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Innovative model of collaboration between schools and parents to encourage healthy lifestyles among elementary school students through the friday smart program

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ABSTRACT

This study aims to analyze the collaboration between schools and parents in promoting healthy lifestyles through the Smart Friday Program at SD Muhammadiyah 08 Dau. This study uses a descriptive qualitative research method with the principal, teachers, students, and parents as research subjects. Data were collected using observation, interviews, and data triangulation. The data were then analyzed using thematic analysis, which included data reduction, data analysis, and conclusion analysis. Data validity was achieved through source and technique triangulation. The findings showed that the Smart Friday Program, which consisted of activities such as cheerful gymnastics, guest studies, balanced nutrition, and Clean Friday, had a positive effect on students' healthy lifestyle choices at school and at home. Collaboration between schools and individuals can increase students' consistency in adopting healthy lifestyles. However, the scope of this study was limited to one school and did not use quantitative analysis to measure the program's impact statistically significantly. Therefore, further research with more comprehensive subjects and methodologies is recommended to improve the research.



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Introduction

Education is a conscious and planned effort aimed at improving the learning and educational process so that students actively develop their potential to possess spirituality, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society in general, the nation, and the state (Pristiwanti et al., 2022). Education is an important foundation in developing a child's personality and forming life habits (Nurfazri et al., 2024).

In recent years, threats to global health have increased, particularly those related to diseases caused by unhealthy lifestyle choices. The World Health Organization (WHO) emphasizes that lifestyle choices made during childhood have a negative impact on individual health in adulthood (Lee et al., 2020). In Indonesia, similar problems are also evident, where non-communicable diseases are increasingly prevalent and health challenges are becoming more complex due to unhealthy lifestyles. Many elementary school students still find it difficult to understand and apply healthy lifestyles. This is due to students' lack of understanding of self-care, the environment, healthy eating habits, and adequate rest patterns (Mulyana et al., 2024). According to data from the Ministry of Health, the prevalence of obesity among school-age children has increased significantly in

recent years. This indicates the need for interventions involving various parties, including schools and parents, to create an environment that supports healthy lifestyles. Therefore, health education in schools is very important to equip students with the knowledge and skills necessary for healthy living (Sharma, 2021).

Parents play an important role in their children's education, therefore parents are expected to actively contribute to education by encouraging, inspiring, and motivating their children (Aprilia et al., 2021). Parental involvement in school activities increases children's motivation and academic success. Research shows that by working together, parents and schools can create an environment that supports children's psychological and social development and raises awareness of the importance of health. This is in line with the opinion (Mitchell et al., 2023) which states that parental involvement in children's health bridges healthy living habits in school and home environments and improves long-term health effectiveness. Cooperative, trusting, and sustainable collaboration can instill healthy lifestyle habits in students.

Collaboration between schools and parents is key to fostering healthy lifestyles in students. Through flexible and ongoing communication, open dialogue between parents and schools can support each other in implementing healthy lifestyles (Amalia et al., 2024). Programs that involve parents in school activities, such as Friday Smart, are expected to enhance this synergy.

Muhammadiyah 08 Dau Elementary School implements the Friday Smart program to promote healthy living among students. The program not only focuses on physical aspects, but also includes nutrition education, hygiene, and fun physical activities. The Friday Smart program consists of fun gymnastics, environmental cleaning, guest studies (delivery of material from parents), Friday charity, health checks, and balanced nutrition (eating foods with balanced nutrition) all of these activities are directly guided by parents. By involving parents in this program, it is hoped that it can increase collective awareness of the importance of a healthy lifestyle that can be implemented both at school and at home.

Based on the results of interviews with the Principal, it shows that there are still students of Muhammadiyah 08 Dau Elementary School who experience unhealthy lifestyles from the food intake they eat, resulting in a lack of students' immunity to disease. Every change of season, many students fall ill so they cannot participate in learning as they should. The obstacles faced by Muhammadiyah 08 Dau Elementary School in implementing the Friday Smart program include 1) Not all parents participate / are involved in Friday Smart activities, 2) The predetermined rundown may be delayed due to other sudden activities. To overcome these obstacles, the school held a discussion forum with parents / guardians of students to find the best alternative information to overcome the obstacles that occurred.

