



## **EDUCATIONAL PARTNERSHIP: EFFECTIVE COLLABORATION OF PARENTS AND MADRASAH FOR STUDENT SUCCES**

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### **Abstract:**

Transparency and open communication are the basis for joint decision-making and the creation of inclusive policies responsive to diverse students' needs. Empowering parents as partners involves participation in learning programs, open discussions, and introducing Islamic values at home. The conclusion highlights that the educational partnerships at MI Hasanuddin not only improve the quality of education but also form a holistic environment that supports students' character development and success. This research uses a qualitative case study type method by conducting research aimed at describing problems and analyzing the problems that occur. Researchers collected data through several stages, such as observation and direct observation at the research site. Interview interviewing several informants at the research location. Observation, visiting research locations. Documentation study, analyzing documents related to research. Based on the research results show that several programs or processes carried out by madrasas involving parents include: (1) Partnership at MI Hasanuddin is reflected in the active participation of parents in various aspects of children's education. (2) MI Hasanuddin's transparency and open communication with parents. (3) Joint Decision Making, MI Hasanuddin provides space for parents to be involved in educational decision-making. (4) Empowering Parents as Partners MI Hasanuddin involves parents as observers and considers them partners in shaping children's education.

**Keywords** :*Partnership, Collaboration, Parents*

### **INTRODUCTION**

Education is a collaborative journey involving various stakeholders, and effective partnerships between parents and madrasas play a central role in realizing student success. Parental involvement is not just the responsibility of the school but also is a strong foundation for the formation of character and achievement in children's academics (Nurfadhillah, 2022). In this context, this introduction will explain the importance of educational partnerships between parents and madrasas and how effective collaboration can positively impact an in-depth understanding of student development. Along with societal dynamics and development education changes, cooperation between parents and madrasas is increasing. Parents, as the main stakeholders in forming children's character and values, have a role that must be addressed in supporting the learning process in madrasas. Partnership: This education not only includes shared responsibility in educating children, but also creates a holistic and inclusive educational environment (Mardliyah, 2023). The academic partnership between parents and madrasas is more than just that form of parent participation in school activities or regular meetings. This involves deep collaboration, mutual understanding, and mutual understanding support between these entities. The success

of students is not only determined by classroom teaching but also by support and consistent guidance from the family environment. In today's reality, educational partnerships between parents and madrasah are the primary keys to achieving successful learners. By understanding the role of each party, growing effective communication, and building strong cooperation, we can create an optimal educational environment for the holistic development of children. This partnership is the foundation for realizing a shared vision in forming a generation of character, integrity, and readiness to face the demands of the times (Rani, 2018).

Meanwhile, in educational institutions, specifically at MI Hasanuddin, Satrean Maron Probolinggo, education is a shared responsibility that involves the active role of parents and madrasahs to achieve student success. At MI Hasanuddin, Satrean Maron, and Probolinggo, educational partnerships between parents and madrasahs are considered the core of the learning process and character formation. This introduction will discuss the importance of effective collaboration between parents and madrasahs at MI Hasanuddin, detailing how this partnership can significantly impact student development.

Education at MI Hasanuddin is not only defined as teaching academic material but rather as a joint effort to form individuals with Islamic character and strong personalities who are ready to face future challenges. In this perspective, the role of parents is not only as spectators in the children's educational process but as active partners in forming a supportive and motivating educational environment (Suryadi, 2023). Effective collaboration between parents and madrasahs at MI Hasanuddin is realized through a series of programs and activities involving parents' active participation. Parents are invited to be involved in every aspect of their children's education, from curricular to extracurricular activities. Educational seminars, parent-teacher meetings, and other collaborative activities provide a forum for exchanging information, supporting children's development, and creating a conducive learning environment.

