

Exploring the Roles of Parental Involvement in Enhancing Madrasah Education in the Philippines

Charlene C. Angkay*

Mindanao State University, Philippines

charleneangkay03@gmail.com

Article History:

Received: March 21st, 2025 Accepted: December 7th, 2025 Published: December 10th, 2025

Abstract

This study examines the important role of parental involvement in enhancing the effectiveness of Madrasah education in the Southern Philippines, particularly within the Arabic Language and Islamic Values (ALIVE) program. Despite its cultural importance, the program encounters challenges such as limited resources and cultural resistance that hinder its overall effectiveness. Understanding the level of parental engagement is crucial, as it significantly influences students' educational experiences. Utilizing a quantitative approach, this research employed stratified random sampling to survey 150 Muslim parents in General Santos City, although only 100 parents completed the questionnaires administered to them. Data were gathered through structured questionnaires, focusing on various aspects of parental involvement, including participation in school events, communication with teachers, and monitoring academic progress. The analysis revealed a high overall mean score of 4.70, indicating strong parental engagement in attending school events and participating in associations. However, lower scores in areas such as volunteering and communication with teachers present opportunities for improvement. These findings highlight the necessity of fostering collaboration between families and educational institutions to create a supportive learning environment. The study emphasizes the need for strategies that enhance parental involvement, ultimately leading to improved educational experiences for students in Madrasah settings. This research contributes valuable insights for improving educational practices and policies, emphasizing the need for strategies that enhance parental involvement to ultimately improve educational outcomes for students in Madrasah settings.

Keywords: Arabic Language and Islamic Values (ALIVE), Madrasah Education, Parental Involvement, Student Outcomes

Copyright © 2025 Charlene C. Angkay

* **Correspondence Address:**

Email Address: *charleneangkay03@gmail.com*

Citation: Angkay, C. C. (2025). Exploring the Roles of Parental Involvement in Enhancing Madrasah Education in the Philippines. *Southeast Asian Journal of Islamic Education*, 8(2), 171-184. <https://doi.org/10.21093/sajie.v8i2.9819>

A. Introduction

Parental involvement is widely acknowledged as a critical determinant of children's educational outcomes, with significant implications for school success. In the context of madrasahs, active parental engagement is indispensable for addressing students' needs, supporting educational programs, and fostering collaboration between families and institutions (Mudhauwamah & Rasyid, 2024). While numerous studies underscore the importance of parental participation in general education settings, there is limited research on how this involvement functions within the unique framework of madrasah education, particularly in the Philippines. This gap is concerning, as parental involvement has been shown to effectively address specific challenges, such as learning disorders, through active support mechanisms (Amir et al., 2022)

Historical accounts trace the roots of Islamic education in the Philippines to the 13th century. Arab traders and missionaries introduced it, particularly in Mindanao and Sulu, where early *Madaris* (plural of *madrasa*) functioned informally, teaching the Qur'an, Arabic literacy, and Islamic jurisprudence in mosques or the homes of religious teachers known as *Pandita* or *Guro* (Milligan, 2020).

Recent data indicate that madrasa education in the Philippines has experienced significant developments in recent years. Initially, the Philippine government's education policy faced challenges in integrating madrasa education into the national system (Putra, 2023). However, after extensive deliberation, the government has begun to incorporate madrasahs (Islamic schools) into the national education framework (Murtadlo, 2015).

To further enhance madrasa education in the Philippines, efforts must start with a re-evaluation of the epistemology underlying the current Islamic educational system used by Muslims in the country. The epistemology upheld by a society plays a crucial role in shaping its educational system and intellectual standards (Lantong, 2018).

Thus, Madrasahs in the Philippines occupy a distinctive position within the national education system, having evolved from community-led religious institutions to more formalized entities integrated into the broader educational framework. The introduction of the Standard Madrasah Curriculum (SMC) in 2004 through Department Order No. 51 marked a significant milestone in aligning madrasah education with national standards while incorporating Arabic Language and Islamic Values Education (ALIVE) programs in public schools (Rido et al., 2022). This initiative aimed to address historical marginalization and promote inclusivity, yet numerous implementation challenges continue to hinder its effectiveness, particularly in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) and other areas (Harad & Arriola, 2022).

Existing research highlights persistent barriers to the successful implementation of the ALIVE program. These challenges include inadequate financial support, insufficient resources for instructional materials, limited training opportunities for Asatidz (teachers), and substandard infrastructure (Ahmad & Jory, 2011). Additionally, the ratio of teachers to learners often fails to meet minimum standards, compromising education quality. Process-related issues, such as insufficient monitoring, lack of remedial programs, and organizational difficulties, further exacerbate the program's struggles. Notably, there is a significant gap in parental involvement, with reports indicating a lack of feedback mechanisms to inform parents about their children's progress and challenges in engaging families

who may perceive conflicts between ALIVE programs and traditional weekend madrasah classes (Harad & Arriola, 2022).

