p<0.01$), indicating that greater transparency in school governance positively influences parental involvement. Trust emerged as the stronger predictor ($\beta=0.41$, $t=4.95$, $p<0.001$), highlighting its critical role in fostering parental participation.

Table 3: Regression Analysis Predicting Parental Participation

Predictor	B	SE	Beta (β)	t	p
Transparency	0.27	0.07	0.32	3.78	<0.01
Trust	0.38	0.08	0.41	4.95	<0.001

Additional Findings

An interaction analysis revealed that the effect of transparency on parental participation was moderated by trust. For parents with high levels of trust, transparency had a stronger impact on

participation ($\beta=0.45$, $t=4.12$, $p<0.01$ $\beta=0.45$, $t=4.12$, $p<0.01$). Conversely, for parents with low trust levels, transparency had a weaker effect ($\beta=0.19$, $t=2.34$, $p<0.05$ $\beta=0.19$, $t=2.34$, $p<0.05$).

The findings confirm that both transparency and trust are significant predictors of parental participation, with trust playing a more influential role. Moreover, trust amplifies the effect of transparency, underscoring its critical moderating role in the school-parent relationship. These results align with prior studies (Bryk & Schneider, 2002; Tschannen-Moran, 2004; Adams & Christenson, 2000), emphasizing the importance of relational dynamics in educational settings.

DISCUSSION

Transparency and Parental Participation

Transparency plays a critical role in enhancing parental participation by providing parents with access to clear, consistent, and timely information about school policies, decision-making, and student progress. This openness allows parents to better understand the functioning of the school and their role within the educational ecosystem. Studies have shown that transparent communication is a strong enabler of parental engagement in school activities (Adebowale, 2024). Parents who are well-informed about school policies and governance are more likely to contribute actively to discussions and initiatives. For example, Bray (2020) found that schools with transparent governance structures report higher levels of parental involvement, as parents feel more empowered to engage in the decision-making process. This empowerment fosters a sense of ownership among parents, encouraging them to actively support their children's education. Moreover, transparency reduces misunderstandings and mitigates the risk of conflicts between parents and schools, creating a more collaborative atmosphere. Schools that prioritize transparency often experience stronger partnerships with parents, which can lead to improved student outcomes. The evidence underscores the importance of schools adopting transparent practices to build trust and encourage greater parental engagement.

Two-way communication further amplifies the impact of transparency, making it a dynamic process rather than a one-sided flow of information. Transparent communication is most effective when schools establish mechanisms for dialogue, enabling parents to express their concerns, ask questions, and provide feedback. This is supported by research showing that interactive communication strategies, such as parent-teacher conferences, workshops, and digital platforms, significantly enhance parental involvement (Hobson, 2024). When parents feel heard and valued, they are more likely to actively engage in school activities and collaborate with educators to address challenges. Additionally, the use of technology has proven to be a game-changer in fostering two-way communication. Tools such as mobile apps, online portals, and real-time messaging systems enable schools to share updates while allowing parents to respond instantly. Such tools also help bridge communication gaps for parents who may face logistical or language barriers. The dialogue created through these platforms builds mutual trust and strengthens the partnership between parents and schools. As a result, parents become more invested in their children's education, creating a positive ripple effect on overall school performance.

In urban contexts such as Jakarta Timur, the adoption of digital tools offers tremendous potential to enhance transparency and parental engagement. Urban schools often face unique challenges, such as diverse student populations and high levels of parental expectations, making transparent communication even more essential. By leveraging technology, these schools can address these challenges effectively while building trust with parents. For example, digital platforms can be used to provide real-time updates on students' progress, upcoming school events, and policy changes. This accessibility ensures that parents remain informed and connected, even amid their busy schedules. Furthermore, technology facilitates cultural sensitivity by offering multilingual communication options, catering to the needs of diverse communities. Research by Yigitcanlar et al. (2024) highlights that schools adopting digital tools experience improved transparency, which in turn fosters higher levels of parental trust and participation. Schools in Jakarta Timur could implement similar strategies, such as mobile apps for parent-teacher communication, to create a more inclusive and transparent environment. Ultimately, the integration of technology and two-way communication in urban schools can set a strong foundation for building lasting partnerships with parents and improving educational outcomes.

