

Synergy of Mothers, Families, and Schools in Shaping Character Education Toward Indonesia's Golden Generation 2045: A Systematic Literature Review

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Keywords

Character education, Family education, Golden Generation 2045, Mother's role, School-family synergy

Abstract

Education plays a crucial role in developing high-quality human resources to support the Indonesia Emas 2045 vision, which requires a generation with strong moral character, social responsibility, and global competitiveness. This study aims to analyze the synergistic roles of mothers, families, and schools in shaping children's character and competencies as the foundation of Indonesia's future generation. A systematic literature review was conducted using a structured search strategy guided by the SPIDER framework to retrieve articles published between 2020 and 2025 from Google Scholar, PubMed, and ScienceDirect using the keywords "character education," "mother's role," and "school-family synergy." From 1,742 identified records, 8 peer-reviewed articles met the inclusion criteria and were analyzed through thematic synthesis. The findings indicate that mothers function as primary moral educators who establish early value formation, families create supportive environments that reinforce behavioral habituation and emotional development, and schools institutionalize academic and social values through structured programs such as the Profil Pelajar Pancasila. This synergy significantly enhances children's emotional intelligence, self-regulation, social responsibility, and academic achievement. In conclusion, the tri-center of education represents a critical foundation for nurturing Indonesia's Golden Generation 2045, emphasizing the importance of strong collaboration between families and educational institutions.

1. Introduction

Education plays a central role in shaping a generation that is intelligent, well-characterized, and capable of competing in the global era. Over the past decade, numerous studies have demonstrated that the family serves as the first and most influential environment in shaping children's personality development [1]. Parental involvement, particularly in home-based educational contexts, has been shown to significantly contribute to children's academic, social, and emotional development [2,3].

Mothers play a crucial role within the family as they function as the first educators who introduce fundamental life values through parenting practices, habituation, and role modeling [4]. In addition, mothers are actively involved in supporting children's learning processes, especially in adapting to the increasingly complex development of digital technology. Active and responsive maternal support toward character values contributes to establishing a strong moral and spiritual foundation in children from an early age.

Furthermore, parenting styles within the family have a substantial influence on children's cognitive and social development. A warm, responsive, and structured parenting approach that balances guidance and independence has been consistently associated with better academic outcomes and socio-emotional competence in children [5]. However, several studies also indicate that inappropriate parental involvement may lead to psychological pressure and negatively affect children's academic performance [6]. This highlights that the quality of parental involvement is more important than its quantity.

Despite the growing body of research on parental involvement in children's education, several significant research gaps remain. First, most studies primarily focus on the direct relationship between parental involvement and academic achievement, without comprehensively examining the synergistic interaction between mothers, families, and schools as an integrated system. Second, limited research integrates multiple dimensions such as character development, readiness to face global challenges, and adaptation to digital advancements within a single holistic framework. Third, inconsistencies in the definition and measurement of parental involvement limit the external validity and generalizability of research findings [7].

Moreover, in the Indonesian context, systematic studies analyzing the synergy between mothers, families, and schools in fostering a high-quality generation toward Indonesia Emas 2045 remain scarce. In fact, an integrated approach is essential to comprehensively understand the contribution of each component.

Based on these gaps, a systematic review is necessary to identify, synthesize, and critically evaluate existing research findings related to the roles of mothers, families, and schools in children's education. Therefore, this study aims to analyze the synergy between mothers, families, and schools in supporting the development of a generation that is intelligent, well-characterized, and prepared to face global challenges toward Indonesia Emas 2045.

2. Method

Study Design

This study employs a systematic literature review design following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) 2020 guidelines to ensure transparency, rigor, and reproducibility. This approach was selected to synthesize diverse primary research findings regarding the synergy of mothers, families, and schools in supporting children's character development [4]. This approach ensures methodological rigor, transparency, and reproducibility in synthesizing existing evidence.

Included Studies and Eligibility Criteria

The included studies consist of primary research articles involving early childhood and school-aged children, mothers as primary caregivers, and teachers within the educational context. The eligibility criteria were: (1) original research articles published between 2020–2025; (2) studies focusing on maternal roles, family environment, or family-school collaboration; (3) peer-reviewed journal publications; and (4) availability of full-text articles. Studies were excluded if they consisted of unpublished reports, non-academic websites, or research focusing exclusively on clinical medical interventions unrelated to educational or behavioral outcomes [5].

Information Sources and Study Selection

Relevant literature was systematically searched across three electronic databases: Google Scholar, PubMed, and ScienceDirect. A systematic search and selection process was conducted based on predefined inclusion and exclusion criteria following PRISMA guidelines. The initial identification yielded 1,742 records, which were screened through title and abstract review, followed by full-text eligibility assessment to obtain the final 8 studies included in this review.

Search Strategy

The search strategy was conducted using Boolean operators and predefined keywords: ("character education" OR "pendidikan karakter") AND ("mother's role" OR "peran ibu") AND ("school-family synergy") [7]. The SPIDER framework (Sample, Phenomenon of Interest, Design, Evaluation, Research Type) was used solely to structure the search strategy and define inclusion criteria, not as a tool for quality or risk of bias assessment [8]. Screening was performed by two independent reviewers, and disagreements were resolved through discussion and consensus.

