

Participatory Management: Synergy Between School Committees and Parents in Accelerating the Short Surah Memorization Program

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Abstract

This study examines participatory management through the synergy between school committees and parents in accelerating the short surah memorization program at Banjar Public Elementary School, Kertek District, Wonosobo Regency, in the 2026/2027 academic year. The research aims to analyze the role of participatory management in strengthening collaboration between the school committee and parents, identify the forms of synergy developed in supporting the memorization program, and explore the supporting and inhibiting factors influencing its implementation. This study employed a qualitative descriptive approach, with data collected through in-depth interviews, observation, and documentation involving the principal, Islamic education teachers, school committee members, and parents of students participating in the program. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing, while the validity of the findings was ensured through source triangulation, technique triangulation, and member checking. The findings reveal that participatory management was implemented through collaborative planning, shared supervision of memorization activities, continuous communication, parental assistance at home, motivational reinforcement, and joint monitoring of students' memorization progress. The school committee played a strategic role as a mediator between the school and parents, while parents acted as co-educators who reinforced repetition, discipline, and religious habituation at home. The study also found that the effectiveness of the program was supported by shared commitment, routine communication, and a religious school culture, but constrained by differences in parental availability, students' memorization abilities, and limited time allocation. The study concludes that participatory management is an effective collaborative strategy for strengthening school-family partnerships and accelerating students' short surah memorization achievement in public elementary schools.

Keywords

Participatory management, school committee, parental involvement, short surah memorization, Qur'anic learning, elementary school education, school-family collaboration.



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INTRODUCTION

Participatory management in education has become increasingly relevant in efforts to improve school quality through collaborative governance involving multiple stakeholders, particularly school leaders, teachers, school committees, and parents. In the context of elementary education, participatory management is not merely an administrative model, but a strategic approach that positions the school as a shared educational space where responsibility for student development is distributed among internal and external actors. This approach is highly significant in religious and character-based programs, including the memorization of short surahs, because the success of such programs cannot rely solely on classroom instruction. Instead, it requires continuity between school guidance, family reinforcement, and community support. In Indonesian basic education, the school committee has been institutionally designed to represent community participation in school governance, while parents remain the primary educational partners who shape children's habits and discipline at home. Therefore, synergy between school committees and parents reflects the practical embodiment of participatory management in building a supportive ecosystem for children's academic and religious development. In schools that seek to strengthen Qur'anic literacy and Islamic character from an early age, such synergy becomes even more urgent because memorization programs require consistency, monitoring, motivation, and habituation beyond school hours (Palettei et al., 2021; Hidayatulloh & Fauziyah, 2020).

The short surah memorization program in public elementary schools represents an important effort to integrate religious values into formal schooling, especially in Muslim-majority communities where expectations for children's moral and spiritual development remain strong. Memorizing short surahs is not only aimed at increasing students' mastery of Qur'anic texts, but also at cultivating discipline, concentration, religious identity, and daily worship habits. In many Indonesian schools, tahfidz and Qur'anic memorization programs are increasingly used as instruments of character education and school branding, but their implementation often faces practical challenges such as limited instructional time, variation in students' memorization abilities, and uneven support from families. For this reason, the success of a short surah memorization program depends on a broader educational partnership in which the school committee can strengthen program planning, socialization, and community legitimacy, while parents can reinforce repetition, muroja'ah, and motivation at home. Previous studies show that parental involvement in Qur'anic education significantly contributes to children's persistence and achievement in memorization activities because learning the Qur'an is deeply connected with routines, emotional support, and spiritual modeling within the family environment. Thus, participatory management offers a framework for aligning institutional planning with household practice so that the memorization program becomes sustainable and meaningful for students (Ambarwati et al., 2025; Ahmad & Andriyani, 2022; Fauziah, 2020).

From the perspective of school governance, the school committee occupies a crucial role as a bridge between the school and the community. In participatory management, the committee is expected not only to function as a formal advisory body, but also as a partner in decision-making, program support, accountability, and mobilization of parental participation. In elementary schools, committee involvement can strengthen religious programs by helping schools formulate shared targets, facilitate communication with parents, support learning facilities, and monitor program implementation through collaborative forums. Research on school-based management indicates that committee participation contributes to educational quality when the committee is empowered, understands school goals, and works in partnership with school leaders rather than remaining passive or symbolic. In Islamic education settings, committee involvement is also closely related to strengthening school legitimacy and encouraging community ownership of school programs. Therefore, in the context of a short surah memorization program, the committee's role can be interpreted as a strategic mediator that transforms parental concern into organized support, whether through meetings, parenting activities, monitoring books, or collaborative evaluation of student progress. Such involvement is important because memorization programs require not only pedagogical planning but also social commitment from the educational community surrounding the child (Sahrul et al., 2020; Fatayan et al., 2020; Arifin et al., 2026).

