

Strengthening Educational Quality through Parental Engagement in Islamic Primary Education: Evidence from a Madrasah Context

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ABSTRACT: One of the primary determinants of students' academic achievement is parental involvement, which encompasses various forms such as emotional support, academic supervision, and participation in school activities. Previous studies have shown that (1) parental involvement has a significant positive correlation with students' academic performance, and (2) parent-school interaction contributes to an increase in student motivation. However, most of these studies have primarily focused on public schools and have not sufficiently addressed the context of religiously based Education, such as madrasahs. In reality, Education in madrasahs presents different challenges and characteristics, including the implementation of a dual curriculum (religious and general), unique social relationship patterns, and diverse forms of community participation. Therefore, this study aims to examine (1) the forms of parental involvement in supporting the improvement of Education quality in madrasahs, and (2) the strategies employed by madrasahs to encourage active parental involvement. This research uses a qualitative research design with a multi-case approach. The research subjects are state and private madrasah ibtidaiyah (Islamic elementary schools) located in the city of Malang. Data were collected through in-depth interviews, observations, and document analysis. Data analysis was followed by within-case and cross-case analysis stages using the constant comparative method. The research results indicate that: (1) the forms of parental involvement in supporting the improvement of Education quality in madrasahs include: (a) donating livestock for Eid al-Adha celebrations, (b) family gatherings, (c) cooking class activities, (d) providing ideas or suggestions for program planning, (e) participation in Outing Class activities, (f) assisting children with studying at home, and (g) going beyond just homework help. (2) The strategies used to encourage parental involvement include: (a) creating a conducive school environment, (b) involving parents in the planning, implementation, and monitoring of school activities, (c) establishing intensive communication, (d) implementing principles of transparency and accountability in the execution of school programs, (e) designing school activities that benefit parents, and (f) fostering a positive attitude among all school members towards students and their parents.

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INTRODUCTION

Education is a dynamic social process through which knowledge, values, and skills are systematically transferred from one generation to the next. As the primary foundation for human resource development, Education plays a crucial role in determining the direction of a nation's progress (Unesco 2021). In the context of Indonesia, the Education system is normatively regulated by Law No. 20 of 2003 on the National Education System, which emphasizes the principles of

equity, transparency, and quality as the main foundations for the implementation of Education (UU No. 20 Tahun 2023).

However, the quality of national Education still faces significant challenges. Disparities in quality between urban and rural areas, as well as differences between public and private educational institutions, remain striking (Chang et al., 2013; Lestari, Fitriisa, & Ofianto, 2022). Data from the Programme for International Student Assessment (PISA) shows that in 2018, around 70% of Indonesian students did not reach basic literacy competency levels. This low result indicates that external factors influencing students' learning outcomes, such as family environment, need more attention. One of the crucial phenomena that affects educational outcomes in Indonesia is parental involvement in children's Education. Parental involvement includes various aspects, ranging from emotional support to academic monitoring and participation in school activities (Castro et al., 2015; Jeynes, 2016). Research indicates that parental involvement has a significant positive correlation with students' academic performance (Arnold, 2011; Sujarwo & Herwin, 2023).

Other studies supporting this view include research by (Fan & Chen, 2001), which noted that parental interaction with the school contributes to improved student motivation. On the other hand (Goodall & Montgomery, 2014) It was reported that consistent parental involvement can enhance students' perception of school as a safe and supportive environment. Meanwhile, a study in Indonesia by (Aghnaita & Murniati, 2023; Satriawati, Rokhman, Saputra, Anggraini, & Abou-Samra, 2023; Syamsuddin, 2023) It was found that parental involvement tends to be greater in home-based learning compared to direct participation in school, with influences driven by parents' educational and socioeconomic backgrounds. The urgency of this research is reinforced by the recent systematic review by (Pusztai et al., 2024), which shows that there has been limited research examining the strategic practice of parental involvement in madrasahs. Most studies tend to focus on mainstream formal schools (Grolnick & Slowiaczek, 1994; Jeynes, 2016). But these studies have not sufficiently addressed the context of religious-based Education in madrasahs. Madrasahs have unique characteristics, including the integration of general and religious curricula, which shape different interaction patterns among schools, students, and parents. Research by (Syamsuddin, 2023) Shows that parental involvement in madrasahs has not been structured, both in terms of policy and institutional practices. Meanwhile, a systematic review by (Chamidah et al., 2024) Highlights the lack of strategic research on parental involvement, specifically in madrasahs, particularly at the elementary level. This indicates a research gap that needs to be addressed to strengthen the partnership practices between madrasahs and families. This phenomenon is essential to publish, given the significant impact of parental involvement on the educational quality experienced by students.

