

Parental Involvement Management In Enhancing The Quality Of Qur'anic Tahfidz Learning

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ABSTRACT

The objective of this study is to explore how the management of parental involvement contributes to enhancing the quality of Tahfidz Al-Qur'an instruction at MI Plus Ma'arif NU Makam, Purbalingga Regency. This study is based on the premise that synergy between families and educational institutions plays a vital role in shaping students' character and academic success, especially within the realm of religious education. Employing a qualitative approach and a case study method, data were gathered through in-depth interviews, participatory observations, and document analysis involving the madrasah principal, teaching staff, and parents. The results demonstrate that parental involvement is managed across six fundamental dimensions: participatory planning, collaborative-based organising, structured program implementation, continuous evaluation, tangible parental contributions to students' memorisation progress, and challenges in implementation. Parental involvement in the Tahfidz program manifests across six managerial dimensions identified in this study. In participatory planning, parents contribute through curriculum review and target-setting discussions. Collaborative organising is reflected in the formation of program teams involving teachers, school leaders, and parent representatives. During implementation, parents support daily murojaah, utilise communication books, and participate in parenting and paguyuban activities. In control and evaluation, they engage in diagnostic, formative, and summative assessments. Parental contributions significantly enhance students' memorisation progress through structured home routines and active communication with teachers. However, challenges include unequal participation levels, limited parental availability, and inconsistent documentation of supervision. These findings indicate the need for more inclusive and adaptive managerial strategies to strengthen school-family partnerships in Tahfidz learning.

INTRODUCTION

Parental involvement holds a strategic position in children's education because the family is the first and most influential environment in shaping children's intelligence, character, and personality development (Achmad Marzuki & Setyawan, 2022). At the Madrasah Ibtidaiyah level, empirical studies confirm that active parental participation has a significant influence on students' academic achievement and character formation (Prayogo et al., 2021; Safira et al., 2025). However, international evidence reveals a clear gap between theoretical expectations and actual educational practices, as parental involvement in

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children's learning remains inconsistent across different contexts (UNICEF, 2022; OECD, 2023). Similar conditions are observed at MI Ma'arif NU Plus Makam, where parental participation varies from active engagement in school programs to limited support at home, indicating that the core issue lies not merely in low engagement but in uneven and unstructured parental involvement that weakens sustainable home-school synergy (Gogahu & Wijayaningsih, 2023). In the context of tahfidz education, this condition becomes increasingly complex because memorisation learning requires discipline, repetition, appropriate techniques, routine evaluation, and strong environmental support, all of which depend heavily on the involvement of families (Rahmadi, 2021; Pratama et al., 2024).

Previous research consistently demonstrates that parental involvement has a strong relationship with students' academic achievement and overall learning effectiveness. (Rizky Nopiyanti & Husin, 2021; Arwen, 2021). Theoretically, parental involvement is also positioned as a key determinant of children's learning success when families are actively engaged as educational partners (Rizkia Nurul Wafa & Ibnu Muthi, 2024). Studies further highlight that effective communication, empowerment strategies, and collaborative partnerships between schools, families, and communities significantly contribute to learning success and student development (Suryani, 2023; Jafar et al., 2023). In Islamic education settings, particularly tahfidz programs, learning effectiveness is influenced not only by instructional methods but also by a supportive learning environment that actively involves parents as key partners (Mukaromah & Hanif 2024; Rusmanto & Hanif, 2024). Empirical evidence also shows that parental participation improves Qur'an memorisation outcomes, strengthens student motivation, and supports the sustainability of memorisation at the elementary education level (Oktavia, 2024; Usman et al., 2025). From a broader educational perspective, the quality of learning is reflected in the success of producing graduates who meet institutional and societal standards, while effective learning integrates theoretical foundations with innovation to enhance learning outcomes (Warisno, 2022; Sanulita et al., 2024; Ayunda et al., 2024).