Parents, on the other hand, are central actors in the continuity of memorization learning because the home is the primary setting where repetition, encouragement, and religious habituation take place. In the case of elementary school children, memorizing short surahs requires regular practice, listening support, correction of recitation, and emotional reinforcement, all of which are difficult to sustain without parental engagement. The literature on parental involvement in Islamic education emphasizes that parents contribute not only through direct assistance with memorization, but also through the creation of a home environment that values the Qur'an, maintains learning schedules, and reinforces moral discipline. This means that the acceleration of a memorization program is closely tied to the quality of communication between school and family. When parents clearly understand school targets, methods, and evaluation systems, they are more likely to participate actively and consistently. Conversely, when communication is weak, memorization activities often become fragmented between school expectations and home routines. Accordingly, synergy between parents and the school committee becomes a practical mechanism for ensuring that the school's religious program is not isolated within classroom walls but becomes a shared educational movement supported by the family and community. Such a model is especially relevant for public elementary schools that seek to balance general education with religious strengthening in response to community aspirations (Nudin, 2020; Hidayatulloh & Fauziyah, 2020; Ahmad & Andriyani, 2022).

Based on this background, the study entitled "Participatory Management: Synergy Between School Committees and Parents in Accelerating the Short Surah Memorization Program at Banjar Public Elementary School, Kertek District, Wonosobo Regency, 2026/2027

Academic Year” becomes important to examine because it highlights how school-based religious programs are shaped by collaborative governance at the local level. Banjar Public Elementary School, as a public school implementing a short surah memorization program, provides a relevant context for exploring how participatory management is translated into concrete practices involving school committees and parents. This study is expected to reveal forms of synergy, patterns of communication, supporting and inhibiting factors, and the extent to which collaboration contributes to accelerating students’ memorization achievements. More broadly, the research can enrich the discourse on participatory management in Indonesian elementary education by demonstrating that religious programs in public schools are most effective when they are supported by shared ownership, mutual responsibility, and continuous interaction between school institutions and families. In this sense, participatory management is not only a managerial concept, but also a social and educational strategy for building collective commitment to children’s religious learning and character formation (Palettei et al., 2021; Fauziah, 2020; Nazikhah & Suwadi, 2026).

METHODS

This study employed a qualitative descriptive approach to explore the implementation of participatory management through the synergy between school committees and parents in accelerating the short surah memorization program at Banjar Public Elementary School, Kertek District, Wonosobo Regency, during the 2026/2027 academic year. The research was conducted in the natural setting of the school, focusing on understanding the roles, forms of collaboration, communication patterns, and supporting factors involved in the program. Data were collected through in-depth interviews with the principal, Islamic education teachers, school committee members, and parents of students participating in the memorization program, as well as through observation of school activities and documentation analysis, including memorization achievement records, meeting notes, and school program documents. The selection of informants used purposive sampling based on their direct involvement in planning, implementing, and evaluating the short surah memorization program. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing/verification. To ensure the trustworthiness of the findings, the study applied source triangulation, technique triangulation, and member checking so that the data obtained could accurately reflect the collaborative practices between the school committee and parents in supporting students’ religious learning outcomes.

FINDINGS AND DISCUSSION

The Role of Participatory Management in Strengthening Collaboration Between School Committees and Parents

The findings of this study show that participatory management at Banjar Public Elementary School is manifested through the active involvement of school committees and

parents in the planning, implementation, and monitoring of the short surah memorization program. Rather than positioning the memorization program solely as the responsibility of Islamic education teachers, the school developed it as a collective agenda that required agreement, communication, and shared commitment from multiple stakeholders. At the planning stage, the principal and teachers discussed memorization targets, implementation schedules, and evaluation mechanisms with the school committee, which then functioned as a bridge to communicate the program's objectives to parents. This pattern indicates that participatory management in the school does not merely involve consultation, but also the distribution of responsibility across institutional and family spheres. The school committee became an intermediary institution that translated school policy into a community-supported program, while parents were encouraged to become direct partners in sustaining memorization practice at home. In this sense, participatory management strengthened the legitimacy of the program because the decisions related to memorization targets, supervision, and student habituation were not imposed unilaterally by the school but negotiated through collaborative interaction. This finding confirms that participatory governance in primary education is most effective when school programs are designed as shared commitments rather than administrative directives, especially for programs that depend on continuity between school and home environments (Fitriani & Istaryatiningtias, 2020; Kusumawardani et al., 2022).