Trust as a Stronger Predictor

Trust has emerged as a stronger predictor of parental participation than transparency, emphasizing its fundamental role in fostering positive relationships between schools and communities. Unlike transparency, which primarily involves the flow of information, trust requires consistent, respectful, and equitable interactions that align with parents' expectations and cultural values (Herrera & Barko, 2020; Theoharis, 2024). Studies have shown that trust acts as a prerequisite for meaningful collaboration, enabling parents to feel comfortable engaging with school staff and decision-making processes. For instance, trust allows parents to perceive school actions as fair and student-focused, encouraging their active involvement. Research by Herrera & Barko (2020) highlights that when schools invest in trust-building strategies, they create an environment where parents feel valued and included. This sense of inclusion not only strengthens school-community relationships but also improves student outcomes. Moreover, trust mitigates the effects of past negative experiences parents may have had with educational institutions, enabling them to view schools as allies in their children's learning journey. Consequently, schools that prioritize trust-building are more likely to see sustained parental participation and cooperation.

The relational nature of trust makes it a dynamic process that evolves through repeated positive interactions. Unlike transactional exchanges, trust develops over time as schools consistently demonstrate reliability, fairness, and genuine concern for students' well-being (Poppo, L., Zhou, K. Z., & Li, J. J., 2016). For example, Adams and Christenson (2021) found that trust motivates parents to engage in school activities even during challenging situations, such as addressing disciplinary issues or participating in complex governance matters. This dynamic process underscores the importance of fostering ongoing, open communication between parents and educators. Trust also encourages parents

to express their perspectives without fear of judgment, leading to more inclusive decision-making processes. In diverse socio-economic communities, trust becomes even more critical as it helps bridge gaps and reduces parental apprehension about contributing to school activities (Nicholson, E., McDonnell, 2020). Schools that prioritize relational trust can foster stronger connections with parents, ensuring that both parties work collaboratively for the benefit of students.

Building trust also requires schools to address underlying cultural and socio-economic dynamics that may influence parental participation. For example, parents from marginalized communities often face systemic barriers that impact their trust in educational institutions. By addressing these challenges through targeted initiatives, schools can create equitable opportunities for all parents to engage. Offering cultural sensitivity training for educators, organizing inclusive events, and addressing parental concerns promptly are essential strategies to foster trust (Ehren & Baxter, 2020). Additionally, trust-building efforts can be strengthened through personalized communication, such as home visits or individualized follow-ups, which demonstrate genuine care for each family. When parents feel seen and respected, they are more likely to actively participate in school activities and collaborate with educators. These efforts not only enhance parental trust but also create a more cohesive and supportive school community. Ultimately, trust serves as the foundation for meaningful parental engagement, enabling schools to build lasting partnerships that positively influence educational outcomes.

Interaction Between Transparency and Trust

The interplay between transparency and trust significantly influences parental participation, as trust serves as a moderating factor in ensuring that transparency is effective. While transparency allows schools to share information openly, its impact is most profound when parents trust the school's intentions and capabilities. This dynamic relationship highlights that transparency alone cannot drive meaningful engagement without the relational foundation of trust (Albu & Flyverbom, 2019). For instance, parents are more likely to engage with transparent school policies when they perceive the school as reliable, fair, and student-centered. In contrast, in low-trust environments, transparency may be viewed as a superficial attempt to placate stakeholders rather than a genuine effort to foster collaboration (Iglesias et al., 2020). As a result, schools in such contexts might struggle to translate transparency into increased parental participation. This suggests that building trust must precede or accompany transparency efforts to achieve their full potential. Trust provides the context within which transparency can thrive, enabling parents to interpret open communication as sincere and meaningful. Therefore, understanding the interaction between these two variables is essential for schools seeking to strengthen parental engagement.

