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Parent Involvement : Form of Society Participation with Madrasah

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Abstract: This study aims to examine the forms of parental involvement as a manifestation of community participation in early childhood education. The research addresses the urgent need to strengthen collaboration between schools and families to enhance the quality of children's education, particularly in madrasah environments. A descriptive qualitative method was employed, involving observations, document reviews, and in-depth interviews with school leaders, teachers, and four parents. Data analysis followed the flow model of Miles and Huberman, comprising data reduction, data display, and conclusion drawing. The findings indicate that parental involvement manifests in four key dimensions: parenting, communication, volunteering, and home-based learning. These dimensions align with Epstein's framework and are reflected in activities such as parenting workshops, digital communication via WhatsApp groups, volunteering in school events, and parental support in children's home learning. The implications of this study underscore the importance of institutionalizing parental roles through structured programs and open communication strategies, which are vital in fostering sustainable and mutually beneficial school-community partnerships. Moreover, the research offers a practical model for other educational institutions to adopt similar participatory frameworks in nurturing inclusive and supportive learning environments.
Keywords— *Parent Involvement, Community Participation*

Abstrak— Penelitian ini bertujuan untuk mengkaji bentuk-bentuk keterlibatan orang tua sebagai wujud partisipasi masyarakat dalam pendidikan anak usia dini. Penelitian ini membahas kebutuhan mendesak untuk memperkuat kolaborasi antara sekolah dan keluarga guna meningkatkan kualitas pendidikan anak, khususnya di lingkungan madrasah. Metode kualitatif deskriptif digunakan, yang melibatkan observasi, telaah dokumen, dan wawancara mendalam dengan pimpinan sekolah, guru, dan empat orang tua. Analisis data mengikuti model alur Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa keterlibatan orang tua terwujud dalam empat dimensi utama:

pengasuhan, komunikasi, kesukarelaan, dan pembelajaran berbasis rumah. Dimensi-dimensi ini sejalan dengan kerangka kerja Epstein dan tercermin dalam kegiatan-kegiatan seperti lokakarya pengasuhan, komunikasi digital melalui grup WhatsApp, kesukarelaan dalam acara-acara sekolah, dan dukungan orang tua dalam pembelajaran anak di rumah. Implikasi dari penelitian ini menggarisbawahi pentingnya melembagakan peran orang tua melalui program-program terstruktur dan strategi komunikasi terbuka, yang sangat penting dalam membina kemitraan sekolah-masyarakat yang berkelanjutan dan saling menguntungkan. Lebih jauh lagi, penelitian ini menawarkan model praktis bagi lembaga pendidikan lain untuk mengadopsi kerangka kerja partisipatif serupa dalam memelihara lingkungan belajar yang inklusif dan mendukung.
Kata Kunci— *Keterlibatan Orang Tua, Partisipasi Masyarakat*

INTRODUCTION

Education is an effort in the context of passing on knowledge, abilities or skills and attitudes from one generation to a new generation so that a cultural order can be created, which is the result of the development of a training and learning process that is deliberately arranged, either through mentoring or self-taught learning (Dishon & Gilead, 2021; Dasopang et al., 2023). Education is a very *urgent learning process* for every individual human being. Especially for children both in terms of spiritual education, ethical education and physical education (Habyarimana et al., 2022; Andrei, 2023). Education can be obtained from the family, school, and community environment. Education is the main gate in providing change to the nation and country towards a more advanced direction (Ratten & Usmanij, 2021; Kohl et al., 2022). Therefore improving the quality of education is a priority that is always being improved in a country.

Quality education is a crucial issue in this country. The problem of the quality of education is still a major problem (Kawuryan et al., 2021; Tien et al., 2022). Improving the quality of education, especially in Indonesia, is almost a task for every minister sitting in the Ministry of Education and Culture, which has not been completed so far. Various policies and changes were made in order to improve the nation's education (Mishra et al., 2022). Changes in the learning curriculum from year to year, various reforms in order to increase the competence of educators and so on. These various reforms will not succeed if there is no support and participation from the community, especially parents of students. Parental participation and participation is very much needed because parents and schools are partners in delivering ideals and forming superior student personalities (Kingston, 2021; Myende & Nhlumayo, 2022). Parents have a strategic role in helping improve their child's learning. Schools and parents both have an important role in increasing the effectiveness of learning. Therefore schools need to invite and convince parents to work together to improve the quality of learning directly.