Theoretically, these findings reflect the central principle of participatory management that educational quality is enhanced when stakeholders are involved not only as beneficiaries but also as co-managers of school programs. In the context of this study, the school committee played a strategic role in expanding participation beyond formal meetings by helping the school build parental trust, socializing the purpose of the memorization program, and encouraging parents to support daily muraja'ah at home. The committee's role was therefore not symbolic, but functional, because it contributed to the alignment of school goals with family practices. This supports the argument that school committees in decentralized education systems should serve as mediators, supporters, and controllers of school policy implementation, particularly in elementary education where parental influence on student learning habits remains strong. The findings also reveal that parents became more willing to participate when they perceived that the school did not merely instruct them to supervise memorization, but invited them into a partnership structure where their contribution was recognized as part of the school's success. This collaborative structure reduced the distance between institutional expectations and household realities, making parental involvement more sustainable. From a management perspective, this confirms that participatory management is not simply about attendance in meetings, but about creating mechanisms through which voice, responsibility, and accountability are shared among actors who influence children's learning (Rozikin et al., 2023; Aulia & Amra, 2021).

Another important finding is that participatory management strengthened communication patterns between the school and parents, thereby improving the consistency

of the memorization program. The school used regular meetings, communication books, and informal discussions facilitated by teachers and committee members to monitor students' memorization progress and identify difficulties faced by children at home. This communication system allowed parents to understand not only the memorization targets, but also the pedagogical expectations of the school, such as repetition schedules, pronunciation accuracy, and motivational reinforcement. As a result, parents were not passive observers but became active educational partners who adjusted home routines to support their children's progress. Theoretically, this finding is consistent with the view that parental involvement becomes effective when schools create structured channels for interaction and when parents receive clear guidance regarding their roles in children's learning. In Banjar Public Elementary School, the role of participatory management was therefore visible in the transformation of communication from one-way instruction into reciprocal coordination. The school committee further reinforced this process by functioning as a social connector that reduced communication barriers between teachers and families. This model is particularly relevant for religious learning programs because memorization requires repetitive practice, emotional encouragement, and discipline that cannot be maintained through school instruction alone. Thus, participatory management served not only as an organizational strategy but also as a pedagogical support system that integrated school authority with family engagement (Hardianto, 2022; Tambunan et al., 2023).

The study also found that participatory management contributed to a stronger sense of collective ownership over the short surah memorization program. Parents and committee members did not view the program as an isolated religious activity, but as part of the school's broader mission to shape students' character, discipline, and Islamic identity. This shared perception encouraged stronger commitment to supervising memorization routines and evaluating children's progress. In theoretical terms, the findings suggest that participatory management becomes meaningful when it moves beyond procedural involvement and develops into shared ownership of educational goals. In such a model, school committees function not only as advisory bodies but also as agents of social mobilization who help transform school programs into community-supported practices. Likewise, parents are not positioned merely as external supporters but as co-educators whose daily interaction with children determines the sustainability of school-based religious learning. Therefore, the synergy between school committees and parents at Banjar Public Elementary School illustrates that participatory management can accelerate the short surah memorization program because it builds a collaborative ecosystem in which planning, implementation, and reinforcement occur across interconnected settings. The program's success is thus inseparable from the school's ability to institutionalize participation as a culture of shared educational responsibility rather than as incidental involvement (Nusantara & Rostini, 2025; Suryati et al., 2025).

Forms of Synergy Between School Committees and Parents in Accelerating the Short Surah Memorization Program

The findings of this study indicate that the synergy between school committees and parents at Banjar Public Elementary School was expressed through several concrete forms of collaboration that directly supported the acceleration of the short surah memorization program. The first and most visible form was the establishment of a shared supervision system between school and home. Teachers set weekly memorization targets and communicated them to parents through memorization control books and informal class-based communication channels, while the school committee reinforced parental compliance by encouraging families to take the program seriously as part of the school's collective religious agenda. Through this mechanism, memorization was no longer confined to school hours but continued at home through repetition, listening practice, and simple parental checks on fluency and pronunciation. This finding shows that the acceleration of memorization was not produced solely by increasing the amount of instruction at school, but by extending the learning ecosystem into the family setting. In practical terms, the school committee functioned as a mobilizing body that legitimized school expectations in the eyes of parents, whereas parents became daily companions who transformed institutional targets into repeated home-based practice. Theoretically, this reflects the idea that school-family synergy becomes effective when participation is translated into routine educational labor rather than remaining at the level of symbolic support. In Qur'anic memorization programs, this daily reinforcement is particularly important because memorization quality depends heavily on repetition, continuity, and emotional encouragement, all of which are more sustainable when school expectations are synchronized with family routines (Fadil, 2024; Thamrin, 2024; Nihayah, 2025).

