

Quarterly Supervision as Contextual Invitations: Shift in Role Construction and Parental Self-Efficacy of Parents in Pilot Madrasah

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ARTICLE INFO	ABSTRACT
Keywords: Contextual invitations; parental role construction; parental self-efficacy; leveling mechanism; supervisi triwulan; madrasah rintisan	This study examines how quarterly supervision (supervisi triwulan) at a pioneering rural madrasah functions as a substantive, recurring contextual invitation, and how this experience longitudinally reshapes parents' role construction and parental self-efficacy. Using a secondary analysis of qualitative data originally collected for the author's (2024) undergraduate thesis, the study applies Braun and Clarke's (2006, 2021) reflexive thematic analysis through the lens of the Hoover-Dempsey and Sandler (HDS) model of parental involvement. Data sources include written parental recommendation documents, in-depth interview transcripts from 18 participants (parents, teachers, and the principal), and supervision records spanning two time points (2022/2023 and 2024), triangulated with independent 2026 quantitative data (Inclusivity and School Friendliness Scale) as downstream longitudinal evidence that the institutional shift achieved in 2022–2024 has sustained an inclusive, welcoming school ecosystem through 2026. Five themes were identified: (1) quarterly supervision operates as a layered, substantive invitation sustained by a closed feedback loop; (2) parents' role construction shifts from passive domestic reporting toward active pedagogical-diagnostic partnership; (3) parental self-efficacy strengthens through visible impact, functioning as a mastery experience; (4) three design mechanisms— anonymization, cross-family interviewing, and implementation transparency—collapse the feudal-hierarchical cultural barriers (ewuh pakewuh, wedi kuwalat, mendem jero) that otherwise silence parental voice in Javanese rural communities; and (5) these mechanisms cyclically reinforce positive child outcomes across social inclusion, behavioral regulation, and reduced device dependency. The study's principal theoretical contribution is the concept of a leveling mechanism: a structural precondition for contextual invitations to function effectively within hierarchical cultural settings, extending the HDS model beyond its original formulation toward the ecology of inclusive, rural Islamic primary education in Indonesia.

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1. INTRODUCTION

Parental involvement in children's education is one of the main determining factors for students' academic success and social-emotional development (Epstein, 2018; Ma et al., 2024). But in many schools, the involvement is still passive. Older people are more often positioned as observers than active participants. Because teachers tend to limit the role of parents to "the limits that are deemed necessary" and dwarf their role only as providers of support services (Fisher & Baissberg, 2025). In Goodall's terms, this tendency is called deficit discourse—a discourse that implicitly places the burden of failure of engagement on parents, regardless of the school structure that limits their space for participation (Goodall, 2021). So, parents themselves then see that their role is limited to support at home.

If we look at the local context, this restriction is exacerbated by feudal-hierarchical cultural norms that create a distance between the power relationship between parents and teachers, with the perception of responsibility as a special domain of the teacher (Yulianti et al., 2018). Yulianti added that Indonesian parents are more involved in learning at home than at school, with the level of involvement in rural areas being lower than in urban areas (Yulianti et al., 2019). This limitation was also felt by MI Al Makmur Sarangan in the initial phase before there was an intervention.

In addition, the school, which was just established in 2022, has not received the trust of the public, as well as the author's assumption, that several events triggered tension between the school and parents. One of them is the desire of the grandson of the founder of the foundation where the school is sheltered to leave, because of difficulties in getting along (social interaction) and feeling of fear (intimidation) in the school environment. This incident prompted the school to open a box of criticism and suggestions, among the complaints on the questionnaire filled out by parents were requests to schools to manage children's compulsion to gadgets, and isolation themselves from the outside environment. From that point, the deliberation of parents and schools began in the odd semester of 2022. Along with the issuance of children's academic report cards, some who were allegedly addicted to gadgets by the school's internal assessment of the interaction of the environment and gadgets received below-average scores. Although the author explains to the parents that the relationship between the two does not mean causality, the parents want a concrete solution resulting from this questionnaire. Then, a pilot assessment project was born that was assessed by parents. As time goes by, it is then agreed upon under the name of quarterly supervision.