However, the current reality was that not all schools have a good relationship with the parents of their students. There were still many parents who entrust their children to the school completely. And they tend not to want to know about their children's educational development (Eyler et al., 2023). Therefore, in order to build community participation, the school must prioritized providing its best service to all school users because service was the most important thing that must be given to consumers (students and parents). Based on this, RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo Gebangan Krejengan Probolinggo always tried to involve and provide opportunities for parents of students as a school community to contribute and work together both in carrying out the vision and mission of the school and providing assistance to their children when at home. This was intended in order to build a harmonious relationship between parents and schools. The selection of the research location was based on the results of initial observations made that RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo Gebangan Krejengan was one of the schools in the Krejengan sub-district with good waiters and establishing harmonious partnerships with the parents of their students. This could be seen in several school activities involving parents directly.

In order to achieve the school's vision and mission, the parents/community of this school had the opportunity to play a role in the school's program. Therefore, schools had an obligation to provide explanations regarding programs, goals, needs, and conditions of schools to parents (Baharun & Rizqiyah, 2022; Kholil et al., 2023). As explained in the law regarding parental rights, parents had the right to participate in selecting educational units and to obtain information related to the educational development of their children (Sujarwo et al., 2021; Dias & Brito, 2021). On the other hand, schools must also known clearly what the hopes, aspirations, needs and demands of parents are for the school. Thus in order to realized quality education, a harmonious relationship must be fostered and developed between schools and parents. The more harmonious the relationship between parents and school, the more prosperous the child's life at school and the better his performance will be (Rudolf & Bethmann, 2023). This has always been a guideline for RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo.

The urgency of parental involvement in children's education was because parents are *madrasatul ula* and *bad* for their children (Hasanah, 2021). As for school institutions, only during the period of education at school. In addition, schools did not have a history of children's conditions. The quality of an educational institution such as a school will be influenced by a good relationship with the parents of the students. Parental involvement can improve the quality of education and the quality of the

output of its graduates (Yang et al., 2023; Kantova, 2024). As for parents, their involvement in their children's education can facilitate them in aligning children's activities at home and in the surrounding environment, sharing *experiences* in helping children grow and develop, can provide advice and input for school progress, and can know, understand and support programs school better.

In addition, parental involvement in their child's education can be carried out through a number of activities, such as participating in carrying out the school's vision and mission, supervising learning activities at home, helping with homework, and consulting with schools and teachers. Community participation can be realized in the form of real activities when it fulfils three supporting factors, namely: the willingness, ability and opportunity to participate. The willingness and ability to participate comes from the person concerned, namely parents or community groups, while the opportunity to participate comes from the school. Parents who are actively involved in the educational process are basically parents who have concern for the continuity of their children's education (Barrow et al., 2021).

The process of implementing education in schools can be optimal when it was supported by several factors, including resources from schools, parents, and the community. Both in the form of material, moral and spiritual are needed to improve quality and achieve educational success. Based on Joy Eipstein's explanation, there are six forms of parental involvement in the educational process at school, namely *parenting*, communication, volunteering, learning at home, decision-making, and collaboration. with the community (Walan & Gericke, 2021).

Leo et al., (2022) in their research, explained that involvement meaned participation and participation carried out by someone in order to fulfil the need for a particular object. Maldonado et al., (2022) in his research, parental involvement with schools is not just paying for education funding; it is even broader in scope. Meanwhile, Kartel et al., (2022) said that parental involvement in children's education includes several things, including: involvement in fulfilling the facilities and infrastructure needed by children, involvement in supervising learning activities at home, participation in supervising learning activities at school, and involvement in motivating children.

Based on the previous research reviews above, there are differences between previous research and this research. In this study, it will be explained in detail what forms of parental involvement should be towards the school. In addition, this research is a significant novelty in enriching the understanding of the role of parents in children's education, as well as complementing previous research, especially on the issue of parental involvement with schools. The focus of this research is to describe the forms

of parental participation in children's education at RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo.

RESEARCH METHOD

This research used a descriptive qualitative approach. This research was located in RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo. The sources of research data were obtained using documentary observation and in-depth interviews with several sources, including the school principal, teachers and 4 parents of students. Data analysis in this study was the "data flow analysis" model, as stated by Miles and Huberman, as shown in the following chart.