Quality Assessment

The methodological quality of the included studies was assessed using standardized critical appraisal tools. The Critical Appraisal Skills Programme (CASP) checklist was applied for qualitative studies, while the Joanna Briggs Institute (JBI) critical appraisal tools were used for quantitative and mixed-method studies. These tools were used to evaluate methodological rigor, validity, and potential sources of bias.

Risk of Bias Assessment

Risk of bias was assessed based on the results of the CASP and JBI appraisal tools. Each study was categorized as having low, moderate, or high risk of bias based on criteria such as sampling strategy, data collection methods, and analytical rigor.

Research Procedures

The review followed the PRISMA procedure consisting of four stages: identification, screening, eligibility, and inclusion. The identification stage involved database searches, followed by the removal of duplicate records during the screening phase. Subsequently, full-text articles were evaluated during the eligibility stage according to the predefined inclusion criteria. The study selection process is presented in a PRISMA flow diagram constructed in accordance with PRISMA 2020 standards.

Data Analysis Strategy

A thematic synthesis approach was employed to analyze the findings. The analysis involved: (1) line-by-line coding of extracted findings; (2) development of descriptive themes; and (3) generation of

analytical themes to interpret the relationships between maternal roles, family environment, and school involvement. This approach allowed the integration of key concepts such as maternal influence (madrasatul ula) and school-based character education programs within the Indonesian context.

3. Results and Discussion

Result

The initial database search yielded 1,742 records from Google Scholar, PubMed, and ScienceDirect. After removing 521 duplicates, 1,221 records remained. Screening of titles and abstracts led to the exclusion of 1,176 records that did not meet the thematic focus of this study. A total of 45 full-text articles were assessed for eligibility, of which 30 were excluded due to reasons such as lack of peer-review status or irrelevant outcomes. Ultimately, 8 studies met the inclusion criteria and were included in this systematic review (see Figure 1 for the PRISMA flow diagram).

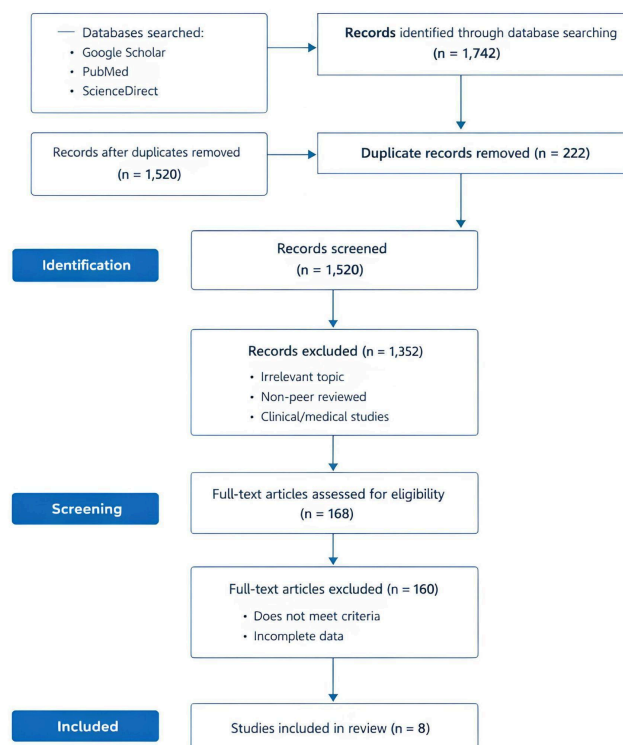


Figure 1. PRISMA 2020 flow diagram illustrating the study selection process

Study Characteristics

The 8 selected studies were published between 2020 and 2025. The majority of the studies employed qualitative research methods ($n = 4$), followed by quantitative approaches ($n = 3$) and one mixed-method study ($n = 1$). Most studies were conducted within the Indonesian educational context ($n = 6$), while two studies provided international perspectives on parenting styles and educational collaboration. Collectively, these studies examined the roles of mothers, families, and schools in supporting children's character development and educational outcomes.

Risk of Bias in the Study

Quality assessment was conducted using the CASP and JBI critical appraisal tools to evaluate methodological rigor and risk of bias. Five studies were categorized as having a low risk of bias due to clearly defined sampling strategies and robust analytical procedures, while three studies were classified as having a moderate risk of bias primarily due to limited sample representativeness and contextual constraints. No studies were categorized as having a high risk of bias, allowing all selected studies to contribute to the synthesis of the "tri-center of education" concept.

Individual Study Results and Synthesis Results

The synthesis of findings highlights the complementary roles of the three educational pillars: mothers, families, and schools. The key outcomes derived from the literature are categorized into maternal influence, family environment, and school-family collaboration as summarized in Table 1.