This study aims to test the hypothesis that active and structured parental involvement in madrasah Education can improve the quality of Education, both in terms of students' academic achievements and school culture. The argument to be tested is that well-designed parental involvement strategies will contribute to increased student motivation, their perception of the school, and the success of achieving religious Education values in madrasahs. This study positions itself within the existing body of research by addressing the gap identified in the literature, which has focused primarily on public schools and has not sufficiently discussed religious-based Education in madrasahs. Referring to previous research by (Fan & Chen, 2001) and (Sujarwo & Herwin, 2023) This study aims to offer a new perspective and complement the understanding of family-school collaboration in Islamic educational contexts.

Therefore, this study is best conducted using a qualitative approach to explore the dynamics of parental involvement in religious-based Education in madrasahs. Through a qualitative multi-case study approach and constant comparative analysis techniques, this research offers theoretical and practical contributions to understanding the dynamics of parental involvement in value-based religious Education. This study is also expected to provide insights into the formulation of more contextual, participatory, and responsive educational policies and practices that meet the local needs of madrasahs. This research complements and expands the existing literature, which has

primarily focused on general schools, by providing a new perspective on family-school collaboration in the context of Islamic Education.

METHOD

This study uses a qualitative research design with a multi-case study approach. This approach was chosen to gain an in-depth understanding of parental involvement strategies in improving the quality of Education in two Madrasah Ibtidaiyah, through the exploration of various perspectives from educational actors in each context. The use of a multi-case approach in this study aims to compare and contrast the practices of parental involvement in two different locations, namely the first case at Madrasah Ibtidaiyah Negeri (MIN) Malang 1, and the second case at Madrasah Ibtidaiyah (MI) Khadijah Malang, under the Yayasan Masjid Khadijah in Malang City. The research context has different characteristics, one of which is evident in terms of ownership and management. The first case is managed by the Ministry of Religious Affairs Office of Malang City, while a foundation manages the second case.

The key informant in this study is the Head of the Madrasah, while other informants were selected using snowball sampling. Other informants involved include teachers, the Madrasah committee, and administrators of the Parent-Teacher Organization (PTO). Data collection in this study uses three techniques: (1) in-depth interviews, conducted semi-structured with informants to explore information about strategies and forms of parental involvement in improving the quality of Education at the school. During the in-depth interviews, the researcher used an interview guide to ensure the questions remained focused on the research topic, but when exploring the respondents' answers, the researcher did not rely on the interview guide; (2) participatory observation, which was carried out during Madrasah activities involving parents to understand the practice of involvement directly in a natural context. The researcher was directly involved in the school activities that engaged the parents; and (3) document study, which involved examining Madrasah documents such as work programs, activity reports, meeting minutes, and internal Madrasah regulations. In this document study, the researcher analyzed policy documents or other documents related to the implementation of Madrasah programs that involve parents, such as policy documents, the Head of Madrasah's decree on the appointment of Madrasah Committee administrators, invitations to coordination meetings for the preparation of the Madrasah budget, attendance lists for meetings, lists of parents who donated livestock for the Eid al-Adha celebration, and others (Yin, 2009).