Students' success depends not only on teaching in the classroom but also on parents' support and active involvement in accompanying their children. Therefore, this introduction will describe MI Hasanuddin's commitment to building effective collaboration between parents and madrasahs, in line with the institution's vision and mission to produce a superior generation with noble character and achievements. Thus, the educational partnership at MI Hasanuddin, Satrean Maron, and Probolinggo is a discourse and a reality, proving that student success can become a reality when parents and madrasahs work together. This effective collaboration becomes the foundation for the holistic development of students, ensuring that they develop academically and as individuals with integrity, responsibility, and high competitiveness (Keidar et al., 2021).

Several previous studies discuss parental involvement in increasing students' educational success, including; firstly, Sari Mutia (2020) states that the Implementation of madrasah partnerships with parents in fostering students' learning motivation has Implementation of madrasah programs holding meetings with parents of students at school, afternoon tutoring activities for grade 3 children to face national exams, taking report cards, extra-curricular competitions and activities to commemorate Islamic holidays, before holding a meeting with the student's parents, the school first has a deliberation, to determine the topic of discussion, place and time. So that the meetings held are fruitful and beneficial for both parties. Second, Marzuki (2017) research results show: (1) Form of partnership: teacher and parent meetings, correspondence between school and parents, home visit activities, parent involvement in school events, parent and teacher associations, and reports periodically. (2) Supporting factors: teachers' social competence, parents' interest in children's education, and open school access for parents. Inhibiting factors: education and employment of parents and administrative burden on teachers. Third, Rofiatun Nisa' (2020) discusses cooperation between parents and teachers, which, in the results of his research, is the form of collaboration between parents and teachers in increasing students' learning motivation, namely exchanging information, either by meeting

directly at school or home or by providing news using a cell phone; teacher contact books give information on student progress; Communication between parents and other teachers through recitations which are held regularly once a month. Efforts made by teachers and parents to work together to increase students' learning motivation are by providing the best service to students' parents and aligning the perceptions and values instilled in the madrasah with the values taught by parents by communicating at the start of school. The meeting provides an opportunity for parents of students to get involved.

Responding to some of the previous research results above, it is clear how vital the role of parents is in improving students' education. In line with this, researchers are interested in more in-depth research at the MI Hasanuddin institution, Satrean Maron, Probolinggo, where student enrollment is increasing rapidly every year.

The novelty of this research is that education has experienced a significant evolution in the dynamics of partnerships between parents and madrasahs. MI Hasanuddin, Satrean Maron, Probolinggo, marks the culmination of this new era by effectively involving parents in shaping student success. Educational partnerships at MI Hasanuddin are not just collaborations but innovative steps that set new standards in family involvement-based education. Inclusivity in the educational decision process, MI Hasanuddin introduces an inclusive partnership model, where parents are not only spectators but are also involved in the educational decision-making process. Regular meetings between parents and madrasahs provide a platform to share views, discuss children's development, and design holistic educational plans.

## **RESEARCH METHODS**

This research uses a qualitative case study method to describe and analyze the problem. Researchers collected data through several stages, such as observation and direct observation at the research site (Harahap, 2020). Interview interviewing several informants at the research location. Observation, visiting the research site. Documentation study, analyzing documents related to research. The research was conducted at the MI Hasanuddin institution, Satrean Maron, Probolinggo. Accuracy data was obtained from several informants who were able to inform and describe events in the field, including There were five informants,

It can be seen from the informant data above that the source of information was received from five informants, including the principal, MI Hasanuddin, Satrean Maron, Probolinggo, then the deputy head, the head of the curriculum, and finally, the teachers as program implementers and the impact felt by the parents of the students. Towards their students (AR, MA). The initial process is data collection, followed by reducing the sorted data in notes, displaying the data to understand it, and then drawing conclusions from the data studied (Sugiyono, 2018).

The data collection technique in this research was carried out circularly using three approaches, namely: 1) participant observation, 2) in-depth interviews (in-depth interviews), and 3) documentation. Meanwhile, data analysis in this research uses the Miles and Huberman data analysis model with stages of data reduction, data display, and conclusion. (Trisnawati & Sugito, 2020). The data sources obtained are collected, then analyzed in the form of reduction, then the data is displayed, and the final step is to complete (Gamar, 2019). In the initial stage of data collection, the data is reduced and sorted in the form of notes; then the data is displayed to understand the data, and conclusions are drawn from the data studied.