In the specific domain of madrasah education, which is an integral part of the educational landscape in the Philippines, understanding the role of parental involvement becomes even more crucial. Studies in other educational contexts demonstrate that active parental participation can enhance academic performance, improve attendance, and facilitate socio-cultural integration (Çalışkan & Ulaş, 2022). However, the specific ways in which parents contribute to their children's education within the madrasah system, particularly in the Southern Philippines, remain insufficiently explored. While reforms in countries like Indonesia, which have served as a model for Philippine madrasah education, emphasize the integration of Islamic values with national curricula (Muhlisin et al., 2023; Rido et al., 2022), the role of parents in supporting these reforms has not been adequately studied.

This study addresses the gap by investigating the extent and impact of parental involvement in madrasah education in General Santos City, Philippines. The research examines how parental engagement could play a pivotal role in enhancing the effectiveness of Madrasa education in the Southern Philippines, particularly within the Arabic Language and Islamic Values, identifies common forms of involvement, and evaluates the effects of these practices within the context of the ALIVE program. By employing a quantitative approach with stratified random sampling, the study captures diverse parental perspectives and contributions, offering insights into effective strategies for strengthening family-school collaboration.

Ultimately, this research seeks to empower parents as key stakeholders in madrasah education and provide actionable recommendations for policymakers, school administrators, and community leaders. By addressing the multifaceted challenges of madrasah education through enhanced parental involvement, the findings aim to promote academic success, preserve cultural and religious identity, and foster community engagement. In doing so, this study contributes to the creation of a more inclusive and culturally responsive madrasah education system that aligns with the Philippines' national educational goals while honoring the unique needs of Muslim learners.

B. Literature Review

In madrasa education, parental involvement is essential for children's academic achievement and character development, significantly influencing student motivation and academic success. Research continuously shows that children show higher levels of enthusiasm and academic success when their parents actively participate in their education. Supportive parent-school relationships, for example, provide an atmosphere where kids feel free to pursue their academic interests and autonomy, increasing their natural desire to learn (Simbolon et al., 2023).

Additionally, Ubale et al. (2015) offer valuable insights into the critical role of parental involvement in nurturing Islamic values and discipline among children. The authors highlight that parents serve as primary educators, bearing the divine responsibility of instilling these values in their children. The research indicates that active parental participation, particularly in Madrasa education, plays a significant role in shaping the moral and ethical development of children.

A recent study on parental involvement in the curriculum at Al-Azhar Islamic School in Indonesia highlights the structured engagement of parents through the Student Guardian Association, known as Jam'iyatul Walidain (Jam'iyah). This

association serves as a platform for parents to express their opinions and support the educational process both morally and materially. Teachers maintain ongoing communication with parents to coordinate religious education, including monitoring prayer practices and Quran memorization, ensuring consistent guidance at home. Additionally, satisfied parents enhance the school's reputation by promoting it within the urban middle-class community, thereby boosting enrollment and its overall standing. The study concludes that optimal educational outcomes are closely linked to active parental participation, emphasizing its crucial role in enhancing students' overall educational experiences (Dardiri, 2024).

Furthermore, children's moral character development, social skills, and emotional intelligence can all be improved by aligning the madrasa curriculum with approaches to parenting through cooperative activities like seminars and workshops (Rochmawan et al., 2023). Fostering Islamic character and assisting the learning process in madrasas requires effective communication between parents and schools (Mudhauwamah & Rasyid, 2024).

However, while the benefits of parental involvement are evident, challenges persist, particularly regarding the implementation of Madrasah Education Programs (MEP) in the Philippines. Several significant obstacles hinder the effectiveness of these programs.

One major issue is the lack of parental involvement in school administration, which creates a disconnect between families and the educational institutions designed to serve their children. This disconnect is further exacerbated by a power imbalance between principals and teachers, resulting in a lack of collaborative decision-making that could enhance the educational environment (Parker & Raihani, 2011).

In addition to these governance issues, the current educational landscape for madrasas is fraught with practical challenges. Infrastructure deficiencies are prevalent, with many madrasas lacking adequate facilities and resources necessary for delivering quality education. Limited access to teaching materials and technology further exacerbates the situation, making it difficult for educators to provide an engaging and effective learning experience. Learner absenteeism is another pressing concern, often attributed to socio-economic factors that affect students' ability to attend school regularly. Furthermore, low teacher allowances contribute to a lack of motivation and retention among qualified educators, ultimately impacting the quality of instruction (Sali & Marasigan, 2020).

Funding issues are particularly serious, as they directly affect the sustainability of madrasah programs and their ability to meet the diverse needs of Muslim students. While faculty competency and curriculum development are also important, they are often viewed as less pressing concerns compared to the immediate financial challenges faced by these institutions (Mangondato, 2021).