Based on observations conducted by researchers, Muhammadiyah 08 Dau Elementary School has several engaging programs. One such program is Friday Smart. This program is crucial for elementary school students because it encourages healthy living. This healthy lifestyle makes it easier for them to participate in the learning process.

Based on previous research (Purwana et al., 2024) it shows that Implementing a healthy and clean lifestyle can improve students' mental and physical health and enhance concentration during learning. This research focuses on a Clean and Healthy Lifestyle as an effort to improve health and the quality of learning. The novelty of this research lies in the structured collaborative model and the integration of parental roles into students' lifestyle habits.

Furthermore, implementing PHBS can create a facilitative and comfortable learning environment that can motivate students to learn more intensively. Therefore, efforts are needed to improve PHBS implementation in elementary schools, both through student education and the provision of supporting facilities and infrastructure.

This study was conducted with the aim of analyzing School and Parent Collaboration in Cultivating Healthy Living Through the Friday Smart Program at SD Muhammadiyah 08 Dau. This is because so far there has been no research discussing the implementation of the "Friday Smart" program or the model of collaboration between schools and parents in instilling healthy lifestyles in elementary school students. In addition, there has not been much research examining the direct and structured involvement of parents in programs to instill healthy lifestyles in students. This study is expected to serve as a reference for schools and parents in implementing healthy lifestyle programs both at school and at home. Therefore, the results of this study are expected to provide practical recommendations for improving collaboration between schools and parents in educating children about the importance of healthy living.

Method

The research method used was a descriptive qualitative approach. The descriptive qualitative approach was chosen because it is suitable for comprehensively describing complex social phenomena and is closely related to

empirical data. It is also commonly used in educational research to directly understand the experiences of participants (Doyle et al., 2020). The study was designed to analyze the collaboration between schools and parents in implementing the Friday Smart program at SD Muhammadiyah 08 Dau.

The data collection techniques used in this study were interviews, observation, and documentation. The interview method used was in-depth interviews or interviews with key informants selected based on their direct involvement in the program, representing lower and upper grades, with a total of seven participants consisting of the principal, teachers, parents, and students to obtain relevant and contextual information. Observations were conducted directly on the implementation process of the Friday Smart activity, and documentation was used to reinforce the data from the interviews and observations.

The data sources in this study consist of primary and secondary data sources. Primary data sources include interviews and direct observations of school principals, teachers, and parents of students involved in the Friday Smart program. Meanwhile, secondary data sources were obtained from documentation of activities and school archives relevant to the implementation of the program.

The researcher obtained accurate research data by verifying the data, a process commonly referred to as triangulation. The researcher used source triangulation, which can be done by verifying information obtained from various sources. Technique triangulation is the verification of data from the same source but using different methods, and time triangulation can be done by verifying data from the source and still using the same technique but at a different time or under different conditions (Mekarisce, 2020).

With these methods, it is hoped that the data obtained in this study will be valid, accurate, and able to comprehensively describe the collaboration between schools and parents in the Friday Smart program at SD Muhammadiyah 08 Dau.

Results and Discussions

The results of the study show that collaboration between schools and parents in cultivating a healthy lifestyle through the Friday Smart program at Muhammadiyah 08 Dau Elementary School is effective and has a tangible impact on the formation of a healthy lifestyle culture in elementary schools. Based on the results of observations, interviews, and documentation involving the principal, teachers, parents, and students, data obtained shows that the Friday Smart program is implemented routinely every Friday with the collaboration of the school and parents.

Collaboration between Schools and Parents

The results of the observation show that collaboration is formed through intensive communication, active participation, and clear division of roles. According to interviews with the principal, this collaboration involves joint preparation related to activity planning, implementation, and program evaluation. The school facilitates Friday Smart activities every Friday, while parents act as supporting partners, directly participating in activities such as gymnastics, guest study, and balanced nutrition.

Second and fifth grade teachers explained that communication between teachers and parents is carried out through WhatsApp groups and face-to-face meetings to coordinate schedules. In the balanced nutrition activity, parents prepare healthy meals at home, help distribute food, and provide examples of nutritious dishes that children can eat. This reinforces the view that the success of collaboration is determined not only by the intensity of communication, but also by agreed roles and shared commitment.