A second form of synergy found in this study was the collaborative creation of motivational and religious support for students. Parents were not only asked to help children repeat short surahs, but were also encouraged to create a home atmosphere that appreciated Qur'anic learning by allocating regular time for memorization, giving praise for progress, and reminding children of the spiritual value of memorizing the Qur'an. Meanwhile, the school committee supported the school by socializing the moral importance of the program in meetings and community interactions, thereby building a common understanding that memorization was part of children's character and religious formation rather than an additional academic burden. This synergy produced a stronger motivational climate because children received the same message in both school and home environments: memorization was important, achievable, and worthy of consistent effort. Theoretically, this finding aligns with the view that parental involvement in religious learning is not limited to technical assistance but includes affective, spiritual, and symbolic support that shapes children's persistence and self-discipline. The role of the school committee in this context was crucial because it expanded the social legitimacy of the program, turning it into a community-supported educational commitment. In participatory management terms, this means that collaboration is effective when it creates value congruence among stakeholders, so that students are surrounded by a coherent network of expectations, motivations, and religious

meanings. Such congruence is particularly relevant in elementary education, where children's learning engagement is strongly influenced by emotional climate, family habits, and the consistency of adult guidance (Faqihuddin et al., 2024; Wijayanti et al., 2025; Fitariani et al., 2025).

The third form of synergy identified in this study was the collaborative monitoring and evaluation of students' memorization progress. At Banjar Public Elementary School, memorization achievement was not assessed solely through teacher observation in the classroom; rather, it was monitored through a combination of school evaluation and parental feedback regarding children's consistency, difficulties, and progress at home. Parents informed teachers about obstacles such as children's boredom, limited concentration, or irregular practice, while teachers and committee members used this information to adjust expectations and provide encouragement. In some cases, the committee also helped facilitate communication forums where parents could share challenges and receive guidance on how to accompany children in memorization activities. This pattern suggests that the synergy between school committees and parents functioned as a feedback system that allowed the program to remain adaptive rather than rigid. From a theoretical perspective, this finding supports participatory management theory, which emphasizes that collaboration becomes meaningful when stakeholders are involved not only in implementation but also in reflection and problem-solving. Monitoring in this sense was not merely an administrative act of checking memorization targets, but a collaborative process of identifying barriers and sustaining children's engagement. It also illustrates that educational acceleration does not necessarily mean pressuring children to memorize more quickly; rather, it means building a support structure that enables steady progress through responsive communication, shared responsibility, and contextual problem-solving. Thus, the synergy between school committees and parents accelerated the short surah memorization program because it produced an integrated pattern of supervision, motivation, and evaluation that linked school management with everyday family practice (Widhiarto et al., 2025; Satyawati et al., 2024; Nurrahman et al., 2025).

Supporting and Inhibiting Factors in the Implementation of the Short Surah Memorization Program Through Participatory Management

The findings of this study reveal that the successful implementation of the short surah memorization program at Banjar Public Elementary School was strongly supported by the existence of a participatory culture that linked school leadership, the school committee, teachers, and parents in a shared educational commitment. One of the most significant supporting factors was the school's ability to transform memorization into a collective program rather than a teacher-centered religious activity. The principal established clear memorization targets and routines, teachers translated them into daily instructional practice, the school committee reinforced the program through community communication, and parents ensured continuity through home-based muraja'ah. This integrated pattern created consistency between institutional expectations and family practice, which is essential in

elementary-level Qur'anic memorization. The findings also indicate that parental awareness of the religious value of short surah memorization strengthened their willingness to assist children at home, while committee support increased parents' sense that the program was not optional but part of the school's educational identity. In theoretical terms, this demonstrates that participatory management functions effectively when it creates role clarity and shared ownership across stakeholders. The memorization program accelerated not simply because students were asked to memorize more, but because the social environment around them became more structured, supportive, and aligned. In this context, participatory management acted as a system for organizing support, ensuring that motivation, supervision, and reinforcement operated simultaneously in school and at home (Sahrul et al., 2020; Rozikin et al., 2023; Satriani et al., 2025).