Table 1. Sources of Research Informants

No	Informan	Number of	Initials
1	Head of Madrasah	1	SA
2	Deputy Head of Madrasah	1	LSP
3	Deputy Head of Student Affairs	1	AB
4	Parents	2	AS, MK

## RESULTS AND DISCUSSION

Education at MI Hasanuddin is not only interpreted as teaching academic material but as a joint effort to form individuals with Islamic character and strong personalities who are ready to face future challenges (Kusuma, 2022). In this perspective, the role of parents is not just as spectators in their children's educational process but as active partners in forming a supportive and motivating educational environment. Effective collaboration between parents and madrasas at MI Hasanuddin is realized through a series of programs and activities involving parents' active participation. Parents are invited to be involved in every aspect of their children's education, from curricular to extracurricular activities. Educational seminars, parent-teacher meetings, and other collaborative activities provide a forum for exchanging information, supporting children's development, and creating a conducive learning environment. As stated by the head of the Madrasah (SA) MI Hasanuddin, as head of the Madrasah at MI Hasanuddin, Satrean Maron, Probolinggo, I believe that an effective educational partnership between parents and madrasas is the main foundation for achieving student success. In some of my interviews, I want to convey several essential points regarding educational partnerships at our institution. Parental Involvement as the Main Pillar: parental involvement is considered the central pillar in the educational process at MI Hasanuddin. We believe that holistic education can only be achieved with the active participation of parents in supporting their children's learning and development (Hamdan et al., 2021).

Encouraging shared responsibility, educational partnerships create shared responsibility between madrasas and parents. By taking an active role together, we can guide students to reach their maximum potential in terms of academics, character, and Islamic values. Through effective educational partnerships, MI Hasanuddin is committed to being a pioneer in creating an inclusive and progressive educational environment. Only with solid collaboration between madrasas and parents can we produce a generation with character and integrity ready to face future challenges. The Deputy Head of Student Affairs (AB), MI Hasanuddin, stated that MI Hasanuddin presents a collaborative learning program involving parents. This program is designed to create an inclusive learning environment and stimulate parental participation in supporting their children's educational process. We embrace technological advances by utilizing special applications that make it easier for parents to get real-time information, access activity schedules, and communicate with teachers and madrasa staff. To encourage active parent participation, we created a parent involvement forum for open dialogue. This forum allows parents to contribute, provide input, and be part of the decision-making process at MI Hasanuddin. Meanwhile, the parents' statement (AS, MK) towards their students said that as a parent of a student at MI Hasanuddin, Satrean Maron, Probolinggo, I feel that the educational partnership with madrasas is significant and plays a crucial role in the development of our children. In this interview, I emphasize several important aspects regarding effective collaboration between parents and madrasas in this educational institution.