Based on this background, this study focuses on examining the management of parental involvement at MI Ma'arif NU Plus Makam and its contribution to the effectiveness of tahfidz learning. The study does not merely observe the presence or absence of parental participation, but emphasises how parental involvement is systematically planned, organised, implemented, and evaluated within the institutional framework of the madrasah. Attention is directed toward the strategies developed by the school to encourage active parental participation, the mechanisms used to facilitate coordination and information exchange, and the patterns of communication and collaboration established between educators and parents in daily educational practices. This includes formal activities such as meetings, parenting programs, and learning coordination, as well as informal interactions that support students' memorisation processes at home. By focusing on parental involvement management, this research seeks to provide a comprehensive understanding of how institutional efforts can optimise home-school synergy, reduce disparities in parental participation, and ensure that parental roles are aligned with the objectives of the tahfidz program. Through effective management, parental involvement is expected to function not as incidental support but as an integral component of the learning system that contributes to consistent guidance, supervision, and motivation for students in their memorisation journey.

This study is grounded in the argument that the effectiveness and quality of tahfidz learning at MI Ma'arif NU Plus Makam are strongly influenced by the school's ability to manage parental involvement in a planned, systematic, and sustainable manner. Well-managed parental engagement is believed to strengthen collaboration between families and the madrasah, foster mutual trust, and create an inclusive learning climate that supports discipline, consistency, and emotional attachment to the learning process. When parents are actively involved and clearly understand their roles, students are more likely to receive continuous reinforcement of learning values both at school and at home. This continuity is particularly crucial in tahfidz education, which requires long-term commitment, regular practice, and strong moral support. Therefore, parental involvement management is positioned as a strategic element that not only enhances students' memorisation achievement but also contributes to the overall quality of the educational process. By aligning educational practices with institutional goals and community expectations, effective parental involvement management is expected to support sustainable learning outcomes and strengthen the role of the madrasah as a collaborative educational institution.

RESEARCH METHODS

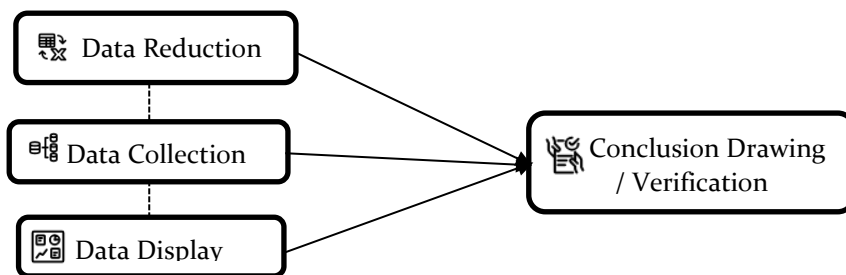
This study employs a qualitative approach using a case study method to gain an in-depth understanding of parental involvement management practices in tahfidz learning at MI Ma'arif NU Plus Makam. The research site was selected purposively, as the madrasa demonstrates a notably high and dynamic level of parental participation (Ridlo, 2023; Sugiyono, 2017). The inductive nature of the qualitative approach enables the researcher to construct meaning based on field realities through observation and in-depth interviews as the primary data sources (Barroga et al., 2023; Nasution, 2023) aligning with the importance of direct observation in comprehending tahfidz learning processes within their authentic context (Mukaromah & Hanif, 2024). The data consist of both primary and secondary sources obtained from the school principal, teachers, and actively involved parents, supported by institutional documents such as work programs, activity reports, and committee meeting minutes (Rita Fiantika et al., 2022; Hardani et al., 2020; Niam et al., 2024).