In the context of Javanese culture that is still thick with the norm of 'resignation of the bongkokan'—where parents tend to leave the affairs of education completely to the teacher because of hesitation (ewuh pakewuh)—this quarterly supervision innovation emerged not as a theoretical experiment, but as a direct response to the psychological alienation of parents from the pioneering madrasah institution.

Judging from the framework of Hoover-Dempsey and Sandler (HDS) theory, this kind of invitation is called contextual invitations. The HDS model explains that parental involvement does not appear automatically, but is influenced by three main components: (1) contextual invitations from schools, teachers, and children; (2) motivational beliefs that include role construction and parental self-efficacy; and (3) life context. These three components produce parental involvement practices that have an impact on child outcomes such as self-regulation, social behavior, and academic achievement (Hoover-Dempsey & Sandler, 1997). Since its first introduction, the model has undergone several conceptual revisions. Hoover-Dempsey herself asserts that parental role construction—that is, how parents define their responsibilities in a child's education—is the strongest psychological indicator of the decision to get involved, even stronger than explicit invitations from the school itself. The implication is that school

invitations that are mere formalities for parents risk producing superficial and unsustainable participation (Walker Joan M. T. et al., 2005).

Liu and Leighton found that within the framework of HDS, parents' perception of contextual invitations was shown to directly encourage increased parental self-efficacy. This was then considered to be the strongest indicator of parental involvement in children's academic activities (Liu & Leighton, 2021). However, as Mocho emphasized in a systematic review of 43 parental engagement measurement instruments from 2000 to 2024, such contextual invitations must be substantive—not just administrative formalities such as filling out attendance lists—to be truly effective in encouraging meaningful participation (Mocho et al., 2025).

Ma's meta-analysis of 43 studies with 185 effect measures (N=20,043 children) found that parenting self-efficacy was significantly associated with the quality of home-school partnerships, although the strength of this relationship varied across contexts. The relationship was two-way: school practices that did not respect parental input actually weakened their participation and self-confidence, while positive experiences in school-based activities could improve parental self-efficacy (Ma et al., 2024). Furthermore, Glatz and Buchanan in a systematic review of 35 empirical studies affirm that parental self-efficacy is not a static construct—it is dynamic and responsive to repetitive experiences and structured interventions (Glatz et al., 2024).

The Williams-Johnson and Gonzalez-DeHass study confirms that the perception of role construction is strongly influenced by social and cultural factors, so it cannot be separated from the context of the community in which the school is located (Williams-Johnson & Gonzalez-DeHass, 2022). In line with that, Lavenda points out that testing the HDS model in Israel resulted in significant structural adjustments, indicating that cultural context is an explanatory variable that cannot be ignored in studies of parental involvement (Lavenda, 2011).

The feudal-hierarchical cultural context in Indonesia has special implications for the operationalization of the HDS model. In a society that upholds respect for authority figures such as teachers and principals, invitations to participate critically—for example, to provide evaluations or recommendations on learning practices—can be considered inappropriate, even if the invitation to participate is explicitly and sincerely conveyed by the school. This phenomenon is exactly what was found (Ginanto et al., 2024) in Indonesian Islamic boarding schools, where parents tend to hand over the education authority completely to the school even though they are formally invited to get involved. The gap between formal invitations and substantive participation requires this study to identify concrete design mechanisms that are able to bridge all tendencies.

The three key studies above form a strong theoretical foundation, but leave three interconnected gaps. First, although Liu, Leighton and Mocho prove that substantive contextual invitations encourage parental self-efficacy, both are cross-sectional. To date, to the author's knowledge, there have been no longitudinal studies that trace how cyclical contextual invitations gradually change parents' beliefs. Holzer asserts that parental self-efficacy plays a significant role in supporting children's self-regulation and positive emotions, but the study is also cross-sectional and does not trace the process of its formation over time (Holzer et al., 2024). Second, Ma has not answered what kind of school mechanism is able to concretely reverse the direction of the relationship; similarly, Calderon-Villarreal identified barriers to parental involvement but has not tested school interventions that actively address them (Calderon-Villarreal et al., 2025). Third, Williams-Johnson and Gonzalez-DeHass and Yulianti emphasized that role construction cannot be separated from the cultural context, but there has been no study that examines school interventions that are able to shift role construction in the context of the Indonesian cultural hierarchy—especially in madrasah ibtidayah. Goodall even proposed the need for a family partnership framework that goes beyond the conventional Epstein model, but has not yet operationalized the framework into an empirically testable school mechanism (Goodall, 2022).