The data analysis technique in this study involves two stages: the first stage of analysis is a case-by-case analysis, which is carried out to understand the dynamics of parental involvement in the context at each Madrasah. This analysis follows the pattern of qualitative data analysis as recommended by (Yin, 2009) data analysis process consists of the following stages: (1) Data organization: In this process, after the data is collected, it is grouped by assigning codes or categories. This aims to assist the researcher in organizing the focus of the study; (2) The following process is data reduction: In this stage, the researcher identifies key themes and patterns that emerge from the collected data within relevant focuses. This is done to avoid information that is outside the research context; (3) After the data is identified, the following process is the selection of themes or patterns, using an inductive approach; (4) The following process involves the researcher building a narrative or explanation of the relationships between the data findings in a more in-depth and comprehensive manner. The final process is (5) The researcher performs validation of all findings through data triangulation techniques, using either triangulation of techniques or sources. This triangulation process helps the researcher ensure that the data findings are trustworthy. After the single-case data analysis process, the next step is cross-case analysis, which is conducted to identify similarities, differences, and thematic patterns that emerge from both contexts. This cross-case analysis technique uses constant comparative analysis, where the researcher compares the research findings from both Case 1 and Case 2.

RESULT AND DISCUSSION

Result

Various Forms of Parental Involvement in Enhancing the Quality of Education

Parental involvement in strengthening the quality of Education at the madrasah is reflected in various ways, one of which is through the donation of livestock during the Eid al-Adha celebration. This was conveyed by the Head of the Madrasah in an interview, as follows:

"Parental participation is one of the key aspects seen during the Gema Dzulhijah event, particularly in their involvement in the collection of sacrificial animals. Last year, students collected donations for sacrificial animals over two months, and Alhamdulillah, approximately fifty million rupiahs were raised from three hundred and sixty students. This activity aims to instill values of piety and the spirit of worship in the students."

The Vice Principal echoed a similar sentiment for Public Relations, who stated, "*Akblaqul Karimah* (noble character/excellent morals) needs to be built within our students. For this, we require assistance from parents in realizing it. For example, the collection of sacrificial animals during the Eid al-Adha celebration, in my opinion, is a form of parental care and involvement. Through this activity, we strive to foster a social spirit and sensitivity in students towards their environment." Meanwhile, one of the members of the Parent Association added, "Yes... *During the Gema Dzulhijah event, all of us from the Parent Association, from first grade to sixth grade, were also involved.*" Based on the interview results, it is evident that this involvement has a tangible impact, including strengthening the relationship between parents and the madrasah, contributing positively to the realization of quality Education, and shaping the character of students.

The act of donating livestock during the Eid al-Adha celebration indirectly provides a concrete example to students about the importance of sharing. Through this activity, parents also contribute to strengthening religious character values in their students. As a result, students will have a better understanding of the meaning of sacrifice, compassion, and the spirit of giving. This demonstrates that parental involvement contributes significantly to enhancing the quality of education at the madrasah.

In addition to this involvement, parents can also play a role in improving the educational standards at the madrasah by participating in family gathering activities. Such activities truly open up opportunities for parents and teachers, especially homeroom teachers, to communicate freely. This is dedicated time for parents to sit together, receive clear updates on their children's progress, and share their thoughts on the Education their children are receiving. Well-established communication between parents and the madrasah can deepen parents' understanding of their children's Education and increase their involvement, which, in turn, can contribute to the academic success of the children. Figure 1 illustrates parental involvement in family gatherings at the madrasah.



Figure 1: Parental Involvement in Family Gathering Activities at the Madrasah

Based on Figure 1, it is evident that parents are actively involved in the family gathering activities. When parents participate in family gatherings at the madrasah, their concern for their children's educational development automatically increases. As stated by the Head of the Madrasah, *"The family gathering activity... yes, parents come to the madrasah and fully engage in the event. The purpose of this is to foster socio-emotional closeness between parents and children, which is rarely found in families where both parents are working."* Such activities also provide parents with the opportunity to understand the madrasah's vision, mission, goals, and strategic plans, which in turn encourages their more active support for their children's Education.

Next, another form of parental involvement in strengthening the quality of Education at the madrasah is through the parenting program, specifically in the cooking class activities, where parents act as resource persons in teaching the children in class (Figure 2).



Figure 2: Parental Involvement in Cooking Class Activities

What happens when parents who enjoy cooking lead a class? Students gain hands-on experience working in the kitchen and learn table manners. This aligns with what the Head of the Madrasah stated.