The researcher serves as the primary research instrument (human instrument), supported by interview guides, observation notes, and documentation to ensure data credibility through source and technique triangulation (Silverman & Patterson, 2022; Johnson & Christensen, 2024). The research process was conducted through preparation, implementation, and analysis stages while upholding ethical principles, including informed consent and participant confidentiality (Haryani & Setyobroto, 2022; Naningsih & Hanif, 2024), as well as the researcher's direct engagement in various school activities and document analysis, including program evaluations and committee records (Sulung & Muspawi, 2024; Khoa et al., 2023; Tracy, 2024). Data analysis followed the interactive model proposed by Miles and Huberman, encompassing data reduction, data display, and conclusion drawing through thematic analysis to identify patterns of communication, collaboration, and naturally emerging parental participation practices (Miles & Huberman, 2014; Aurini et al., 2021; Sarosa, 2021). This approach enables a deeper understanding of the social dynamics and meanings of parental involvement in supporting the effectiveness of tahfidz learning, consistent with

findings in prior studies on Islamic education (Creswell & Poth, 2021; Humble & Mozelius, 2022; Najmah et al., 2023).

Figure 1.

Miles and Huberman model data analysis



RESULTS AND DISCUSSION

Result

Based on the findings from in-depth interviews conducted with the head of the madrasah, teachers, and parents, this study reveals that the management of parental involvement in Tahfidz learning at MI Plus Ma'arif NU Makam is implemented systematically and encompasses the core dimensions of educational management. The main findings are categorised into six major themes, as presented in Table 1 below:

Tabel 1

Research Findings

No.	Managerial Dimension	Form of Implementation	Key Notes
1	Participatory Planning	Curriculum review forums; parents' aspirations integrated into the curriculum	Builds parents' sense of ownership of the programme
2	Collaborative Organisation	Implementation teams involving teachers, the head of the madrasah, and parents	Clear division of roles and active participation
3	Programme Implementation	Daily memorisation submissions, communication logbooks, parenting programmes, parents' forums	Sustained interaction between teachers and parents
4	Monitoring and Evaluation	Diagnostic, formative, and summative evaluations; reflective forums	Ensures continuous improvement through participation
5	Parents' Tangible Contributions	Home-based <i>murojaah</i> assistance, active communication, and memorisation monitoring	Strong correlation between parental involvement and learning outcomes
6	Implementation Challenges	Uneven participation, economic constraints, and a lack of standardised evaluation procedures	Requires effective communication and systematic documentation strategies

First, in terms of participatory planning, the madrasah has made significant efforts to involve parents from the early stages of formulating the Tahfidz program, which is a flagship

program at this institution. In participatory planning, the head of the madrasah stated that “*at the beginning of each school year, we hold a curriculum review forum involving 85% of parents. Their aspirations are immediately recorded and integrated into the Tahfidz plan.*” (Interview, Head of Madrasah, 2025). Observational data indicate that out of 120 parents, 102 attended the beginning-of-year forum, and 76 provided input that was subsequently incorporated into the Tahfidz curriculum. These findings demonstrate a substantial level of parental involvement in programme planning.

Second, regarding collaborative organisation, the programme implementation structure involves the head of the madrasah, teachers, and representatives of parents. Documentation records show that 100% of teachers were assigned clearly defined responsibilities based on class levels, while 68% of parents actively assisted their children with *murojaah* at home. In addition, parental attendance at parenting activities and parents’ association forums averaged 70%, indicating participation that was both operational and substantive.

Third, in terms of programme implementation, students engage in 30 minutes of collective recitation every morning, followed by memorisation submissions before the end of the school day. The communication logbooks used by teachers and parents reveal that 88% of students received daily guidance at home. Ninety parents attended monthly parenting forums, while online *munaqosah* activities achieved a 95% level of parental involvement through virtual monitoring. These findings indicate sustained and systematic interaction between teachers and parents.

Fourth, programme monitoring and evaluation are conducted periodically and involve multiple forms of assessment, including diagnostic, formative, and summative evaluations. Diagnostic assessments are administered at the beginning of the academic year to map students’ initial abilities in Qur’anic reading and memorisation. Formative evaluation is carried out routinely through daily monitoring by teachers, while summative evaluation is implemented through *munaqosah* as a final assessment of students’ memorisation achievements. Although supervision documentation has not yet been fully systematised, evaluation activities continue through reflective forums and internal discussions. Parents are also involved in the evaluation process through questionnaire responses and dialogic forums, allowing their feedback to contribute to future programme improvements.