The current educational system struggles to adequately address the specific needs of Muslim students, as it tends to emphasize secular knowledge over Islamic teachings (Kulidtod, 2017). This imbalance can lead to a sense of alienation among students who seek to integrate their religious identity with their educational experience. Additionally, existing literature highlights the absence of a unified legal and regulatory framework governing madrasah education, which has resulted in inconsistencies in teacher training and educational standards across different madrasa institutions (Cayamodin, 2019). Such disparities can undermine the overall quality of education and impede the development of a cohesive educational strategy

that effectively serves the Muslim community in the Philippines. To address these challenges, it is recommended to implement assistance programs aimed at promoting religious moderation and enhancing the quality of madrasa education in the Philippines with the support and participation of the parents (Muhlisin et al., 2023).

Education is sometimes defined as a collaboration between schools and families, but in the specific setting of madrasa education in the Philippines, this cooperation has profound cultural and religious importance. While schools provide structured instruction, parent engagement has an unseen but essential contribution to student achievement. Despite significant global studies on parental participation in education, the specific dynamics of how Filipino Muslim parents contribute to their children's growth and achievement in madrasas are rarely addressed.

Correspondingly, Joyce Epstein established Epstein's Model of Parental Involvement, which provides a complete framework for improving collaboration between schools, families, and communities in promoting student success. It defines six types of involvement: **Parenting** (*assisting families in creating supportive home environments*), **Communicating** (*effective school-to-home and home-to-school communication*), **Volunteering** (*encouraging parents to participate in school activities*), **Learning at Home** (*guiding families in supporting educational activities*), **Decision Making** (*involving parents in school governance*), and **Collaborating with the Community** (*forming partnerships with community organizations to provide additional resources and services*) (Newman et al., 2019).

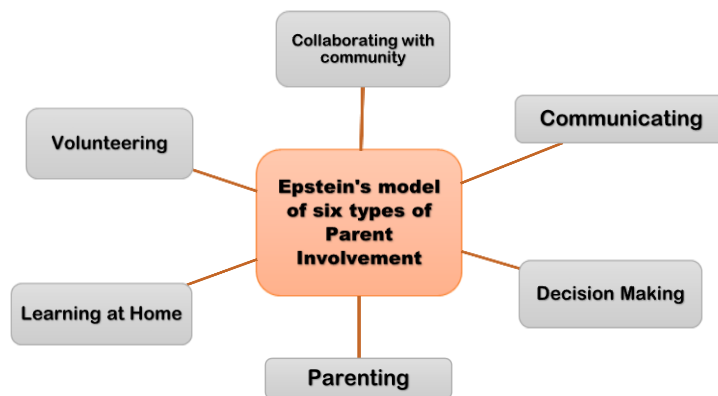


Figure 1. Epstein's Model of Parent Involvement

Therefore, Epstein's Model of Parent Involvement is extremely pertinent to Madrasa education. The model's extensive structure enables flexibility in a variety of educational settings, especially in Muslim communities in the Philippines, where socioeconomic and cultural issues influence parental roles. Epstein's concept highlights stakeholder engagement by encouraging school-family-community connections, which are essential for improving educational outcomes and upholding cultural values in madrasas. Additionally, the model establishes a clear connection between parental participation and student outcomes, making it easier to examine how various forms of involvement affect both academic achievement and general well-being. Consequently, Epstein's framework could also be effectively implemented in the Madrasah educational system in the Philippines.

C. Method

This study employs a structured research design to comprehensively explore the role of parental involvement in Madrasah education. A quantitative approach utilizing a survey method was adopted to collect data from 150 parents of children enrolled in various Madrasahs in General Santos City, Philippines; however, only 100 responses were returned to the researcher.

Before determining the sample size, the study identified the total number of Madrasahs operating in General Santos City, which, according to the latest records, is approximately 60. The target population consisted of parents whose children attended these Madrasahs. Using stratified random sampling, D. G. Hankin et al. (2019), participants were categorized into strata based on the specific Madrasah their children attend. This method ensured representation across different educational settings, allowing for a proportional selection of participants from each stratum.

The primary data collection instrument was a researcher-developed questionnaire designed to capture key aspects of parental involvement and its impact on Madrasah education. The questionnaire consisted of 30 questions structured around 4 key indicators that reflect various dimensions of parental involvement: (1) **Engagement in School Activities**, assessing participation in school events, meetings, and volunteer opportunities; (2) **Communication with Teachers**, evaluating the frequency and quality of interactions between parents and educators; (3) **Support for Children's Learning at Home**, focusing on the resources and assistance parents provide for homework and study; (4) **Awareness of School Policies and Curriculum**, measuring parents' understanding of the educational framework and policies of the Madrasah. The questionnaire was developed based on established theories of parental involvement, particularly Epstein's Framework of Six Types of Involvement, which guided the formulation of questions to ensure relevance and comprehensiveness.