Open communication and transparency from madrasahs help us understand children's

development (Nisa & Rustyawati, 2022). Regular information is delivered through parent-teacher meetings and digital platforms, providing a complete picture of our children's achievements and challenges. We appreciate it because the madrasah encourages our participation in decision-making. The parent involvement forum allows us to provide input, convey aspirations, and contribute to children's educational planning. From the results of the interview above, it is stated that with the involvement of parents, they can find out directly and clearly about the learning outcomes of their students, as well as a sense of great appreciation for them that the involvement of parents is a great reward, so that there is transparency in both activities, programs and contributions, suggestions and complaints. Parents are affected by students' activities outside of school. The educational partnership between parents and Madrasah Islam (MI) Hasanuddin, Satrean Maron, and Probolinggo shows an extraordinary commitment to the success of students (Terry, 2021). This effective collaboration creates an educational environment that is inclusive, holistic, and by Islamic values. The following are several forms of educational partnership processes that exist at MI Hasanuddin. Encouraging shared responsibility, educational partnerships create shared responsibility between madrasas and parents. By taking an active role together, we can guide students to reach their maximum potential in terms of academics, character, and Islamic values. Through effective educational partnerships, MI Hasanuddin is committed to being a pioneer in creating an inclusive and progressive educational environment. Only with solid collaboration between madrasas and parents can we produce a generation with character and integrity ready to face future challenges. The Deputy Head of Student Affairs (AB), MI Hasanuddin, stated that MI Hasanuddin presents a collaborative learning program involving parents. This program is designed to create an inclusive learning environment and stimulate parental participation in supporting their children's educational process. We embrace technological advances by utilizing special applications that make it easier for parents to get real-time information, access activity schedules, and communicate with teachers and madrasa staff. To encourage active parent participation, we created a parent involvement forum for open dialogue. This forum allows parents to contribute, provide input, and be part of the decision-making process at MI Hasanuddin. Meanwhile, the parents' statement (AS, MK) towards their students said that as a parent of a student at MI Hasanuddin, Satrean Maron, Probolinggo, I feel that the educational partnership with madrasas is significant and plays a crucial role in the development of our children. In this interview, I emphasize several important aspects regarding effective collaboration between parents and madrasas in this educational institution.

### **Active Parental Participation Partnership at MI Hasanuddin is reflected in the**

active participation of parents in various aspects of their children's education. Collaborative programs and learning activities that directly involve parents provide opportunities for them to be involved in their children's education at school. Active parental participation at MI Hasanuddin is one of the main pillars in realizing an effective educational partnership. This involvement creates a sustainable educational environment between madrasah and home, strengthens the quality of education, and supports student success (Hendrawan, 2022). Parent participation at MI Hasanuddin is reflected through collaborative programs that involve them directly in their children's learning activities. This program allows parents to support their children and understand the teaching methods used.

MI Hasanuddin holds regular meetings between parents and teachers. This meeting will enable parents to get the latest information about their children's development, discuss achievements, and plan steps for improvement together. Parents are invited to participate in extracurricular activities. Parents' participation in these activities enriches the children's experience and creates a closer relationship between the family and the madrasah. MI Hasanuddin provides an active role for parents in making decisions related to children's education. Involvement in discussions and joint

decisions creates a sense of shared ownership of the direction of education.

MI Hasanuddin encourages parents to introduce and strengthen Islamic values at home. This creates a synergy between the values taught in the madrasah and those applied in the family environment. Active parental participation at MI Hasanuddin is not just a contribution to daily activities but instead creates an emotional bond and shared responsibility in the children's education process. With strong participation from parents, MI Hasanuddin created an inclusive educational environment towards forming an Islamic character, making educational partnerships the primary key to achieving student success (Robin Sirait, 2022).

### **Transparency and Open Communication**

Open communication and transparency are the foundation of a successful partnership. MI Hasanuddin holds regular parent-teacher meetings and utilizes technology to convey information quickly, providing a complete picture of student development. Transparency and open communication at MI Hasanuddin, Satrean Maron, and Probolinggo are the foundation of a solid educational partnership between madrasas and parents. This initiative has a positive impact on understanding and supporting student development.

MI Hasanuddin holds regular parent-teacher meetings. This meeting is essential for conveying information on children's development and achievements and having open discussions regarding learning strategies. Madrasas utilize digital media to provide regular information to parents (Baharun, 2015). Specialized apps and online platforms allow parents instant access to information on children's schedules, test results, and learning progress. MI Hasanuddin held a special meeting between teachers and parents to discuss the individual development of students. This discussion provides more intensive time to personally discuss children's needs and potential.

The parent involvement forum at MI Hasanuddin becomes a forum for open dialogue. This forum allows parents to convey ideas, provide feedback, and design solutions together to improve the quality of education. MI Hasanuddin provides transparent information regarding the curriculum and teaching methods applied. Parents better understand what their children are being taught so they can support learning at home.

