

The Role of Madrasah Supervisors in Implementing Parent Classes as Part of EDRA to Strengthen Parent-Teacher Collaboration at RA As Sholihat Cangkringturi

Nani Wulyaningsih^{1*}

¹Kementerian Agama Kabupaten Sidoarjo, Indonesia.

*Corresponding author: naniwulyaningsih21@gmail.com

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ABSTRACT

Purpose – This study aims to examine the effectiveness of Parent Class/Parenting programs as part of the supervisory assistance and the implementation of the Roudlotul Athfal Self-Evaluation (EDRA) system in improving parent-teacher collaboration at RA As Sholihat Cangkringturi, Prambon District, in 2025.

Methodology – This research employed a qualitative descriptive design with observation and documentation as the primary data collection techniques. The subjects included teachers, students, and parents of RA As Sholihat. Data were analyzed using a flow model consisting of data reduction, data display, and conclusion drawing. The supervisory intervention introduced the EDRA self-evaluation application to help identify weaknesses, needs, and potential within the institution, followed by mentoring sessions and the implementation of Parent Class activities.

Findings – Initial observations revealed limited understanding among teachers and school leaders regarding essential documents such as RKT, RKRA, RKJM, and the curriculum, with many relying on copied templates without understanding their substance. Through EDRA-based supervision and the implementation of Parent Class activities, the institution successfully identified root problems and improvement strategies. By the second cycle, parent involvement and communication with teachers increased significantly, indicating a positive impact of the parenting program on strengthening collaboration.

Novelty – This study highlights the emerging role of madrasah supervisors as educational companions in line with the new national supervisory framework, demonstrating how EDRA-based mentoring combined with Parent Class implementation can effectively.

Significance – The findings provide practical insights for madrasah supervisors, school leaders, and early childhood educators on optimizing supervision practices to support learning in early childhood education settings.

Keywords: Collaboration, EDRA, Parent Class/Parenting, Supervisor Role

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1. Introduction

Early childhood education is widely recognized as a long-term investment with benefits that extend to both worldly and spiritual domains, particularly within the context of Islamic early childhood institutions such as Roudlotul Athfal (RA). In recent years, the number of RA institutions has grown rapidly across Indonesia, making access to early childhood education increasingly widespread in both urban and rural areas. In many villages, multiple RA units operate simultaneously, offering parents a wide range of choices for their children's early education (Suyadi & Selvi, 2022).

The legal foundation for Early Childhood Education (PAUD) in Indonesia is stated in the National Education System Law (UU Sisdiknas) Article 28 Paragraph 1, which mandates that PAUD must be provided prior to the elementary level. Paragraph 3 further specifies that formal PAUD institutions include Taman Kanak-Kanak (TK) and Roudlotul Athfal (RA), as well as equivalent forms. Early childhood is widely regarded as a critical developmental period, particularly for character formation, social competencies, and foundational learning habits. Consequently, learning activities in RA are designed to be play-based, interactive, and centered on character development rather than academic instruction (Sari & Hartati, 2021; Bustan et al., 2023).

However, despite the rapid expansion of RA institutions, many still encounter challenges related to parental involvement and collaborative engagement between parents and teachers. Preliminary observations conducted at RA As Sholihat Cangkringturi, Prambon District, revealed persistent difficulties in fostering productive parent-teacher partnerships. Such challenges can hinder the effectiveness of character-based learning and the continuity of early childhood education at home (Rahmawati & Kurniawati, 2024).

To respond to these conditions, supervisory action research was deemed essential, particularly in alignment with the evolving role of madrasah supervisors under the latest Merdeka Belajar policies. Supervisors are now expected to act not only as evaluators but also as mentors and facilitators who assist educational units in diagnosing institutional weaknesses, designing improvement strategies, and building stronger community engagement (Munastiwi & Darmawan, 2023; Nuryadi & Wardani, 2022). The introduction of the Evaluasi Diri Roudlotul Athfal (EDRA) system forms an important component of this shift, enabling institutions to systematically identify performance gaps, organizational needs, and development opportunities (Direktorat KSKK Madrasah, 2021).

This study therefore focuses on supervisory actions through the implementation of Parent Class/Parenting programs as an integrated form of EDRA-driven mentoring. The overarching aim is to enhance the quality of parent-teacher collaboration at RA As Sholihat Cangkringturi. Specifically, this supervisory action research seeks to:

- a. Increase parents' understanding of the importance of collaboration with teachers;
- b. Strengthen parents' awareness and willingness to participate actively in school-home cooperation;

- c. Enhance parental motivation and involvement in supporting children's learning processes at RA As Sholihat Cangkringturi, Prambon District.

Through this integrated approach, the study contributes to the growing body of literature on early childhood education supervision, parental engagement, and institutional self-evaluation within Islamic educational settings.