Before administration, the questionnaire underwent a rigorous validation process involving expert review and a pilot test. The following steps were undertaken: **Content Validity**: Subject matter experts evaluated the questionnaire for clarity, relevance, and comprehensiveness. **Reliability Testing**: A pilot study with a small group of parents (n=10) assessed the consistency of responses. The Cronbach's alpha coefficient was calculated to evaluate internal consistency, achieving a value of $\alpha \geq 0.7$, indicating acceptable reliability (Robertson & Scott Evans, 2020).

The questionnaire utilized a Likert scale to gauge responses, with options ranging from: **Always** (5 points), **Often** (4 points), **Sometimes** (3 points), **Seldom** (2 points), and **Never** (1 point). This scale was designed to quantify the frequency of parental involvement behaviors and perceptions. The questionnaires were distributed to the selected participants, ensuring that ethical protocols were observed throughout the research process. Informed consent was obtained from all participants, ensuring their voluntary participation and understanding of the study's objectives. The anonymity and confidentiality of respondents were maintained, and cultural norms regarding parental involvement were respected.

The collected data were tallied, consolidated, and analyzed using statistical tools. Descriptive statistics such as frequency, percentage, and ranking were employed to interpret the quantitative data. The formula for determining percentages was utilized as follows:

$$\text{Percentage} = (F/N) \times 100$$

Where *F* represents the frequency, and *N* denotes the total number of respondents.

This comprehensive methodological framework allows for a robust examination of the research problem, drawing meaningful insights from quantitative data sources. The findings will contribute to a deeper understanding of the role of parental involvement in Madrasah education and inform potential improvements in this educational system.

D. Findings

This section presents the data analysis and interpretation for the study “*Exploring the Roles of Parental Involvement in Enhancing Madrasah Education in the Philippines*”. Based on participant responses, the findings are analyzed concerning various characteristics of parental engagement, with interpretations highlighting their significance to Madrasa education.

Table 1. Parent Involvement in Madrasah Activities

Parent Involvement	Mean	Description
1. Volunteer at Madrasah	4.48	Always
2. Participate in Madrasah Events	5.0	Always
3. Participate in the Madrasah Association	5.0	Always
4. Taking a part in decision-making about Madrasah Programs	5.0	Always
5. Monitoring the children's progression	5.0	Always
6. Donating school needs	4.34	Always
7. Paying school contribution	5.0	Always
8. Aware of school policies	5.0	Always
9. Communicating with Ustadh about their children's behaviors	4.49	Always
10. Doing fundraising for the school	4.35	Always
11. Discuss issues or concerns about the school	4.0	Always
Overall mean	4.70	Always
Legend:		
Always	: 4.21- 5.0	
Often	: 3.41- 4.20	
Sometimes	: 2.61- 3.40	
Seldom	: 1.81- 2.60	
Never	: 1.00 - 1.80	