### **Shared Decision Making**

Transparency and Open Communication MI Hasanuddin allows parents to be involved in educational decision-making. Parent involvement forums provide a forum for discussion, providing input, and creating a sense of shared responsibility in shaping the direction of children's education. Joint decision-making at MI Hasanuddin, Satrean Maron, and Probolinggo is essential for creating an inclusive educational partnership between madrasas and parents. This process reflects a collaborative spirit to achieve student success. Parents are involved in making madrasah decisions. MI Hasanuddin emphasizes the principle of inclusivity in decision-making. Parents are invited to participate in discussions and evaluations of school policies, ensuring that decisions reflect shared needs and aspirations (Ganis Aliefiani Mulya Putri & Nisrina, 2022).

Parent involvement forums have become the leading platform for shared decision-making. Regular meetings allow parents to express views, provide input, and contribute to education policy planning. Parents at MI Hasanuddin are involved in the school's strategic planning. This includes discussions on curriculum development, facility improvements, and implementation of special programs, thereby enabling active participation in shaping the school's vision and mission. Joint decision-making also occurs in determining learning programs. Parents are involved in discussions regarding teaching methods, assessment, and improving the quality of education so that the policies taken receive broad support from the entire community. Parents play a role in evaluating their children's education and learning (Siddik et al., 2017). MI Hasanuddin holds evaluation sessions that involve parents providing input, identifying successes, and designing improvement strategies together.

### **Empowering Parents as Partners**

MI Hasanuddin involves parents as observers and considers them partners in

shaping children's education. This initiative empowers parents to contribute actively to supporting student development. Empowering parents as partners at MI Hasanuddin, Satrean Maron, and Probolinggo reflects the madrasa's commitment to actively involving parents in children's education. This initiative creates a strong partnership between madrasas and families, achieving student success through shared participation and responsibility.

Parents at MI Hasanuddin are recipients of policies and play a role in decision-making. This empowerment creates policies that are more diverse and responsive to student needs. Parent involvement forums are the primary vehicle for empowerment. Regular meetings, open discussions, and forums allow parents to convey ideas, provide feedback, and be part of the school's strategic planning (Nilamsari, 2018). Parents are empowered to be directly involved in their children's learning programs. Madrasas create opportunities for parents to participate in learning activities, support skill development, and understand applied teaching approaches. MI Hasanuddin identifies and utilizes special skills possessed by parents. This empowerment includes parents' participation in extracurricular activities, workshops, or presentations that involve their knowledge and skills. Utilization of technology, such as special applications or online platforms, empowers parents with quick access to information. They can monitor children's progress in real time and even be remotely involved in learning.

Parents are empowered to strengthen Islamic values at home. Madrasas provide support and guidance so that the values taught at school can be applied consistently in the family environment. By empowering parents as partners, MI Hasanuddin creates a comprehensive educational environment. This empowerment is about giving responsibility, building relationships of mutual trust, understanding each other's roles, and achieving common goals in educating a generation with character and ready to face the future. Shared Decision Making

## CONCLUSION

The educational partnership program at MI Hasanuddin, Satrean Maron, Probolinggo, and effective collaboration between parents and madrasas have formed a solid foundation for student success. The active involvement of parents is not just as spectators but as responsible partners in guiding and supporting their children's education. Through parent involvement forums, regular meetings, and the use of technology, transparency, and open communication become the foundation that connects madrasas and parents. Shared decision-making creates policies that are more inclusive, responsive, and able to answer the varied needs of students. Empowering parents as partners shows MI Hasanuddin's commitment to involving their potential, skills, and knowledge. From participation in learning programs to open discussion forums, parents are not only monitors but also agents of change who play a role in shaping a holistic educational environment.

The importance of reinforcing Islamic values at school and applying them at home also creates continuity in Islamic character education. This empowerment helps produce a generation that is not only academically intelligent but also has moral integrity and is ready to face challenges in the modern world. By ending the educational partnership at MI Hasanuddin, we can conclude that effective collaboration between parents and madrasas improves the quality of education and creates an environment that supports the holistic development of students. This spirit of partnership is an inspiring example for other educational institutions, confirming that active collaboration between parents and madrasas is the primary key to sustainable academic success.

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