To maximize the benefits of transparency, schools must adopt a holistic approach that integrates trust-building efforts with open communication. This involves creating policies and practices that prioritize fairness, equity, and cultural sensitivity to establish a foundation of trust in diverse communities. Transparent communication, such as sharing school performance data or decision-making

processes, should be paired with relational trust-building strategies. For example, schools can implement regular feedback mechanisms that allow parents to express their opinions and concerns, ensuring they feel valued and heard. Collaborative decision-making processes, where parents are actively involved in shaping policies, also enhance trust and make transparency more impactful. Furthermore, schools must address barriers to trust, such as historical inequities or cultural misunderstandings, through targeted initiatives like cultural sensitivity training for educators. When transparency and trust-building efforts are aligned, they create a synergistic effect that fosters a more inclusive and collaborative school environment. This dual focus ensures that transparency is perceived as an authentic tool for engagement rather than a one-sided communication strategy.

The relationship between transparency and trust also underscores the importance of tailoring approaches to the specific needs of the community. In diverse or underserved areas, schools must recognize that transparency may not be enough to overcome existing distrust among parents. Addressing this requires schools to invest in building long-term relationships with families through consistent and meaningful interactions. For example, home visits, personalized communication, and targeted outreach programs can demonstrate the school's commitment to understanding and meeting parental needs. Trust is further enhanced when schools demonstrate accountability, such as by following through on promises and addressing parental concerns promptly. Schools should also leverage digital tools to complement these efforts, using platforms that facilitate both transparency and two-way communication. Research shows that integrating trust-building strategies with transparent practices significantly increases parental engagement, particularly in challenging contexts (Iglesias et al., 2020). By fostering trust alongside transparency, schools create a foundation for sustainable and mutually beneficial relationships with parents. This integrated approach not only enhances parental participation but also strengthens the overall school community.

CONCLUSION AND SUGGESTIONS

CONCLUSION

In conclusion, this study highlights the intertwined roles of transparency and trust in fostering parental participation in educational settings, particularly within the context of MTS Negeri Kecamatan Cakung, Jakarta Timur. Transparency in communication and governance equips parents with the knowledge they need to engage meaningfully, while trust strengthens the relational foundation that encourages sustained involvement. The findings reveal that trust not only acts as a stronger predictor of parental participation but also moderates the impact of transparency, underscoring the importance of integrating both factors in school-community partnerships.

For schools and policymakers, these insights emphasize the need for comprehensive strategies that prioritize both transparency and trust-building efforts. Practical steps include adopting digital tools for enhanced communication, implementing fair and culturally sensitive policies, and fostering authentic relationships through regular and meaningful interactions. By aligning these efforts with local

contexts, schools can maximize parental engagement, which ultimately contributes to improved student outcomes and school effectiveness.

The study also identifies opportunities for further research, particularly in exploring contextual variations, longitudinal impacts, and the role of cultural factors in parental engagement. Addressing these areas will not only deepen our understanding but also provide actionable recommendations for creating inclusive and equitable educational environments.

In essence, the relationship between transparency, trust, and parental participation serves as a cornerstone for achieving collaborative and successful educational communities. By fostering these values, schools can empower parents as active stakeholders, thereby enhancing the quality and equity of education in Indonesia and beyond.

SUGGESTIONS

This study provides several important recommendations for educational leaders, policymakers, and future researchers. First, schools should prioritize transparency by providing timely, accurate, and accessible information to parents through digital tools such as mobile apps, online portals, and automated notifications. Additionally, trust-building efforts should focus on fostering authentic relationships with parents by creating opportunities for informal interactions with school staff, addressing parental concerns promptly, and ensuring fairness in school governance, including cultural sensitivity training in diverse areas like Kecamatan Cakung. Policymakers could also develop guidelines encouraging transparency and trust as integral parts of school operational frameworks, including performance indicators for parental engagement, training programs for educators, and incentives for best practices. On the other hand, future researchers are advised to utilize observational methods or longitudinal designs to validate findings, address limitations in generalizability through comparative studies in rural and suburban schools, and explore the interdependencies between transparency and trust in greater depth using qualitative methods such as interviews or focus groups. Furthermore, follow-up research could incorporate factors such as cultural norms, socioeconomic status, and educational policies to enrich the understanding of parental engagement dynamics.