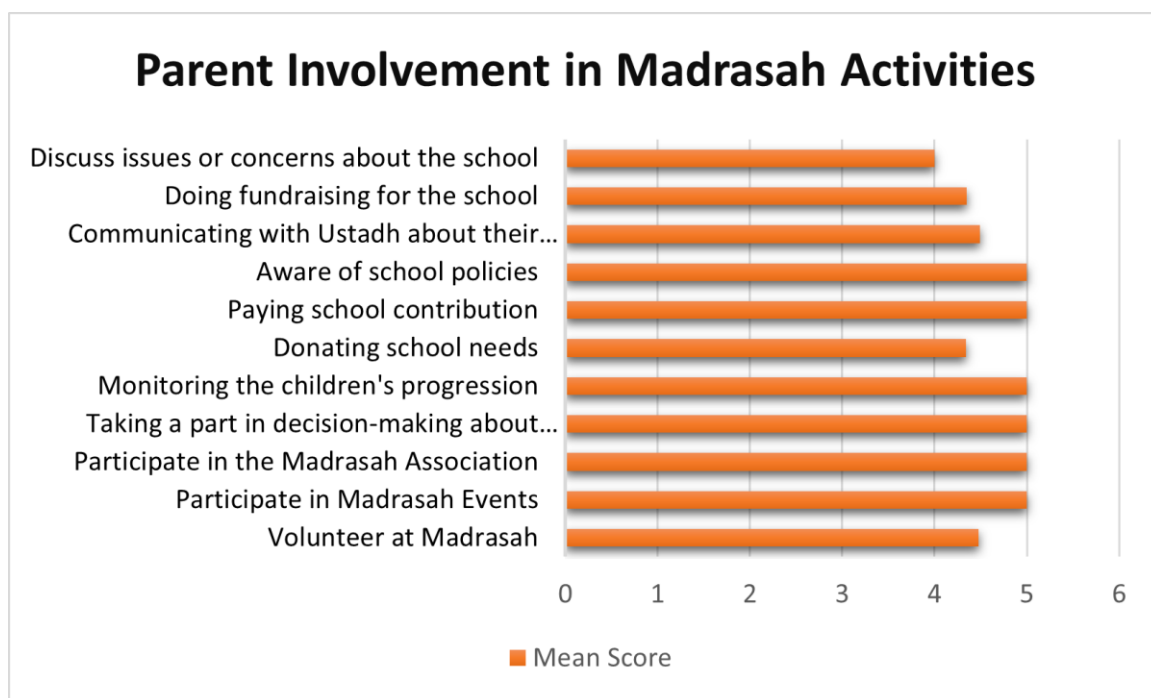


Figure 2. Parent Involvement in Madrasah Activities

The overall results indicate that parental involvement in Madrasa education is consistently rated as "Always", with an average score of **4.70**. This suggests that parents play an active and sustained role in supporting Madrasa institutions in the region. Among the specific indicators, six items received the highest possible rating of **5.0**, reflecting the highest level of parental engagement. These include participating in Madrasa events, joining Madrasa associations, making decisions about Madrasa programs, monitoring children's academic progression, paying school contributions, and being aware of school policies. These findings underscore the critical role parents play in day-to-day activities and broader, institutional responsibilities that contribute to the overall success and sustainability of Madrasa education.

Other forms of parental involvement, while still highly rated, show slightly lower scores. For instance, volunteering at the Madrasa was rated at **4.48**, demonstrating that while parents are generally willing to offer their time and effort, there may be logistical or situational barriers that affect their ability to volunteer consistently. Similarly, communicating with Ustadh about children's behaviors scored **4.49**, indicating that while communication between parents and teachers is strong, there is room for improvement in fostering more frequent and open dialogues. Additionally, activities such as donating to school needs **4.34** and participating in fundraising efforts **4.35** reflect a high level of support but may require additional encouragement or structured initiatives to further enhance participation. The lowest-rated item, discussing issues or concerns about the school, received a score of **4.0**, which, while still substantial, suggests that parents may not always feel the need or have the opportunity to raise concerns or share feedback about the school.

The implications of these findings are significant. The consistent top ratings in key areas such as *event participation, decision-making, and policy awareness* highlight the strong partnership between parents and Madrasa institutions. This collaboration helps create a supportive learning environment for students and ensures that the Madrasa remains responsive to the community's needs. Parents' active monitoring of

their children's academic progress further demonstrates their commitment to fostering educational success, while their awareness of school policies ensures alignment with the values and principles upheld by the Madrasa.

Nevertheless, the slightly lower scores in areas such as fundraising and discussing concerns suggest opportunities for improvement. Madrasa administrators could explore strategies to encourage more active participation in these activities, such as creating avenues for open dialogue or organizing structured fundraising campaigns that are accessible and inclusive. Enhancing these aspects of parental involvement may further strengthen the overall support system for Madrasa education.

In a nutshell, the findings affirm the indispensable role of parental involvement in the success of Madrasa education in the Southern Philippines. Parents' strong engagement across various dimensions of school life contributes significantly to Madrasa programs' academic and institutional success. Moving forward, maintaining this high level of involvement while addressing areas with slightly lower participation will help ensure the continued growth and effectiveness of Madrasa education in the region.

E. Discussion

The study's findings highlight an exceptional level of parental involvement in Madrasa education, evidenced by an impressive overall mean score of 4.70. This indicates that parents in the Southern Philippines are deeply engaged with their children's educational institutions. A similar pattern was observed in research conducted at the State Islamic Elementary Madrasa in Banyumas, Indonesia, during the pandemic underscores the pivotal role of parental engagement in education. Such parents actively participated in monitoring, mentoring, and supporting their children's spiritual and academic growth. Initiatives such as the Students' Parents Organization (SPO) and Saturday Family Fun Days played a critical role in fostering holistic educational outcomes. These programs were particularly effective in nurturing students' spiritual development, even amidst the challenges posed by the global pandemic (Munjin, 2022).

This suggests that parental involvement is a crucial determinant of student achievement across various educational contexts. A significant beneficial correlation has been shown between parental involvement and academic achievement; parents' participation in school events, homework help, teacher communication, and emotional support all greatly improve student performance (Utami, 2022). These results are supported by the study's high parental participation ratings, which show that parents view their involvement as essential to their kids' academic achievement. For instance, regular involvement in Madrasah activities and decision-making processes shows a dedication to creating a cooperative atmosphere that is advantageous to students.