Guest study, or presentations from parents. In this activity, parents act as inspirational speakers. The image above shows a presentation by a parent who works as a dentist regarding dental hygiene and health. Through this activity, children learn from figures they know and trust, making the message about the importance of healthy living easier to accept and put into practice.

This collaboration demonstrates open communication and a shared vision between the school and parents. The principal stated that the success of the Friday Smart program depends not only on school activities but also on the role of parents in instilling similar habits at home. Parents support this program by adopting healthy lifestyles, such as preparing nutritious breakfasts and limiting the consumption of instant snacks.

Interviews with parents indicate that they feel actively involved in the Friday Smart Program and have seen tangible benefits in their children's behavioral development. Parents have observed positive changes, particularly in their children's personal hygiene habits and greater awareness of food choices. Children are now more easily guided to maintain good personal hygiene, such as washing their hands before eating, regularly trimming their nails, and avoiding unhealthy snacks.



Figure 1. Guest Study in the Friday Smart program

These results are supported by interviews with students who stated that their parents were actively involved in the Friday Smart program, and parents also provided support in the form of supervision and reminders to practice healthy habits at home. Students stated that they are accustomed to receiving guidance on personal hygiene, such as washing their hands after activities and keeping their nails clean.

Therefore, collaboration between schools and parents has proven effective in supporting the success of the Friday Smart program as a means of fostering healthy living habits in the school environment. The synergy that has been formed shows that the role of the family is not only limited to supporting activities, but also plays a role as a strategic partner in strengthening character education values, especially in forming sustainable, healthy living habits. The active involvement of parents in every Friday Smart activity demonstrates a shared awareness that health education cannot be done separately at school, but instead requires ongoing practice at home.

The active involvement of parents in activities such as Senam Ceria (Fun Exercise), Guest Study, and Balanced Nutrition demonstrates that schools serve not only as centers of formal education but also as platforms for building synergy with families in instilling healthy living values. Parents play a role not only as participants but also as strategic partners and learning facilitators. This finding aligns with research (Aprilia et al., 2021), which explains that parental involvement in school activities positively influences children's educational success because it strengthens habits at home. Similarly, (Amalia et al., 2024) state that effective collaboration between schools and parents creates two-way communication that supports children's character education. In this context, Friday Smart serves as a means to strengthen this relationship through educational, fun, and sustainable joint activities.

The Friday Smart program not only focuses on developing healthy lifestyles but also on building a positive school culture. Activities such as Happy Gymnastics and Clean Fridays foster discipline, cooperation, and a concern for environmental cleanliness. Teachers consistently remind students to practice these habits. These findings support research (Jelita & Adri, 2024) that explains that school cleanliness activities can foster a sustainable environmental awareness among students.

Through collaboration between schools and parents, the Friday Smart program has proven to be an effective approach to holistic education that integrates the physical, social, moral, and emotional aspects of students. Students not only learn about health but also apply it directly in their daily lives. This synergy proves that health education cannot be separated from the support of the family and school environment. Friday Smart is not just a routine program, but an educational innovation that fosters a culture of healthy living and positive character in a sustainable manner. The success of this program shows that effective collaboration between schools and parents can be a strategic model for other elementary schools in instilling healthy habits from an early age through meaningful, participatory, and contextual learning.

The success of the collaboration between schools and parents stems from a shared sense of ownership of the program. Schools do not position parents as external parties, but rather as strategic partners. However, not all parents can be consistently involved, indicating the need for a more adaptive collaboration model that takes into account parents' social backgrounds and time constraints.

Healthy living culture in schools

The Friday Smart program at Muhammadiyah 08 Dau Elementary School serves as a means to promote healthy lifestyles, involving the entire school community. Observations show that this activity is held every Friday morning and includes various activities such as fun gymnastics, guest study sessions, balanced nutrition, and Clean Friday. These activities are not only physical but also educational and reflective, enabling students to understand the importance of maintaining fitness, following a healthy diet, and ensuring a clean environment.



Figure 2. Cheerful Gymnastics

The picture above shows the enthusiasm of students and teachers in participating in cheerful exercises. These cheerful exercises serve as an opening activity to improve the students' fitness and teamwork. Based on observations, all students and teachers appeared enthusiastic when participating in the cheerful exercises. This activity aims to raise awareness that simple exercises such as gymnastics can improve physical fitness. Through this routine, students become more active and energetic in participating in subsequent learning activities. Exercise also serves as a first step in building awareness that maintaining physical health is part of personal responsibility. This is in line with the opinion (Maisaroh & Amalia, 2025) that cheerful exercise can increase enthusiasm for learning and support the physical, mental, and character development of students.