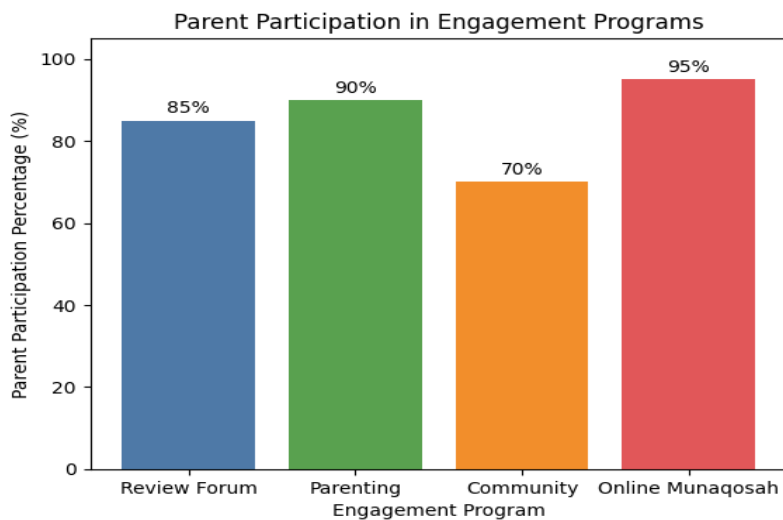
Fifth, in terms of parental involvement contributions, the findings indicate that high levels of parental participation have a significant impact on students’ memorisation achievements. Parents who consistently accompany their children during daily *murojaah*, actively use communication logbooks, and maintain intensive communication with teachers tend to have children who achieve memorisation targets more rapidly. This suggests that parental involvement functions not merely as external support but also as an internal pillar in creating a conducive, quality-oriented learning ecosystem.

Sixth, implementation challenges include unequal participation levels, with approximately 32% of parents remaining less active, economic constraints affecting the ability to support additional activities, and the absence of standardised operating procedures for evaluation and supervision documentation. Interview data indicate that some parents experience difficulties attending activities due to work commitments. In contrast, online communication forums are attended by only 68% of parents, highlighting the need for more

inclusive communication strategies. The following figure illustrates the level of parental involvement.

Figure 2

Diagram of parent involvement participation



Overall, the findings of this study indicate that the success of the Tahfidz program at MI Plus Ma'arif NU Makam is significantly influenced by the collaborative, structured, and sustainable management of parent involvement, despite facing several implementation challenges that require strategic attention.

Discussion

The involvement of parents at MI Ma'arif NU Plus Makam reflects the application of participatory management in character building and the tahfidz flagship program. The school actively involves parents in the planning, implementation, and evaluation stages of the program, as illustrated in the following table:

Table 2

Parent Involvement in Management Stages (POAC)

Management Stages (POAC)	Forms of Parental Involvement
Planning	Curriculum discussions, memorisation targets, input during committee meetings, and early-year reviews
Organising	Involvement in the organisational structure of the <i>tahfidz</i> programme implementation
Actuating	Home-based memorisation assistance, parenting classes, and <i>murojaah</i> (revision activities)
Controlling	Semester evaluations, communication logbooks, and reflective meetings

The stages of involvement can be explained in more detail as follows:

1. Parent Involvement in Planning the Tahfidz Program

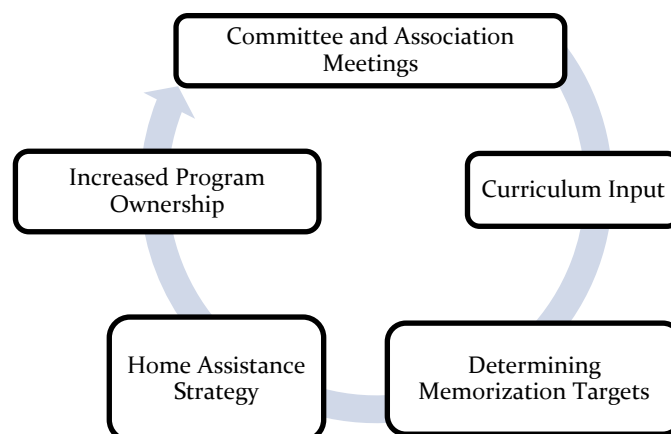
The involvement of parents at MI Ma'arif NU Plus Makam shows the significant application of participatory management in planning the tahfidz program. This participation is evident through school committee meetings and class associations, which discuss the curriculum, memorization targets, and home tutoring strategies. These findings are in line with participatory management theory (Epstein, 2001), and the concept of school-parent partnership proposed by Hanif et al. (2023), Wijaya & Rifa'i (2016), which emphasises the importance of collaboration between various parties to increase a sense of ownership and responsibility for the success of the education program. This approach also adopts the POAC (Planning, Organising, Actuating, Controlling) principle, in which parents play an active role in the planning and strategy-setting stages, so that education management is democratic and participatory (Naim et al., 2021).

Critical analysis reveals that parent involvement is strategic because it provides input relevant to the child's condition, thereby strengthening the reciprocal relationship between home and school. The results of the observation show that parents' aspirations focus on improving religious-based education, literacy, and the quality of Quran memorisation. This supports the findings (Prayogo et al., 2021). Active parental involvement has a direct impact on children's academic success. Thus, the role of parents in the planning stage not only strengthens synergy but also fosters a sense of ownership of the tahfidz program, a key element in learning effectiveness.

However, the guidelines for parental involvement remain general in nature, resulting in variations in practice within each class. This flexibility allows for creative adaptation according to student needs, but also requires strengthening technical standards to ensure consistent involvement. These findings indicate that the effectiveness of participatory management depends not only on formal documents but also on the commitment and capacity of actors in the field, thus creating a need to develop more detailed implementation guidelines. The following is an overview of parent involvement in planning:

Figure 3

Parent involvement in planning



2. Parent Involvement in Program Implementation and Organisation

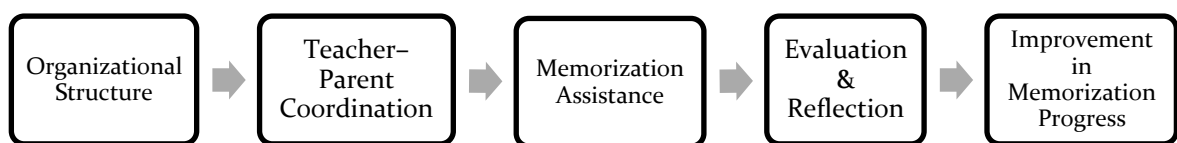
The involvement of parents in the implementation and organisation of the tahfidz program was also significant, both structurally and operationally. The school established an organisational structure comprising teachers, the principal, and parent representatives, and conducted regular activities such as parenting classes, committee meetings, parent associations, semester reflections, and annual evaluations. This is in line with the theory (Alhidayah & Hanif, 2021; Rizky Nopiyanti & Husin, 2021), which emphasises the importance of active parental involvement in supporting children's education, both physically and non-physically.

Critical analysis shows that parental involvement includes assisting with memorisation at home, setting study schedules, and forming independent study groups. An open communication system, facilitated through a communication book, strengthens coordination between home and school, allowing parents to monitor their children's memorisation progress regularly. This practice confirms that the success of participatory programs is not only determined by formal documents, but also by the quality of interaction and commitment of field implementers.

In addition, parents' motivations for involvement vary, including a desire to understand their children's development, build social networks, share parenting experiences, and support the effectiveness of school programs. Community activities and informal communication forums strengthen solidarity and foster a collaborative culture that promotes educational success. These findings support the theoretical framework of parental involvement (Fitriani, 2021), which emphasises the importance of emotional and collaborative connections between home and school in improving the effectiveness of children's learning. The visualisation at this stage can be described as follows :