Moreover, the substantial engagement of parents in monitoring their children's academic success underlines their dedication to educational success. Research demonstrates that parental involvement in madrasahs is most effective when it harmonizes with religious teachings and cultural practices. This alignment underscores the dual significance of fostering moral development alongside academic achievement. Benefits of such involvement include enhanced academic performance, improved attendance, and heightened self-esteem among children. Additionally, it strengthens parent-child communication, particularly in areas of moral and religious

education, and contributes to a notable reduction in behavioral issues, reinforcing the moral principles integral to madrasa education (Kamal et al., 2022). This finding is particularly salient in the context of Madrasa education in the Philippines, where community values and religious teachings intertwine with academic instruction.

The study also highlights the essential role of parental involvement in ensuring the sustainability of Madrasa institutions. A community-oriented strategy that improves the operational efficacy of these educational environments is seen in the high results in areas like awareness of school policies and participation in Madrasah associations. The role of effective management and strong leadership within madrasahs can amplify these positive parental impacts, as evidenced by the necessity of community involvement in the educational process (Lubis et al., 2022). Furthermore, the results imply that a sense of control over the learning environment is facilitated by parents' active participation in decision-making processes. Increased financial and social investment in the Madrasa's performance may result from this ownership. In areas where resources may be scarce, the cooperation of parents and educators fosters a strong support network that is critical to the expansion and long-term viability of these institutions. In other words, research indicates that supportive parent-child relationships foster academic autonomy, which in turn enhances motivation and achievement in school settings (Simbolon et al., 2023).

However, while the findings are overwhelmingly positive, certain areas require improvement, particularly in areas such as fundraising and discussing school-related issues, where parental involvement received relatively lower ratings. For instance, the 4.0 score for discussing concerns suggests that while parents are participating, they may face obstacles in effectively expressing their ideas or worries. This finding aligns with previous research indicating that low parental involvement in children's education among urban households in Malaysia is shaped by a range of factors. Time constraints, especially in dual-earner households, limit engagement in activities such as reading together, participating in religious practices, or obtaining teacher feedback. Socioeconomic status also plays a critical role; while higher income often fosters greater involvement, middle-income dual-earner families encounter significant time challenges, and parents with lower educational attainment are less likely to participate. Family structure further influences involvement, with married parents generally more engaged than single parents or guardians, and older parents often struggling to adapt to evolving educational demands. Cultural and perceptual barriers also contribute, as over-reliance on schools and lack of confidence or necessary skills hinder participation, particularly among lower-income families. These findings underscore the need for tailored interventions to overcome time, financial, and educational barriers, fostering equitable parental involvement across diverse household contexts (Ishak et al., 2020).

For this reason, fostering a cooperative learning environment that improves student learning requires parents and Madrasah teachers to use effective communication techniques. Having regular conversations with parents can have a big impact on the educational results in madrasah settings. By putting tactics like frequent meetings, seminars, and community events into practice, teachers may share information about children's development and give parents a forum to express their expectations and concerns. Furthermore, by making the educational process more accessible and interesting for both parents and children, implementing cutting-edge teaching strategies, like those derived from the Narrative Approach, can deepen this connection (Saharuddin et al., 2020).

Furthermore, the study contributes new findings to the discourse on parental involvement in Madrasa education, particularly in the context of the Southern Philippines. Unlike previous studies that focused primarily on academic outcomes, this research illuminates the critical role parents play in institutional sustainability. The consistently high scores in areas such as monitoring children's progress, contributing to policy awareness, and participating in associations indicate that parents are not only facilitators of learning but also active stakeholders in Madrasa governance. This shifts the narrative from parental involvement as supplementary to it being integral to the operational success of these institutions. Hence, the value of shared governance in schools, which proactive parental involvement may support. In the end, encouraging this involvement not only improves the educational process but also fortifies the Madrasah community's moral and cultural ties, opening the door to better educational results (Ya et al., 2020).

Correspondingly, the study's findings reveal unique cultural dynamics influencing parental engagement. In the context of the ALIVE program, the high levels of participation in events and associations reflect a communal approach to education that integrates Islamic values with academic pursuits. This aligns with a previous study (Dardiri, 2024) on parental engagement in Indonesian Madrasas, which also emphasizes the importance of structured parental involvement through associations like Jam'iyatul Walidain. However, the exceptional scores in decision-making and policy awareness observed in this study highlight a distinct cultural emphasis on collaborative governance, underscoring the potential for Madrasas to serve as hubs of community empowerment.

Addressing these gaps requires targeted interventions by Madrasa administrators. Improving communication channels through regular feedback sessions or workshops can empower parents to voice their concerns and contribute more effectively. Similarly, innovative strategies to boost fundraising participation, such as organizing community events that integrate religious or cultural practices, can increase parental involvement. By involving parents in the planning and execution of these activities, Madrasas can foster a greater sense of commitment to their financial stability.

The implications of this research extend to educational policy, particularly in contexts where parental participation is vital to institutional success. Policymakers should recognize the importance of fostering parental engagement and consider implementing supportive measures. For instance, providing resources and scheduling flexibility for parent-teacher conferences can enhance involvement. Additionally, structured platforms like parent-teacher associations can formalize collaboration, ensuring that parents' perspectives are consistently integrated into decision-making processes.