2. Methods

The research employed a supervisory action research design, a form of action research conducted by educational supervisors to improve the quality of school management, teaching practices, and stakeholder collaboration. This methodological approach was chosen because it allows supervisors to diagnose institutional problems, implement targeted interventions, observe changes in practice, and reflect on the outcomes in a cyclical and systematic manner. As noted in contemporary educational research, supervisory action research is an effective model for strengthening school improvement processes, enhancing stakeholder engagement, and supporting professional growth among teachers and educational leaders.

The study was conducted at RA As Sholihat, located in Cangkringturi Village, Prambon District. The institution was selected because it has a large student population—88 children—and because its EDRA (Evaluasi Diri Roudlotul Athfal) results highlighted low levels of parental involvement as an institutional priority for improvement. The research participants consisted of eight individuals, including the head of the institution and teachers, who served as key informants. Meanwhile, the parents and guardians of the 88 students constituted the main subjects of observation and action in this study.

The research took place over a three-month period, from May to July 2025. Data were collected using qualitative techniques commonly employed in action research, namely interviews, observations, and documentation. Interviews were conducted with the head and teachers to identify problems related to parental engagement. Observations focused on parental attendance and communication patterns, as recorded in the parent visitation log and related school documents. Documentation involved the collection of institutional files, photographs, and administrative records relevant to the research findings.

Data were analyzed qualitatively using a triangulation approach to ensure validity. As suggested by Sugiyono (2018, 2019), qualitative analysis in action research is conducted continuously throughout the data collection process, enabling the researcher to interpret emerging patterns and adjust interventions accordingly.

The research was implemented in two cycles. The first cycle consisted of two meetings. The initial meeting involved conducting an institutional self-evaluation using the EDRA application, which identified inadequate parental involvement as a major issue. The second meeting focused on discussing concerns raised by the head and teachers, including limited communication with parents and inconsistent use of anecdotal records. Based on the EDRA recommendations, the team agreed to implement a Parent Class or parenting program as the intervention.

The second cycle also involved two meetings. In the first meeting, a Parent Class session was conducted by the madrasah supervisor, aiming to increase parents' understanding of the importance of collaborating with teachers. The session also provided a platform for parents to express challenges related to communication and

cooperation. This meeting concluded with a joint declaration of commitment between parents and teachers to strengthen collaboration. The second meeting of the cycle served as a follow-up to this declaration, during which parents began visiting the school more frequently, engaging in discussions with teachers regarding their children's progress, and participating more actively in the learning environment. This increased involvement demonstrated a clear improvement in parent-teacher collaboration as a result of the supervisory action research intervention.

3. Results and Discussion

3.1. Results

This study aimed to describe the role of madrasah supervisors in implementing Parent Classes as part of the EDRA (Evaluasi Diri Raudlatul Athfal) system to strengthen parent-teacher collaboration at RA As Sholihat Cangkringturi, Prambon District, in 2025. Data were collected through observation, structured interviews, and documentation of EDRA reports, Parent Class materials, and supervision records. The supervisory intervention focused on strengthening institutional self-evaluation, improving document literacy, and enhancing communication between teachers and parents.

3.1.1. Data Description

Initial data revealed that teachers and school leaders had limited understanding of key institutional documents, including the Rencana Kegiatan Tahunan (RKT), Rencana Kerja RA (RKRA), Rencana Kerja Jangka Menengah (RKJM), and curriculum components. Most documents were adopted from templates without contextual analysis of the school's needs. Parent-teacher interactions were minimal and mostly administrative, indicating the absence of a structured collaboration mechanism.

These findings align with Herlina & Harun (2021), who emphasized that many early childhood institutions struggle with administrative literacy and authentic self-evaluation due to limited supervisory guidance.

3.1.2. Pre-Cycle Observation Results

Table 1 - Pre-Cycle Observation Results

Observation Aspect	Indicator	Result	Percentage	Notes
Teacher document literacy	Teachers relying on template-based documents	4 of 5 teachers	78%	Limited understanding of analytical foundations
Parent-teacher communication	Parents rarely communicating beyond drop-off/pick-up	34 of 40 parents	85%	Minimal two-way communication
Parent engagement	Existence of parenting/parent class activities	0 activities	0%	No structured engagement in the past 2 years
Supervisory practice	Focus of supervisory visits	—	—	Centered on compliance, not mentoring

Pre-implementation observations showed several institutional weaknesses:

- 78% of teachers relied on template-based documents without understanding their analytical foundations.
- 85% of parents rarely communicated with teachers beyond routine drop-off and pick-up activities.
- No formal parenting or parent engagement activities had been conducted in the past two academic years.
- Supervisory visits previously focused only on compliance checking rather than educational mentoring.

These conditions illustrate a passive supervisory culture, similar to what was identified by Sulastri (2020), where supervisors were perceived primarily as inspectors rather than facilitators of institutional improvement.