Figure 4

Parent involvement in program implementation



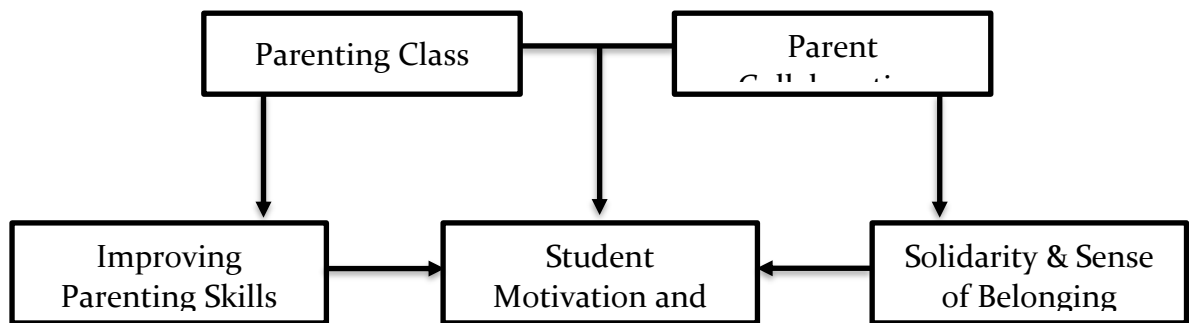
3. The Role of Collaborative Programs in Strengthening Emotional Bonds

Collaborative programs such as parenting classes and school mutual assistance have proven effective in building emotional bonds between parents and schools. Parenting classes equip parents with the skills and knowledge to help their children memorise the Qur'an at home. At the same time, mutual assistance strengthens solidarity, informal communication, and a sense of belonging to the school. These results are in line with partnership theory (Epstein, 2001) and findings (Kusrini & Hanif, 2024) Parental involvement through collaborative programs increases student motivation, discipline, and memorisation achievement.

A critical analysis reveals that the combination of these two programs encompasses aspects of knowledge, practice, and emotion. Observations and interviews indicate that cooperative activities not only promote physical cooperation but also cultivate a sense of

belonging and concern for the educational process. Meanwhile, parenting classes enhance parents' ability to support their children more effectively. These two programs foster a collaborative culture that enhances the synergy between home and school, promoting new values related to multidimensional participatory education management. The following is a visualisation of the role of collaborative activities in strengthening emotional attachment.

Figure 5
The role of collaboration in emotional attachment



These findings reveal new theoretical implications, namely that effective parental involvement in tahfidz education requires integrated collaborative strategies that address technical, social, and emotional dimensions. Thus, the synergy of collaborative programs not only improves the quality of learning but also strengthens the emotional bonds that support the sustainability and overall success of tahfidz programs.

CONCLUSIONS

This study reveals that parental involvement in *tahfidz* learning at MI Ma'arif NU Plus Makam extends beyond ceremonial participation and encompasses active roles in planning, implementing, and evaluating learning activities. Such involvement is manifested through two-way communication forums, both formal and informal, as well as intensive collaboration between parents and the madrasah in setting memorisation targets and supporting children's learning at home. These findings indicate that managing parental involvement based on participatory and inclusive management principles significantly enhances students' memorisation outcomes, creates a more conducive learning environment, and strengthens synergy between the school and families. This aligns with the study's objective of understanding the influence of parental involvement on the effectiveness of *tahfidz* learning.

From a theoretical perspective, this study reinforces the view that community-based educational management, particularly within the context of Islamic education, should position families as strategic partners in the learning process. The findings contribute to a deeper understanding of how collaborative approaches between madrasahs and parents can serve as an effective model for managing parental involvement, which can be applied to improve the quality of tahfidz instruction and character education more broadly.

Despite offering valuable insights, this study has several limitations. The data were collected from a single madrasah with a specific social and cultural background; therefore, the findings may not fully represent conditions in other madrasahs with different contexts.

Furthermore, the study focuses primarily on the dimension of parental involvement in memorisation outcomes. It does not explore its influence on other aspects such as learning motivation, character development, or overall academic achievement. Future research is therefore recommended to expand both the sample size and the range of variables examined to enhance the generalizability of the findings.

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