F. Conclusion

This study underscores the critical role of parental involvement in enhancing the quality and sustainability of Madrasah education in the Southern Philippines. The implications for stakeholders are significant. For Madrasah administrators, the findings highlight the necessity of establishing structured avenues for parental engagement, such as regular communication channels and participatory decision-making processes. Teachers could benefit from training programs aimed at fostering better collaboration with parents, while policymakers should prioritize funding and initiatives that facilitate active parental participation, including flexible scheduling for

parent-teacher conferences. For parents, this study emphasizes their essential role in cultivating a supportive educational environment. Despite its contributions, the research faced several limitations. The sample size was confined to General Santos City, which may not fully represent the broader experiences of parents across other regions of the Philippines. Additionally, the study relied solely on quantitative methods, potentially limiting insights into the nuanced perspectives of parents and educators. Future research should address these limitations by expanding the geographic scope to include other regions and employing qualitative methods, such as interviews or focus groups, to capture deeper insights. Investigating the impact of socioeconomic and cultural factors on parental involvement would also provide a more comprehensive understanding of the challenges and opportunities within Madrasah education. Such endeavors can inform the development of inclusive, culturally responsive strategies that further enhance the partnership between families and educational institutions.

References

- Ahmad, K. B. & Jory, P. (Eds). (2011). *Islamic studies and islamic education in contemporary southeast asia* (1. print). Yayasan Ilmuwan.
- Amir, A., Baharun, H., Wibowo, A., & Nurhasanah, M. (2022). Overcoming Learning Disorder through Parental Involvement in Madrasah. *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 12(3), 208–222. <https://doi.org/10.33367/ji.v12i3.2960>
- Çalışkan, E. F., & Ulaş, A. H. (2022). The Effect of Parent-Involved Reading Activities On Primary School Students' Reading Comprehension Skills, Reading Motivation, and Attitudes Towards Reading. *International Electronic Journal of Elementary Education*, 4. <https://doi.org/10.26822/iejee.2022.260>
- Cayamodin, J. R. (2019). The Prospect of Integrated and Holistic Madrasah Education System (IHMES) in The Philippines: A Sustainable Approach to Prevent Violent Extremism. *TARBIYA: Journal of Education in Muslim Society*, 6(1), 88–102. <https://doi.org/10.15408/tjems.v6i1.11628>
- Dardiri, M. A. (2024). Integration of Science and Parental Involvement in Islamic School Curriculum: A Review on Al-Azhar Islamic School Indonesia. *eL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam*, 18(2), 203–217. <https://doi.org/10.20414/elhikmah.v18i2.11031>
- Hankin, D. G., Mohr, M. S., & Newman, K. B. (2019). Stratified sampling. In D. Hankin, M. S. Mohr, & K. B. Newman, *Sampling Theory* (1st edn, pp. 68–91). Oxford University PressOxford. <https://doi.org/10.1093/oso/9780198815792.003.0005>
- Harad, H. M., & Arriola, B. H. (2022). *Challenges on the Implementation of Arabic Language and Islamic Values Education (ALIVE) Program*. <https://api.semanticscholar.org/CorpusID:251245424>
- Ishak, N. A., Mohd Satar, N., & Zakaria, R. H. (2020). Parental Involvement in Education Among Urban Families in Malaysia. *Journal of Southeast Asian Studies*, 25(2), 60–85. <https://doi.org/10.22452/jati.vol25no2.4>
- Kamal, S. S. L. A., Masnan, A. H., & Hashim, N. H. (2022). Parental Involvement in Young Children's Education in Malaysia: A Systematic Literature Review. *International*