"The madrasah invites parents to serve as resource persons during the parenting day activities, with the content of the sessions tailored to the parents' professions. Some parents also teach in the cooking class. The goal, aside from expanding the children's knowledge, is to strengthen the bond between parents and the madrasah. In my opinion, this activity is one form of parental involvement."

A similar sentiment was expressed by one of the 5th-grade teachers, who said, *"The cooking class for the 5th grade, where we invited a parent who works as a chef, was a great success. The parent was happy to teach the children how to cook and about table manners."* Running a cooking class that involves parents also builds a stronger bridge between the madrasah and the home. Parents who participate visibly show their support for their children's learning. At the same time, this activity opens the door for teachers and parents to communicate more openly and collaborate more effectively.

Parental involvement in enhancing the quality of madrasah Education also occurs in non-physical forms, as reflected in the madrasah program planning activities (Figure 3).



Figure 3. Parental Involvement in Madrasah Program Planning

Based on Figure 3, in this involvement, parents provide valuable ideas and suggestions for planning programs that are more relevant to the needs of students and the surrounding environment of the madrasah. As stated by the Chairman of the Madrasah Council:

"When discussing the program plans for our madrasah activities, we are involved. Of course, when the implementation takes place, we monitor and evaluate whether the work program is achieved successfully or not. So, the madrasah council truly works as a partner of the madrasah, collaborating to help ensure the smooth implementation of the programs that have been jointly established. We do monitor it, by the role and function of the madrasah council, which is to control or conduct evaluations and supervision over policies, programs, implementation, and educational outputs, while also carrying out our mission, which is to oversee transparency and accountability in the management of Education."

The same is expressed by the Head of the Madrasah, stating that, "...when we prepare the madrasah budget and expenditure plan, we certainly involve the madrasah council, where there are representatives from the council's management, usually the chairman of the council, who presents views on improving the madrasah quality through various activity programs." From the interview with the madrasah head, it is evident that the involvement of parents, represented through the madrasah council, plays a significant role in enhancing the madrasah's quality.

The focus of this involvement is on parents, who, together with the madrasah committee and the parents' association, participate in identifying the madrasah's needs. Discussions or consultations are held to identify various needs that support the learning process and madrasah development, such as identifying infrastructure needs, improving teacher competencies, and curriculum development. Thus, in this involvement, parents are not only the beneficiaries of madrasah policies but also active partners in determining the direction of Education at the madrasah.

Parental involvement in strengthening the quality of education at the madrasah also extends to other academic fields. The forms of parental involvement in supporting the improvement of education quality in madrasahs include: (a) donating livestock for Eid al-Adha celebrations, (b) family gatherings, (c) cooking class activities, (d) providing ideas or suggestions for program planning, (e) participation in outing class activities, (f) assisting children with studying at home, and (g) going beyond just homework help.

Madrasah Strategies to Encourage Active Parental Involvement in Enhancing Education Quality

It's crucial to encourage and enhance parental involvement in the Madrasah continuously. This is to ensure the optimal quality of Education at the school, because without parental engagement, the hope for better educational quality would simply be a pipe dream. Efforts to empower parental involvement in the Madrasah have been and are still underway, as stated by one of our key informants, who shared:

“We must continue to strive to increase parental involvement because without their active participation, our efforts to achieve the madrasah's quality standards will be severely hampered. Various activities have been and are currently being implemented by us to encourage parental engagement, most of which are integrated into the madrasah's programs. Furthermore, we are also strengthening communication channels with parents, utilizing forums such as the Majelis Madrasah (Madrasah Council) and the Persatuan Orangtua Siswa (Parents' Association - POS) to convey information and address the needs of the madrasah.”

The presence and involvement of parents in the education provision at the madrasah are crucial to its very survival. With parental involvement, the madrasah's existence is maintained and continues to develop. Here's an excerpt from an interview with the Vice Head of the Madrasah for Curriculum Affairs:

“As a fully private madrasah, our existence heavily relies on the involvement of parents or guardians as the primary source of funding for educational operations. Without them, the madrasah's programs wouldn't be able to run. To enhance and empower parental participation, we're developing activities that involve them in every aspect, including planning, coordination, implementation, and even evaluation of our initiatives.”