REFERENCES

- Adebowale, J. A. (2024). Stakeholders'engagement And Administrative Effectiveness In Basic Education. *International Journal Of Innovative Studies*, 1(1).
- Ahmed, A. (2020). Between "Islamic" And "Un-Islamic": Navigating Religion At An American Islamic High School. *Religious Education*, 115(4), 384-399.
- Albu, O. B., & Flyverbom, M. (2019). Organizational Transparency: Conceptualizations, Conditions, And Consequences. *Business & Society*, 58(2), 268-297.
- Arar, K., Sawalhi, R., & Yilmaz, M. (2022). The Research On Islamic-Based Educational Leadership Since 1990: An International Review Of Empirical Evidence And A Future Research Agenda. *Religions*, 13(1), 42.
- Banwo, B. O., Khalifa, M., & Seashore Louis, K. (2022). Exploring Trust: Culturally Responsive And Positive School Leadership. *Journal Of Educational Administration*, 60(3), 323-339.

- Bempechat, J., & Shernoff, D. J. (2012). Parental Influences On Achievement Motivation And Student Engagement. In *Handbook Of Research On Student Engagement* (Pp. 315-342). Boston, Ma: Springer Us.
- Berkowitz, R., Astor, R. A., Pineda, D., Depedro, K. T., Weiss, E. L., & Benbenishty, R. (2021). Parental Involvement And Perceptions Of School Climate In California. *Urban Education, 56*(3), 393-423.
- Daud, K. A. M., Khidzir, N. Z., Ismail, A. R., & Abdullah, F. A. (2018). Validity And Reliability Of Instrument To Measure Social Media Skills Among Small And Medium Entrepreneurs At Pengkalan Datu River. *International Journal Of Development And Sustainability, 7*(3), 1026-1037.
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Parent And Community Involvement In Education: Strengthening Partnerships For Social Improvement. *International Journal Of Applied Research In Social Sciences, 6*(3), 372-382.
- Ehren, M., & Baxter, J. (Eds.). (2020). *Trust, Accountability And Capacity In Education System Reform: Global Perspectives In Comparative Education*. Routledge.
- Gil, E., & Johnson, A. (2024). “We, As Parents, Do Have A Voice”: Learning From Community-Based Programs Effectively Engaging Parents In Urban Communities. *Urban Education, 59*(4), 1048-1077.
- Hamaker, E. L., Mulder, J. D., & Van Ijzendoorn, M. H. (2020). Description, Prediction And Causation: Methodological Challenges Of Studying Child And Adolescent Development. *Developmental Cognitive Neuroscience, 46*, 100867.
- Herrera, S. G., Porter, L., & Barko-Alva, K. (2020). *Equity In School–Parent Partnerships: Cultivating Community And Family Trust In Culturally Diverse Classrooms*. Teachers College Press.
- Herrera, S. G., Porter, L., & Barko-Alva, K. (2020). *Equity In School–Parent Partnerships: Cultivating Community And Family Trust In Culturally Diverse Classrooms*. Teachers College Press.
- Hobson, C. A. (2024). *Implementing School-To-Home Communication Platform With Parents, Stakeholders, And The Community* (Doctoral Dissertation, Trevecca Nazarene University).
- Iglesias, O., Markovic, S., Bagherzadeh, M., & Singh, J. J. (2020). Co-Creation: A Key Link Between Corporate Social Responsibility, Customer Trust, And Customer Loyalty. *Journal Of Business Ethics, 163*, 151-166.
- Iavarasi, I. (2024). Enhancing Workplace Productivity: A Review Of Effective Communication Techniques And Their Role In Fostering Team Collaboration And Conflict Resolution. *International Journal For Multidimensional Research Perspectives, 2*(4), 33-45.
- Kusnanto, N., Sukristyanto, A., & Rochim, A. I. (2023). Relevance Of National Education Policies As An Effort To Improve The Quality Of Madrasah Tsanawiyah Education Services. *The Spirit Of Society Journal: International Journal Of Society Development And Engagement, 6*(2), 136-151.
- Lim, W. M. (2024). What Is Qualitative Research? An Overview And Guidelines. *Australasian Marketing Journal, 14413582241264619*.
- Meijer, A. (2013). Understanding The Complex Dynamics Of Transparency. *Public Administration Review, 73*(3), 429-439.
- Mitani, A. A., Mercado, N. D., Haneuse, S., & Schildcrout, J. S. (2021). Survey Design And Analysis Considerations When Utilizing Misclassified Sampling Strata. *Bmc Medical Research Methodology, 21*, 1-13.
- Nanjundeswaraswamy, T. S., & Divakar, S. (2021). Determination Of Sample Size And Sampling Methods In Applied Research. *Proceedings On Engineering Sciences, 3*(1), 25-32.
- Nicholson, E., McDonnell, T., De Brún, A., Barrett, M., Bury, G., Collins, C., ... & Mcauliffe, E. (2020). Factors That Influence Family And Parental Preferences And Decision Making For Unscheduled Paediatric Healthcare–Systematic Review. *Bmc Health Services Research, 20*, 1-23.
- Niedlich, S., Kallfaß, A., Pohle, S., & Bormann, I. (2021). A Comprehensive View Of Trust In Education: Conclusions From A Systematic Literature Review. *Review Of Education, 9*(1), 124-158.