Another major supporting factor was the presence of regular communication and monitoring mechanisms that enabled the school and parents to respond quickly to students' memorization progress and difficulties. At Banjar Public Elementary School, communication books, teacher-parent interactions, and school committee facilitation helped maintain a flow of information about memorization targets, student discipline, pronunciation problems, and repetition habits at home. This routine communication reduced the possibility of misunderstanding between school expectations and parental capacity, and it enabled parents to adjust home schedules to support memorization more consistently. The committee's involvement also strengthened the legitimacy of school instructions because it acted as a bridge between institutional policy and family realities. Theoretically, this finding supports the argument that participatory management becomes productive when it institutionalizes communication as a reciprocal rather than one-way process. In the context of short surah memorization, communication is not merely administrative; it is pedagogical, because it allows adults around the child to coordinate strategies for repetition, motivation, and correction. The existence of feedback loops between teachers and parents also made the program adaptive, since students who faced difficulties in fluency, concentration, or confidence could receive more targeted support. Thus, the acceleration of memorization was supported by a management structure that connected information sharing with collaborative problem-solving, allowing the program to function as a flexible educational partnership rather than a rigid school demand (Palettei et al., 2021; Thahar et al., 2025; Dian et al., 2025).

However, the study also identified several inhibiting factors that limited the effectiveness of the short surah memorization program despite the presence of participatory management. The first obstacle was the unequal level of parental availability and consistency in accompanying children at home. Some parents were highly committed and routinely supervised muraja'ah, but others faced work demands, limited religious literacy, or fatigue that reduced their ability to monitor memorization regularly. This created uneven reinforcement among students, with some children receiving strong support and others relying mainly on school-based memorization sessions. A second inhibiting factor was the variation in students' memorization abilities, concentration levels, and motivation. Not all

students progressed at the same pace, and some experienced boredom, pronunciation difficulties, or low confidence when memorization targets accumulated. These challenges were intensified when home supervision was weak or when students lacked effective repetition habits. Theoretically, these findings suggest that participatory management does not automatically eliminate structural and psychological barriers; rather, it provides a framework for managing them collectively. In Qur'anic memorization, success depends not only on management structure but also on individual readiness, parental capacity, and sustained emotional support. Therefore, the effectiveness of participatory management is partly determined by how well schools recognize differences in family resources and student characteristics, then adapt support mechanisms accordingly (Ali & Budianto, 2025; Nihayah, 2025; Yundianto et al., 2024).

A further inhibiting factor concerned the limitations of time allocation and the challenge of balancing memorization with other academic responsibilities. As a public elementary school, Banjar Public Elementary School had to integrate the short surah memorization program into a broader curriculum that included general subjects, extracurricular activities, and administrative demands. This meant that the time available for memorization at school was relatively limited, making parental reinforcement at home even more crucial. Yet not all families were equally able to provide a stable memorization environment, and not all committee interventions could fully overcome these differences. In addition, the sustainability of participatory management depended on the intensity of coordination; when meetings were less frequent or follow-up was weak, some parents became less engaged. From a theoretical perspective, this indicates that participatory management must be supported by continuous organizational discipline, not merely by initial enthusiasm or formal structures. A participatory program can only remain effective when coordination is routine, expectations are realistic, and support systems are responsive to children's developmental needs. Therefore, the implementation of the short surah memorization program at Banjar Public Elementary School shows that supporting factors—such as shared commitment, communication, and collaborative monitoring—can significantly accelerate memorization, but their impact remains vulnerable to parental time constraints, student diversity, and institutional limitations. Participatory management is thus best understood not as a guarantee of success, but as a strategic framework for mobilizing collective educational resources to reduce obstacles and strengthen the continuity of children's religious learning (Alfisyahri et al., 2024; Rejeki, 2026; Arifin et al., 2026).

CONCLUSION

In conclusion, this study demonstrates that participatory management plays a crucial role in accelerating the short surah memorization program at Banjar Public Elementary School by creating effective synergy between the school committee and parents. The findings show that the success of the program is not determined solely by classroom instruction, but by the

extent to which memorization activities are supported through collaborative planning, shared supervision, consistent communication, motivational reinforcement, and joint monitoring between school and home. The school committee functions as a strategic mediator that strengthens communication, builds parental commitment, and supports the institutionalization of the memorization program as part of the school's religious and character-building agenda, while parents act as co-educators who sustain repetition, discipline, and emotional encouragement in the family environment. At the same time, the study also reveals that the effectiveness of participatory management is influenced by several supporting and inhibiting factors, including parental availability, students' diverse memorization abilities, time allocation, and the continuity of coordination among stakeholders. Therefore, participatory management can be understood as a collaborative educational strategy that not only distributes responsibility among school actors and families, but also creates an integrated support system capable of strengthening students' religious learning, improving memorization outcomes, and fostering a shared culture of responsibility for children's Islamic character development..

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