The head of the madrasah echoed this sentiment during an interview with the researcher, stating that several strategies are employed to boost parental involvement. These strategies include developing engaging madrasah programs for parents and strengthening communication channels, whether through the Parents' Association (POS), the madrasah council, or individual interactions. Maintaining transparency is also considered a crucial element. Furthermore, accountability and demonstrating a positive attitude, such as expressing gratitude to participating parents, are integral to the madrasah's efforts. Lastly, the madrasah also strives to cultivate empathy towards parents.

Meanwhile, the Vice Head of the Madrasah for Student Affairs also shared similar views regarding strategies for increasing parental involvement to achieve the madrasah's quality. Here is an excerpt from the interview with him:

“As stated, the quality of the madrasah is highly dependent on the active participation of parents or guardians. Therefore, the madrasah continuously strives to empower and enhance its involvement. This is achieved through the development and implementation of madrasah programs designed to engage parents directly. Additionally, the madrasah maintains intensive communication with parents, meeting at least three times a year—including gatherings at the start of the new academic year, during the first-semester report card distribution, and in the second semester. Meetings with the Parents' Association (POS) and the madrasah council are even more frequent. Furthermore, the madrasah also implements complete transparency, for instance, by detailing the sources and distribution of qurban animal donations.”

Based on the entire description provided, it can be concluded that the madrasah employs various strategies to promote parental involvement in enhancing the quality of Education. The strategy used to encourage parental involvement include: (a) creating a conducive school environment, (b) involving parents in the planning, implementation, and monitoring of school activities, (c) establishing intensive communication, (d) implementing principles of transparency and accountability in the execution of school programs, (e) designing school activities that benefit parents, and (f) fostering a positive attitude among all school members towards students and their parents.

Throughout this research project, we have identified and synthesized several key findings from the collected data. To present a coherent and concise overview of these key findings, their comprehensive visualization is illustrated in Figure 4.