- Poppo, L., Zhou, K. Z., & Li, J. J. (2016). When Can You Trust “Trust”? Calculative Trust, Relational Trust, And Supplier Performance. *Strategic Management Journal*, 37(4), 724-741.
- Rante N, S. V., Wijaya, H., & Tulak, H. (2020). Far From Expectation: A Systematic Literature Review Of Inclusive Education In Indonesia. *Universal Journal Of Educational Research*, 8, 6340-6350.
- Rijal, S. (2023). The Importance Of Community Involvement In Public Management Planning And Decision-Making Processes. *Journal Of Contemporary Administration And Management (Adman)*, 1(2), 84-92.
- Setiawan, A. (2024). Ethical Decision-Making In Educational Leadership: Insights From Islamic Scholars. *Edu Spectrum: Journal Of Multidimensional Education*, 1(1), 15-27.
- Sukmayadi, V., & Yahya, A. (2020). Indonesian Education Landscape And The 21st Century Challenges. *Journal Of Social Studies Education Research*, 11(4), 219-234.
- Suyuti, I., Prihantoro, W. K., Hayani, A., Fathurrohman, R., Gafarurrozi, M., Salim, A., & Musyrifah, F. (2024). Integrating Islamic Educational Programs For Street Children In Central Java: A Contextual Analysis. *Al-Ishlah: Jurnal Pendidikan*, 16(4), 4551-4565.
- Svare, H., Gausdal, A. H., & Möllering, G. (2020). The Function Of Ability, Benevolence, And Integrity-Based Trust In Innovation Networks. *Industry And Innovation*, 27(6), 585-604.
- Theoharis, G. (2024). *The School Leaders Our Children Deserve: Seven Keys To Equity, Social Justice, And School Reform*. Teachers College Press.
- Tran, Y. (2014). Addressing Reciprocity Between Families And Schools: Why These Bridges Are Instrumental For Students’ Academic Success. *Improving Schools*, 17(1), 18-29.
- Weikmans, R., & Gupta, A. (2021). Assessing State Compliance With Multilateral Climate Transparency Requirements: ‘Transparency Adherence Indices’ And Their Research And Policy Implications. *Climate Policy*, 21(5), 635-651.
- Wisutwattanasak, P., Champahom, T., Jomnonkwao, S., Seefong, M., Theerathitichaipa, K., Kasemsri, R., & Ratanavaraha, V. (2023). Modeling Extended Service Quality For Public Transportation In The Post-Pandemic Period: Differentiating Between Urban And Rural Areas: A Case Study Of Intercity Railway, Thailand. *Logistics*, 7(4), 93.
- Yigitcanlar, T., Downie, A. T., Mathews, S., Fatima, S., Macpherson, J., Behara, K. N., & Paz, A. (2024). Digital Technologies Of Transportation-Related Communication: Review And The State-Of-The-Art. *Transportation Research Interdisciplinary Perspectives*, 23, 100987.