Next, they conducted environmental cleanup activities to maintain the cleanliness of the school environment after carrying out the environmental cleanup activities. Based on observations and interviews with teachers, this activity was carried out by involving students in cleaning the classroom, yard, and school environment. After the activity, teachers got students into the habit of washing their hands before returning to class. Through this hands-on practice, students not only maintained environmental cleanliness but also learned to develop a sense of responsibility, environmental awareness, and clean living habits.

Balanced nutrition activities are implemented to introduce the importance of a balanced diet. Children will consume nutritionally balanced meals prepared by their parents based on discussions with the school.

Based on the interview results, the teacher stated that through this activity, students learned to recognize the benefits of healthy foods and avoid instant foods. Furthermore, the environmental cleanup activity taught students to maintain a clean environment, wash their hands after activities, and understand the importance of cleanliness as part of their beliefs. The teacher consistently reminded students about the importance of maintaining cleanliness, such as throwing trash in the trash can and washing their hands after activities.

This picture shows students getting used to washing their hands after activities. This simple practice is an important part of developing healthy habits, as it is done directly and guided by teachers. This habit reinforces students' understanding that personal hygiene is part of health.

Interviews with students revealed positive behavioral changes after participating in the Friday Smart program. Students reported being more disciplined in maintaining personal hygiene, such as washing their hands before and after meals, regularly trimming their nails, and avoiding the habit of buying snacks indiscriminately at school. Furthermore, students demonstrated high enthusiasm for participating in physical activities such as fun gymnastics and clean Fridays, which became enjoyable routines for them. This was reinforced by interviews with parents, who confirmed that these behavioral changes continued at home. Children began to demonstrate initiative in adopting a healthy lifestyle independently. This indicates that the health values instilled through Friday Smart do not stop at school activities, but have become habits embedded in students' daily lives.



Figure 3. Students wash their hands after activities

Based on the results obtained, it can be concluded that the Friday Smart program has successfully fostered a healthy lifestyle culture based on collaboration between schools and parents. This initiative not only raises students' awareness of the importance of health but also reinforces values such as discipline, responsibility, and environmental stewardship. This program serves as a concrete example of how consistent practices can foster a healthy culture in elementary education settings.

Thus, the healthy lifestyle culture developed through the Friday Smart program reflects a holistic education model that balances the physical, social, moral, and emotional dimensions of children. A healthy culture is not only implemented as a routine activity but has become an integral part of students' character and lifestyle. This program can serve as a model of good practice for other elementary schools in fostering a sustainable, healthy culture based on school-parent collaboration.

Conclusions

Based on the results of the study, it was found that collaboration between schools and parents in promoting healthy living through the Friday Smart program at SD Muhammadiyah 08 Dau was effective and contributed significantly to the formation of a healthy lifestyle culture in elementary schools. This program proved that the active involvement of parents as strategic partners of schools was able to strengthen healthy living habits and expand the impact of learning to the family environment. This collaboration is realized through intensive communication, direct participation in activities such as Fun Gymnastics, Guest Study, and Balance Nutrition, as well as the implementation of healthy living by students at home. The involvement of parents enables continuity between health practices at school and at home, so that healthy living values do not stop at school activities but develop into students' daily habits.

Based on research that has been conducted, healthy living habits are built through direct experiences such as cheerful gymnastics, guest studies, and balanced nutrition. This collaboration with parents enables students to better understand, remember, and apply healthy living patterns. In this case, students not only receive health information in an abstract manner, but also through repeated direct experiences supported by their surroundings. The success of this program is influenced by the interaction and communication between schools and parents. Parents who are actively involved are able to strengthen the internalization of values of discipline and healthy living habits in students.

This study opens opportunities for other researchers to examine the effectiveness of the Friday Smart program or similar programs in different school contexts, either through qualitative or mixed approaches to measure the long-term impact on student behavior and health. Thus, the Friday Smart program can be seen as a collaborative model with the potential to be replicated and developed more widely to build a culture of healthy living among elementary school students.

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