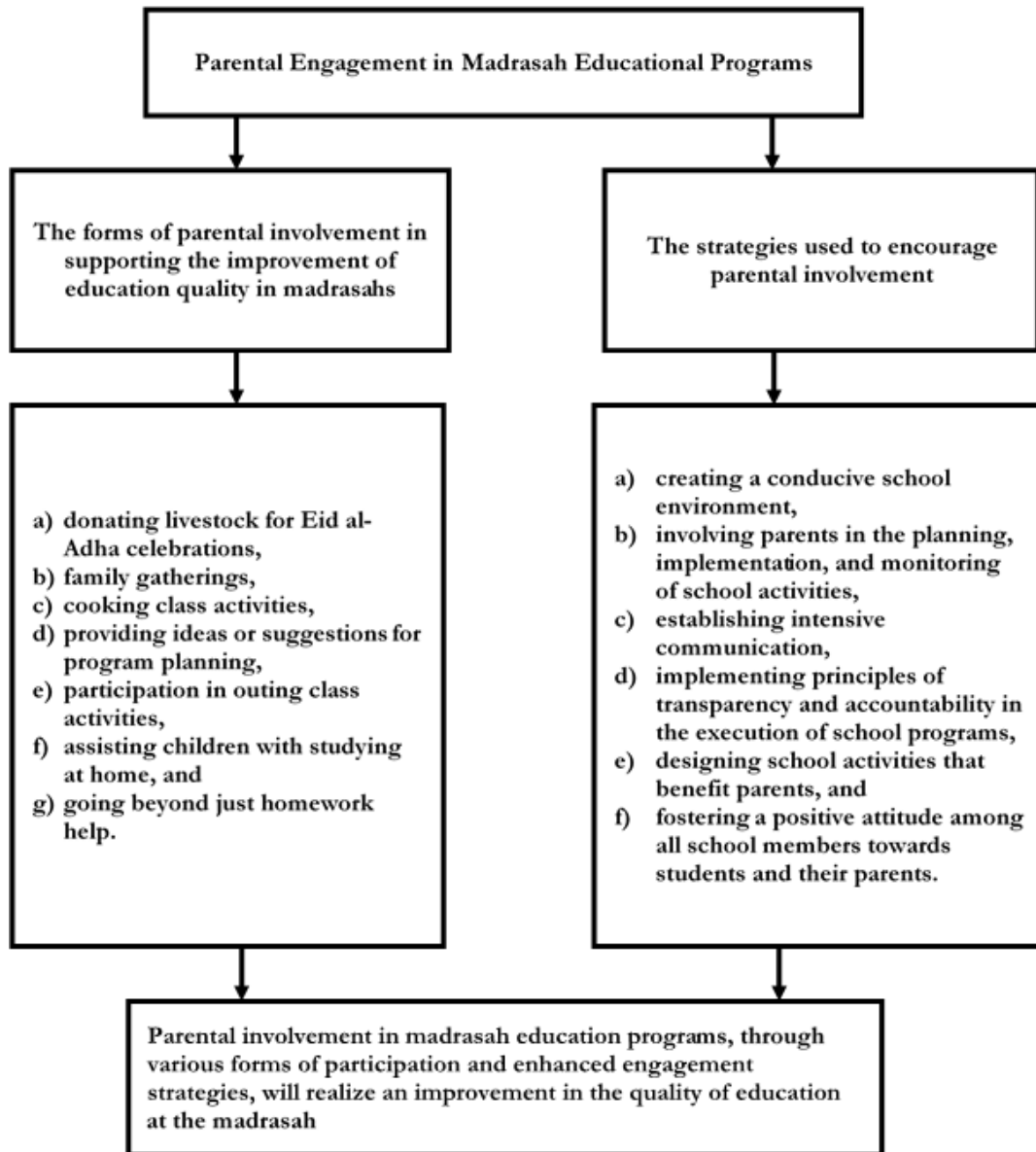


Figure 4. Key research findings

Discussion

Parental involvement in the context of Islamic basic Education, as observed in this study, is a crucial component of the collective effort to enhance the quality of Education (Yang, Chen, Song, & Wang, 2021). The finding that parents play an active role in the planning and implementation of madrasah programs indicates that partnerships between schools and families can function effectively if managed with the right approach. (Olsen & Fuller, 2008) Emphasize that a constructive relationship between home and school is the foundation for creating a supportive learning environment for children (Apologia, Mas'od, Masykuri, Hidayati, & Putra, 2024). This involvement not only strengthens participation but also fosters a sense of ownership of the educational institution.

The Eid al-Adha livestock donation is a religious act, that's clear. But for the students who witness it, something else is happening. They are getting a powerful, unfiltered lesson on what it means to be a good person. They see their parents demonstrate sacrifice, community care, and the spirit of giving. This is precisely the kind of parental involvement that makes a real difference in Education, because it touches on character, not just coursework. It's a practical example of the very ideas (Epstein, 2018) Discussed where parents help reinforce the values that hold a community together..

This aligns with findings from (Krauss et al., 2014), which shows that parental involvement in religious social activities enhances moral values and empathy in students. Activities like these provide opportunities for students to learn about social values that can be applied in everyday life, as well as strengthen the relationship between the madrasah and families, as (Epstein, 2018) has stated. Involvement in social activities enables students to better understand the importance of sharing and mutual support in society.

Parental involvement in activities such as family gatherings and cooking classes demonstrates how effective communication between parents and madrasah can deepen parents' understanding of their children's Education. The great thing about these activities is that they open up a two-way street for communication. Parents aren't just there to listen; they also get to talk directly with teachers, hear about their child's progress, and contribute their unique perspective. These lines up perfectly with what research has been telling us for a long time. Studies like the one from (Hoover-Dempsey & Sandler, 1995). Established a clear link: the better the communication, the more parents get engaged. That engagement, in turn, directly supports a child's academic success.