- Journal of Learning, Teaching and Educational Research*, 21(3), 319–341.
<https://doi.org/10.26803/ijlter.21.3.17>
- Kulidtod, Z. D. (2017). *Islamic Educational Policies in The Philippines: Its Evolution and Current Problems*. <https://api.semanticscholar.org/CorpusID:197823960>
- Lantong, A. M. (2018). The Islamic Epistemology and its Implications for Education of Muslims in the Philippines. *Proceedings of the 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017)*. 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017), Sidoarjo, Indonesia.
<https://doi.org/10.2991/icigr-17.2018.16>
- Lubis, M. S. A., Damayanto, A., Bangkara, B. M. A. S. A., Fatoni, M. A., & Suherlan, H. (2022). Identification of Best Education Management Practices to Improve Learning Outcomes of Muslim Youth Adapting to 21st Century Competition. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(1), 338–353. <https://doi.org/10.33650/al-tanzim.v6i2.3366>
- Mangondato, S. (2021). Challenges of Madaris Educational System in Educating the Youth in the Bangsamoro Autonomous Region in Muslim Mindanao, Philippines. *Journal of Social and Political Sciences*, 4(1).
<https://doi.org/10.31014/aior.1991.04.01.259>
- Milligan, J. A. (with De La Salle University Publishing House & Palgrave Macmillan (Firm)). (2020). *Islamic identity, postcoloniality, and educational policy: Schooling and ethno-religious conflict in the southern Philippines* (Second edition). De La Salle University Publishing House ; Palgrave Macmillan.
- Mudhauwamah, K. & Rasyid, M. (2024). Peran Orang Tua terhadap Keberhasilan Pembelajaran Anak di Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Nurul Muttaqien Desa Mandalamekar Kabupaten Bandung. *Bandung Conference Series: Islamic Education*, 4(2), 1193–1200. <https://doi.org/10.29313/bcsied.v4i2.15653>
- Muhlisin, M., Sofi, M. J., Shobirin, M., & Deporos, S. R. C. (2023). The Quality Improvement Assistantship Program for Madrasa Education in Mindanao, the Philippines. *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 23(1), 19–40.
<https://doi.org/10.21580/dms.2023.231.14950>
- Munjin, M. (2022). School-Parent Collaboration in Internalizing Students' Spiritual Attitudes in the Pandemic Era (A Case Study on State Islamic Elementary Madrasa in Banyumas, Indonesia). *International Journal of Social Science and Human Research*, 05(07). <https://doi.org/10.47191/ijsshr/v5-i7-51>
- Murtadlo, M. (2015). Islam dan Pendidikan Madrasah di Filipina. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 13(1).
<https://doi.org/10.32729/edukasi.v13i1.233>
- Newman, N., Northcutt, A., Farmer, A., & Black, B. (2019). Epstein's Model of Parental Involvement: Parent Perceptions in Urban Schools. *Language Teaching and Educational Research*, 2(2), 81–100. <https://doi.org/10.35207/late.559732>
- Parker, L., & Raihani, R. (2011). Democratizing Indonesia through Education? Community Participation in Islamic Schooling. *Educational Management Administration & Leadership*, 39(6), 712–732. <https://doi.org/10.1177/1741143211416389>

- Rido, I., Halimah, S., & Mubarok, H. (2022). Analysis of Islamic Education Policy: Philippines Case Study. *TADRIBUNA: Journal of Islamic Education Management*, 2(2), 36–46. <https://doi.org/10.61456/tjiec.v2i2.22>
- Robertson, O., & Scott Evans, M. (2020). Just how reliable is your internal reliability? An overview of Cronbach's alpha (α). *PsyPag Quarterly*, 1(115), 23–27. <https://doi.org/10.53841/bpspag.2020.1.115.23>
- Rochmawan, A. E., Amin, L. H., & Hidayah, N. (2023). Parenting: Sinkronisasi Kurikulum Madrasah dengan Pola Asuh Orang Tua untuk Mendidik Anak Berakhlakul Karimah. *Al Haziq: Journal of Community Service*, 9–15. <https://doi.org/10.54090/haziq.390>
- Saharuddin, N., Hussein, S., Abdullah, N. S. M., & Yasin, M. (2020). Narrative as an Approach in Teacher Preparation Programme. *Universal Journal of Educational Research*, 8(3C), 31–43. <https://doi.org/10.13189/ujer.2020.081604>
- Sali, A. H. A., & Marasigan, A. C. (2020). Madrasah Education Program implementation in the Philippines: An exploratory case study. *International Journal of Comparative Education and Development*, 22(3), 201–217. <https://doi.org/10.1108/IJCED-06-2019-0034>
- Simbolon, S. E. A., Kusumaputri, E. S., & Hadji, A. A. (2023). The Positive Impact of Parental Autonomy Support, Academic Socialization, Parental Responses, and Psychological Control on Muslim Students' Motivation. *International Journal of Islamic Educational Psychology*, 4(2), progres. <https://doi.org/10.18196/ijiep.v4i2.19692>
- Ubale, A. Z., Abdullah, A. H., & Abdurrahman, T. (2015). A Relationship between Parental Involvement and Intrinsic Motivation on Learning Islamic Education. *International Journal of Academic Research in Business and Social Sciences*, 5(7), Pages 325-337. <https://doi.org/10.6007/IJARBS/v5-i7/1744>
- Utami, A. Y. (2022). The Role of Parental Involvement in Student Academic Outcomes. *Journal of Education Review Provision*, 2(1), 17–21. <https://doi.org/10.55885/jerp.v2i1.156>
- Ya, K. Z., Giatman, M., Rizal, F., & Wulansari, R. E. (2020). Revisiting the School-Based Management Recent Studies. *Pedagogi: Jurnal Ilmu Pendidikan*, 20(2), 119–127. <https://doi.org/10.24036/pedagogi.v20i2.897>