Table 1. Synthesis of Key Findings on the Synergy of Mothers, Families, and Schools

Author	Year	Country	Research Objective	Participants	Research Design and Data Collection Method	Findings	Implications
Halimah S. et al.	2024	Indonesia	To explore mothers' experiences in supporting children's primary education	Mothers with children in primary education	Qualitative phenomenological study (interviews & FGD)	Mothers play a central role in guiding learning and supporting children's development	Strengthening mothers' involvement and school-family collaboration is essential
Asrofi D. A. N. et al.	2023	Indonesia	To analyze the role of working mothers and maternal education in children's learning during COVID-19	Families with school-aged children	Quantitative study (secondary data analysis)	Maternal education and employment influence children's learning outcomes	Policies should support working mothers and improve maternal education
Awiszus A., Koenig M., & Vaisarova J.	2022	Germany	To analyze the influence of parenting styles on child development	Families with children	Literature-based/quantitative review	Authoritative parenting improves emotional and social development	Balanced parenting styles should be promoted
Zhang X., et al.	2022	China	To examine the relationship between parenting style and children's cognitive development	Children (longitudinal study)	Longitudinal study	Parenting effects depend on child temperament	Parenting should be adapted to child character
Lahitani A., Sulistyarningsih RR. E.	2020	Indonesia	To examine early childhood education among beneficiary families	Families in early childhood programs	Qualitative study	Parents have awareness but limited educational support	External support is needed to strengthen parental role
Nurani Y., et al.	2024	Indonesia	To develop character education model based on local wisdom	Early childhood education settings	Model development & implementation study	Local wisdom strengthens children's character	Character education should integrate cultural values
Fitriati N., et al.	2024	Indonesia	To analyze gender-responsive parenting on interest in higher education	Urban families	Quantitative survey	Gender-equal parenting increases academic motivation	Promote gender equality in family education
Anggraini D.N., Sopianingsih P.	2023	Indonesia	To examine effectiveness of school-family partnerships	Students and families	Quantitative/field study	Collaboration improves character and mental well-being	Strengthening school-family partnership is essential

Discussion

The findings of this systematic review demonstrate that the synergy between mothers, families, and schools plays a crucial role in shaping children's character and competencies toward Indonesia's Golden Generation 2045. Mothers emerge as primary educators who initiate early learning experiences and value formation through daily interactions and emotional support. Halimah et al. (2024) emphasize that mothers

play a central role in guiding children's learning and development, while Asrofi et al. (2023) highlight that maternal education and employment significantly influence children's learning outcomes. In addition, Fitriati et al. (2024) show that gender-responsive parenting increases children's academic motivation, reinforcing the importance of equitable parenting practices within the family context.

The family environment functions as a foundational setting for character development, where values and behavioral patterns are internalized. Nurani et al. (2024) demonstrate that integrating local wisdom into character education strengthens children's moral development, while Lahitani and Sulistyarningsih (2020) reveal that although parents are aware of their role, limited access to educational resources may hinder effective implementation. These findings indicate that family-based education requires not only awareness but also adequate support systems to optimize its impact on children's development.

Schools act as strategic partners in reinforcing children's cognitive, social, and emotional development through structured educational systems. Anggraini and Sopianingsih (2023) show that effective school-family collaboration improves children's character formation and mental well-being. Furthermore, international evidence from Awiszus et al. (2022) indicates that authoritative parenting enhances children's emotional and social development, while Zhang et al. (2022) demonstrate that parenting effectiveness depends on children's individual characteristics, such as temperament. Overall, these findings confirm that the integration of maternal roles, family environments, and school systems reflects the practical implementation of the tri-center of education concept, where collaborative synergy creates a sustainable educational ecosystem for developing a generation that is intelligent, ethical, and globally competitive toward Indonesia Emas 2045.

4. Conclusion

Based on a synthesis of 8 selected studies, this systematic review confirms that the synergy between mothers, families, and schools plays a crucial role in shaping children's character and competencies toward Indonesia Emas 2045. Mothers and families serve as the primary environment for instilling moral values, character, and emotional development, while schools strengthen academic, social, and critical thinking skills through structured educational processes. Effective collaboration between families and schools contributes significantly to children's cognitive development, character formation, and readiness to face global challenges. Therefore, strengthening partnerships between families and schools through active communication, parental involvement, and supportive educational policies is essential to develop a generation that is intelligent, ethical, and globally competitive.

Author Contributions

This manuscript was developed through the collaborative efforts of all authors. O.E.A.N. contributed to the conceptualization and methodological design of the study. C.F. was responsible for data curation, literature analysis, and preparation of the original draft. H.C.R.N. provided validation, supervision, and contributed to the review and editing of the manuscript. All authors contributed equally to this research and have read and approved the final version of the manuscript.

Funding

This research did not receive any specific funding support from government funding agencies, commercial entities, or non-profit organizations. The research was conducted independently by the authors without any involvement from sponsors in the research design, data collection, analysis, data interpretation, report writing, or decision to publish this article.

Declaration of Conflicting Interests

The authors declare that there are no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Data Availability

The data used in this study were obtained from scientific journal articles that had been previously published and were publicly available through various academic databases such as Google Scholar, PubMed, and ScienceDirect. These articles were used as data sources to identify and analyze literature relevant to the research topic. The datasets generated and/or analyzed during this study can be obtained from the corresponding author upon reasonable request.

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