Cooking classes, where parents serve as resource persons, not only equip students with practical skills but also strengthen the relationship between the madrasah and families. This is in line with (Sengonul, 2022). Statement that parental involvement in practical activities like these increases their sense of ownership and participation in their children's Education. In these activities, parents can provide valuable insights that enrich students' learning experiences and cultivate the values of cooperation and togetherness.

Parental involvement in planning madrasah programs plays a crucial role in determining the direction of educational policies that are more suited to students' needs and the context of the madrasah environment. A study by (Sengonul, 2022). Shows that active parental involvement in Education planning significantly influences the creation of a curriculum that supports the holistic development of children. Parents not only receive the outcomes of educational policies but also contribute to designing policies that are more inclusive and responsive to the social and cultural dynamics in the community. Parental involvement in the planning phase enables synchronization between the educational goals of the madrasah and the values that are lived within families and communities. (Epstein, 2018). Additionally, (Grolnick & Slowiaczek, 1994). Also note that parental involvement in planning helps madrasahs adjust programs to the actual needs of students, as parents better understand their family circumstances. Therefore, this collaboration not only ensures the relevance of educational policies but also strengthens the bonds between the madrasah and the family.

Parental involvement in Education planning also serves to strengthen the relationship between the madrasah and families, ultimately impacting students' academic outcomes and the development of better character. There's a strong consensus in educational research that a solid school-family partnership is the foundation for a child's success. Parents, after all, have insider knowledge about their kids-their unique strengths, their struggles, and their emotional needs. When a madrasah brings parents into the planning process, they tap into that knowledge. This allows them to create programs that are much more thoughtful and genuinely responsive to what each child needs (Epstein, 2018; Grolnick & Slowiaczek, 1994).

When parents are treated like co-architects, they become more invested in the project. They see the "why" behind the school's efforts and are better equipped to help at home. This shared feeling makes the school a better place for everyone (Maptuhah & Juhji, 2021). The teamwork that

comes from working together helps students the most. They do better with their schoolwork. They also become happier and more confident people. Parental involvement in this process fosters a collaborative school culture, which in turn enhances the quality of teaching and improves overall educational outcomes. Thus, parental involvement can help create a more holistic education program that accommodates various aspects of child development (Grolnick & Slowiaczek, 1994; Hoover-Dempsey & Sandler, 1995).

The results of this study indicate that the madrasah has implemented various effective strategies to increase parental participation in children's education. Strengthening the role of parents in children's education is crucial, and various theories and prior research reveal the importance of parental involvement in supporting children's development in educational settings.

The first big thing the madrasah did was simply to create a welcoming feel. This meant the staff had to be genuinely friendly with parents. They also had to be ready to listen to feedback, good or bad, and always be patient. There's a simple reason this approach works. A strong, positive relationship between a school and its families is what encourages parents to step up and participate more [a foundational idea in (Epstein, 2018) Research. Epstein developed a model of six forms of family involvement in Education, which includes open communication, strengthening teaching at home, and participation in school activities. Over time, recent research also supports the finding that a warm and inclusive school atmosphere plays a significant role in strengthening parental involvement. (Syakhrani, Effendi, Fawait, Bunyani, & Finmeta, 2023).

Next, there's the way the school involves parents in activities. They are included in everything, from start to finish. This means parents help plan the events. They help run the events. And they help review how the events went. Giving parents this much real input makes them feel a sense of ownership over their child's Education. And when people think they have a say in decisions, trust grows. Communication improves for everyone involved. (The idea that this kind of active participation builds both ownership and trust is well-supported by educational studies. (Atabay & Topcu, 2017; Ridder, 2014)

Furthermore, the madrasah also fosters intensive communication between the madrasah and parents, utilizing various channels such as committee meetings, the Bina Prestasi Contact Book, social media, and others. Recent research shows that the use of social media can strengthen parental involvement in Education. (Hornby & Blackwell, 2018). For a child to thrive, schools and parents must be able to communicate well. This easy and rapid exchange of information is fundamental. The transparency demonstrated by the madrasah in its programs, from goals to outcomes, is a perfect example of this principle in action. The link between a madrasah's openness, parental trust, and enhanced educational outcomes is well-documented in research by (Jeynes, 2016), and (Bayne-Jardine, Hoy, & Wood, 2005; Syaifulloh, 2024). This connection occurs because when parents are consistently informed about program goals and actual results, their sense of involvement deepens, empowering them to become more engaged participants in their child's educational journey.