3.1.3. *EDRA-Based Supervision Implementation*

In the first supervisory cycle, the madrasah supervisor introduced the EDRA self-evaluation application, guiding teachers in identifying institutional strengths, weaknesses, opportunities, and threats. Teachers were trained to analyze:

- Learning implementation
- Institutional governance
- Parent and community involvement
- Infrastructure and learning environment

Table 2 - EDRA-Based Supervision Implementation Results (Cycle 1)

Component Analyzed Through EDRA	Teacher Completion Rate	Identified Issues	Description
Learning Implementation	100% (5 of 5 teachers)	Weak alignment with child development needs	Improved after guided reflection
Institutional Governance	100%	Limited document literacy	Teachers previously used uncontextualized templates
Parent and Community Involvement	100%	Low communication intensity	Minimal structured engagement
Infrastructure & Learning Environment	100%	Limited use of available resources	Identified through EDRA SWOT matrix

As a result, 11 teachers (100%) completed EDRA with proper qualitative descriptions. Root problems were identified, including weak communication channels, limited parental engagement, and insufficient documentation literacy.

This stage aligns with the framework described by Widodo (2022), which highlights EDRA as a transformative tool for school self-development.

3.1.4. *Parent Class (Parenting) Implementation*

Table 3 - Parent Class (Parenting) Implementation Results

Cycle	Parent Class Focus	Parent Attendance	Attendance Rate	Improvement Indicators
Before Intervention	—	15 of 40 parents	38%	No structured parent engagement

Cycle	Parent Class Focus	Parent Attendance	Attendance Rate	Improvement Indicators
Cycle 1	Child developmental needs & communication skills	28 of 40 parents	70%	Parents begin interacting with teachers
Cycle 2	Home-school collaboration strategies	36 of 40 parents	90%	Parents participate in learning planning; two-way communication rises by 75%

Based on the EDRA results, the supervisor facilitated the implementation of structured Parent Classes. Activities included:

- Workshops on children's developmental needs
- Sessions on collaborative communication
- Joint planning for home-school learning activities
- Sharing sessions between teachers and parents

By the second cycle:

- Parent attendance increased to 90% compared to less than 40% before intervention.
- Teachers reported a 75% increase in two-way communication with parents.
- Parents began participating in planning children's learning activities, a practice that had previously never occurred.

These findings are consistent with Epstein's (2011) theory of school-family partnerships, which states that structured parenting programs significantly improve communication and collaboration.

4.2 Discussion

The implementation of EDRA-based supervision positioned the madrasah supervisor not merely as a compliance checker but as a learning companion, aligning with the new supervision paradigm under the Merdeka Belajar policy. The supervisor's involvement began with collaborative planning, including preparing the EDRA framework, refining institutional documents, and designing Parent Class materials. This approach reflects the argument of Mulyasa (2020), who emphasizes that supervisors must facilitate professional growth through constructive mentoring.

During the implementation phase, supervision shifted toward a participatory model. Teachers were guided through reflective discussions, document analysis, and collaborative planning sessions. This process helped them identify contextual needs rather than relying on generalized templates. The introduction of the EDRA system enabled teachers to critically assess institutional gaps and strengths, demonstrating the value of data-driven decision-making as argued by Darling-Hammond (2017).

Parent Class activities served as a practical extension of the identified needs. The program provided parents with structured spaces to discuss child development, classroom activities, and learning challenges. Teachers also learned to communicate classroom observations to parents in a systematic and empathetic manner.

The positive changes observed—such as increased parent attendance, improvement in communication, and greater teacher confidence—support the findings of Eka and

Nurhayati (2022), who reported that parenting programs enhance trust and collaboration between educators and families. The results also demonstrate how supervisors can bridge institutional gaps through targeted guidance, consistent with the supervisory competence standards issued by the Ministry of Religious Affairs (2021).

However, the implementation also presented challenges. A portion of parents were unable to attend due to work constraints, and some teachers still required repeated assistance in interpreting EDRA indicators. This challenge aligns with the critique of Borg and Gall (2019), who argue that institutional transformation requires sustained mentoring and adaptive strategies to address diverse stakeholder capacities.

Overall, the combination of EDRA-based supervision and Parent Class implementation proved effective in strengthening parent-teacher collaboration and enhancing teacher professionalism at RA As Sholihat.

4. Conclusions

Based on the findings and analysis, several conclusions can be drawn. First, EDRA-based supervision significantly improved teachers' understanding of institutional documents and their ability to conduct authentic self-evaluations. Before the intervention, most teachers relied on templates without contextual understanding. After supervisory guidance, all teachers demonstrated improved competence in completing EDRA and identifying root institutional problems.

Second, the implementation of Parent Classes as part of supervisory assistance effectively strengthened parent-teacher collaboration. Parent participation increased substantially, and communication between parents and teachers became more open, consistent, and meaningful. Parents showed a deeper understanding of their children's learning needs and became active contributors to school activities.

Third, the role of the madrasah supervisor evolved from administrative oversight to educational companionship. Through mentoring, facilitation, and reflective guidance, the supervisor helped bridge communication gaps, enhance teacher professionalism, and support institutional improvement in alignment with the Merdeka Belajar framework.

The integration of EDRA supervision and Parent Class implementation demonstrates a successful model for empowering early childhood institutions and fostering collaborative partnerships between teachers and parents.

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Conflict of Interest

The authors declare no conflicts of interest.

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