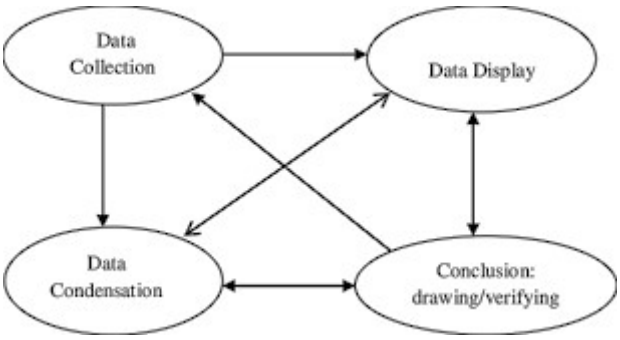

Figure 1. Data Collection Process

The chart above illustrated the stages of analysis that one of the data analysis techniques often used in qualitative research was data flow which consists of three activities, namely data reduction, data display, and drawing verification/conclusions.

FINDINGS AND DISCUSSION

Based on the results of observations at RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo, it can be seen that the form of parental involvement with the school was relatively good. The school always strived so that the relationship that exists between the school and parents is always harmonious. Based on Eipstein's opinion (Shuping, 2023), there are six forms of parental involvement in the education process at school, namely parenting , communicating , volunteering, learning at home, making decisions, and collaboration with communities/organizations (collaborating). The forms of parental involvement of RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo students with schools consist of parenting, communicating, volunteering, and learning at home.

Parenting

Parental involvement with the school can be shown in the form of parental support in creating a home/family environment that supports the educational development of their children (Morales-Alexander, 2021;

Sengonul, 2022). Support and motivation from parents are important in determining the success of a child's education. However, the current reality is that there are still children who do not receive support from their parents. An unsupportive home environment is the cause of delays in children's educational development (Salminen et al., 2021). In addition, the busyness of each parent is one of the most dominant factors. Seeing the importance of fostering parental motivation in education, one of the strategies carried out at RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo is through parenting activities. Parenting activities are a form of informal activity carried out to harmonize educational and childcare activities both in playgroups and at home (Susanti et al., 2021). This parenting was specifically aimed at the guardians of students, both parents, caregivers, and other family members who played a direct role in the process of child (student) development.

Through this activity, the school prepared information and training for parents about the stages of child development and how to support the maturity of their child's growth. RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo regularly provided education and knowledge to the parents of her students. This activity was intended as an effort to improve the knowledge and understanding of schools and parents simultaneously regarding the development of their children. This was an important activity for parents to be able to find out how the stages of parenting are right for the development of their children according to their age.

Such as proper parenting, twice in a year overcoming child delinquency, overcoming children's deviant behaviour tendencies, methods of increasing children's learning motivation and so on. This activity was led directly by competent and expert speakers in their fields. This activity was the school's annual routine agenda that must be carried out, even though in its implementation, 75% of students' parents were also present while 25% were unable to attend.

Communicating

Communication activities were intended as a school strategy in order to create two-*way communication* or reciprocity related to the improvements that have been achieved by schools and the increase in achievements achieved by students as well as the development of school programs in improving learning outcomes and student character. The form of parental participation in the form of communication at RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo Gebangan Krejengan was implemented through *online* and *offline communication*.

RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo used technological sophistication as a supporting tool in the

success of the teaching and learning process. One of them is by making groups of parents of students based on class. This was intended to make it easier for schools to control children's learning activities when at home and to report the improvements and obstacles faced by students towards the parents concerned. As said by RA educator Nurul Istifadah, the school facilitated parent groups on the WhatsApp application with the aim that parents can find out how their children are developing and progressing. In addition, this WhatsApp group is also used to share tasks and activities that children must do at home. For example, memorizing deposits via video. This means that when at school, the teacher gives homework in the form of memorizing short letters at home. So parents are tasked with accompanying their children both in listening and guiding them to memorize. During the mentoring process, parents were also in charge of taking videos which must then be sent to the WhatsApp class group. Apart from going through the WhatsApp group, sometimes schools also communicated with parents via direct telephone. In this case, parents were expected to give good reactions in the form of questions, as well as their hopes regarding the development of their children.

Figure 2. Screenshot of the Whatsapp Group B RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo Group

Apart from communicating online, the school also communicated with parents offline/face to face. Every parent had the right to know every development of their children. So that RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo freed parents who wanted to conduct offline consultations during office hours (outside of class) regarding problems and the development of their children's education. Apart from offline consultations, the school also regularly holds meetings with parents. This meeting was held at the beginning of the school year. In this meeting, the school program plan for the next year will be presented. This is so that parents can get a complete picture of the program and what will be realized in a year. Parents' knowledge of the school's annual plan was expected to motivate parents to play an active role in its successful school activity and as well as can help control the implementation of the

program. It was through this control that it is hoped that the educational process will be better and run optimally.