Next, the madrasah organizes activities that are not only engaging but also beneficial for parents, such as student day programs and holiday celebrations. Research by (Lareau, 2011) Shows that joint activities involving parents can improve the sense of togetherness and collaboration between the school and family, ultimately positively impacting children's development. Finally, fostering a positive attitude among madrasah members towards students and parents is an essential step in building trust and improving service quality. This is in line with research by (AL-Momani, 2024; Aziz, Napitupulu, & Parapat, 2025; Rokhman, Usman, Usman, Kassim, & Muslihun, 2023), (Deslandes & Barma, 2016), and (Castro et al., 2015) This shows that a positive attitude from the school towards parents and students can strengthen the cooperative relationship that supports children's educational success.

This study affirms that the strategies implemented by the madrasah can increase parental participation in Education, which in turn contributes to improving the quality of Education. The application of these strategies aligns with theories and prior research findings that highlight the

importance of parental involvement in children's Education. Therefore, madrasahs that implement these strategies will have a greater chance of achieving better educational outcomes for students.

Finally, it is essential to note that efforts to improve educational quality will be difficult to realize without active parental involvement. This study reinforces the argument that parental participation is not just a form of support, but also a collective commitment to the future of children's Education. Parental involvement in madrasah is a fundamental foundation for building inclusive, sustainable, and high-quality Education, as stated in various international literature.

CONCLUSION

This study found that parental involvement in enhancing the quality of Education at the madrasah extends far beyond common assumptions, demonstrating a comprehensive and diverse nature. This participation isn't limited to financial contributions or typical academic assistance. Instead, parental engagement is evident in various forms of activities, ranging from donating sacrificial animals during the Eid al-Adha celebration, attending family gatherings, serving as resource persons in cooking classes, providing critical input for program planning, participating in outdoor learning activities (outing classes), to actively assisting children with their studies at home. This vast scope of participation challenges the traditional view that parental involvement is confined solely to conventional school-home interactions. It opens up new discussions about the depth and breadth of parents' Influence on educational quality.

Furthermore, this research reveals that the madrasah proactively implements various strategies to empower and encourage parental involvement. The primary strategy implemented involves steps to foster a truly supportive school environment. This also means directly engaging parents at every stage: from planning and executing to overseeing various madrasah activities, all while establishing intensive communication channels. Furthermore, the madrasah applies principles of complete transparency and accountability in how it manages existing programs. The madrasah also designs various activities that genuinely benefit parents. Along with this, they work hard to cultivate a profoundly positive attitude among all madrasah staff towards every student and their parents.

This study reinforces previous findings regarding the positive correlation between parental involvement and educational quality. However, it questions the validity of specific findings that might narrowly define parental involvement by introducing and thoroughly exploring a wider array of engagement forms within a madrasah context. The crucial idea introduced is that parents are active partners in madrasah governance and program development. Through bodies such as the Madrasah Council and the Parents' Association, they play a role in contributing ideas, overseeing implementation, and ensuring transparency and accountability. This thus enriches scientific discourse by providing a more comprehensive framework for understanding and advancing parental involvement in religious educational institutions, namely madrasah, especially in environments that strongly emphasize community and values.

A notable limitation of this study was its narrow scope, as it examined only two madrasahs. Consequently, the direct applicability of its results to a broader spectrum of educational institutions becomes problematic, particularly when considering variations in cultural, religious, or socioeconomic contexts. Though multiple forms of parent participation were noted, the study couldn't directly ascertain the prolonged Influence of each specific type on students' academic performance or character formation. Additionally, granular data on demographic differences among parents (e.g., educational attainment, income brackets) remained largely unexplored. Moving forward, larger, more varied madrasah samples are essential, coupled with quantitative impact evaluations and longitudinal designs, to truly comprehend the universal relevance and persistent efficacy of these parental involvement approaches.

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