Volunteering

Parental involvement with schools can be in the form of parental involvement in volunteering, namely in the form of volunteers, assistance and direct parental support in student learning activities both at school and at home (Yulianti et al., 2022). With the volunteer activities carried out by parents will form a good cooperative relationship with the school. So indirectly, children's learning activities will become easier. Parental participation and enthusiasm in the realization of volunteer activities is also a supporting factor in children's education (Ni et al., 2021).

Figure 3. Parental Participation in Enlivening School Activities

In order to make all school activities successful, physical contributions were given to the school by the parents of RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo students. If there were school activities that require the help of parents of RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo students, both mothers and fathers were always ready to help the school. Volunteer activities carried out by the parents of RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo students include helping schools in various activities such as helping carry out socialization of school programs, becoming committee members for major school events, decorating/decorating for art, decorating children, taking children to practice in preparation for competitions and so on. Furthermore, parental involvement is accompanying school activities at the peak of the theme. Among them are visiting the fire station, swimming together, cycling, and visiting the farm.

All of the several agendas have been realized properly and smoothly. Even though some of the parents/families of the students could not participate in these activities, they did not even attend these activities. This is due to several possible factors, such as busy parents and so on. Therefore , in order to maximize the presence and participation of parents/families of

students in activities that will be carried out by the school, communication between the school and parents/families can be maximized as much as possible. Among other things, by conveying up-to-date information related to school activities and programs in advance so that parents can arrange their busy schedules.

Learning at Home

When at home, parents acted as teachers in helping and teaching children to catch up on learning in class. In addition, as *madrasatul ula*, parents should help continue their children's learning at home, accompany children to study, and repeat school material so that children feel motivated to learn. Based on the results of observations, it can be seen that the assistance of parents of students at RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo can be categorized as good. Based on the presentation of the head of RA. Nurul Istifadah, Gebangan Village, Krejengan District, Probolinggo, the learning assistance of students at home was mostly accompanied by their mothers, even though there are some of the parents work, so the students are accompanied by their older siblings or siblings. However, there are still some parents who cannot accompany their children to study at home. This was due to busy parents at work. So that when parents get home, they prefer to rest. To anticipate this, the school provided homework that must be done accompanied by one of the students' families (Mifsud, 2022). In addition, the school also provided special memorization books, which are equipped with parents' initials. So it was hoped that parents can give a little time to accompany their children to study, even if it's just listening to their memorization.

The communication that schools build about education to the community was not enough just with verbal information but needs to be complemented by real experiences shown to the community so that a positive image of education arises among them. Communities generally want concreted evidence before they provide support (*national school public relations association*) (Shaturaev, 2021). This evidence can be shown in the form of exhibitions of school products, impressions of student success, or displays of productive innovative inventions by students and schools. The community viewed schools (educational institutions) as institutions that have a convincing way of working in fostering the development of their children, so the community will participate in schools.

This study makes a significant contribution to strengthening the relationship between madrasahs and parents as strategic partners in early childhood education. The findings of this study enrich the literature on community participation in the context of madrasah-based education, especially through parental involvement in four main dimensions:

parenting, communication, volunteering, and home learning. In addition, the revealed involvement model can be a practical reference for other educational institutions in designing sustainable collaborative programs, as well as encouraging community-based policies that are more responsive to children's educational needs holistically.

CONCLUSION

Parental involvement in early childhood education at the RA. Nurul Istifadah madrasah reflects a concrete and strategic form of community participation in building the quality of education. An important finding of this study is that parental involvement in four forms—parenting, communication, volunteering, and home learning—can improve harmonious relationships between families and educational institutions, while supporting children's academic and character development holistically. The implications of this study emphasize the importance of school policies and programs that facilitate parental involvement in a structured and sustainable manner. Its scientific contribution lies in strengthening the participatory approach in madrasah-based Islamic education, while its practical contribution offers an operational model that can be replicated by other educational institutions. The strength of this study lies in its in-depth and contextual field approach, but its limitations include the scope of a single location and a limited number of participants, so the generalizability of the results still needs to be studied further. Therefore, it is recommended that further research involve more institutions and use a quantitative approach to strengthen the validity and applicability of the findings.

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