This study aims to analyze how quarterly supervision works as substantive and repetitive contextual invitations, as well as how these experiences change role construction and parental self-efficacy of parents

in MI Al Makmur Sarangan longitudinally. Thus, this study not only proves the relevance of the HDS model, but also recontextualizes it in school ecology.

2. METHODS

This study is a secondary analysis of the primary data collected in the author's thesis. This kind of qualitative data reuse practice has become an increasingly established methodological approach, particularly to dig new insights from existing data sets without re-burdening participants (Bishop & Kuula-Luumi, 2017). The approach used is qualitative with a longitudinal case study design. Case studies serve as a framework for understanding quarterly supervision in depth as a context-bound phenomenon, while thematic analysis is used as the primary method of analysis. The school collaboration framework that Griffiths integrated and combined from various partnership models is also a reference in understanding quarterly supervision as a form of structured collaboration between parents and schools. The longitudinal design was chosen because the research focuses on the gradual process of changing role construction and parental self-efficacy—a dimension that cross-sectional design cannot capture (Griffiths et al., 2021).

This thesis data is then triangulated with quantitative data on students and teachers in 2026. It is important to affirm that the child subjects studied in 2022–2024 (then in the first and second grades) were the same cohort as the subjects in 2026 (now third and fourth grades), so the 2026 data are not an independent sample that is conceptually separate from the initial longitudinal data.

The 2026 quantitative data (School Inclusivity and Friendliness Scale) is not intended to directly measure changes in parental self-efficacy itself, but rather serves as evidence of the downstream longitudinal effect of the shift in parental roles that occurred in 2022–2024. In other words, this data indicates that the shift in parental role construction in the early period has succeeded in institutionalizing a friendly and inclusive madrasah ecosystem in a sustainable manner until 2026. It should also be noted that the collection of data related to the social barriers of students-teachers and parents does not stop in 2024, but will continue periodically until 2026, so that observation is continuous even though the children's numeracy and literacy data (from report cards and IQ tests with the Indigo Non-Governmental Psychology Institute, Salatiga) are obtained separately from social ecology instruments.

The data was analyzed using theoretical thematic analysis by following six phases of Braun and Clarke: (1) data familiarization, (2) initial coding, (3) theme search, (4) theme review, (5) theme definition and naming, and (6) report preparation. Braun and Clarke assert that the quality of thematic analysis is not determined by mechanical adherence to the six phases, but rather by the depth of the researcher's reflective engagement with the data—a principle that guides the interpretation of these research themes (Braun & Clarke, 2006, 2006; Byrne, 2022). The validity of the research is ensured through four strategies: technical triangulation, source triangulation, trail audit, and member checking.

3. FINDINGS AND DISCUSSION

Theme 1: Quarterly Supervision Mechanism as a Substantive Invitation

Documentation data showed that quarterly supervision introduced a layered participation structure consisting of five sequential stages: (1) distribution of guides, (2) written assessments (30 questions, 45 minutes), (3) cross-family interviews, (4) filling out anonymous questionnaires, and (5) preparation of written recommendations. The recommendations were not only accommodated, but immediately implemented—at least four concrete implementations were recorded from the May-June 2024 cycle: the establishment of gender mixed learning groups as a mitigation of cases of alleged bullying, the implementation of peer tutoring, the arrangement of dynamic benches, and mutual cooperation activities to complete Worksheets to glue interactions, especially for socially inhibited children. Each implementation can be observed by the parent in the next cycle, forming a closed feedback loop: from invitation, to recommendation, to implementation, back to supervision.

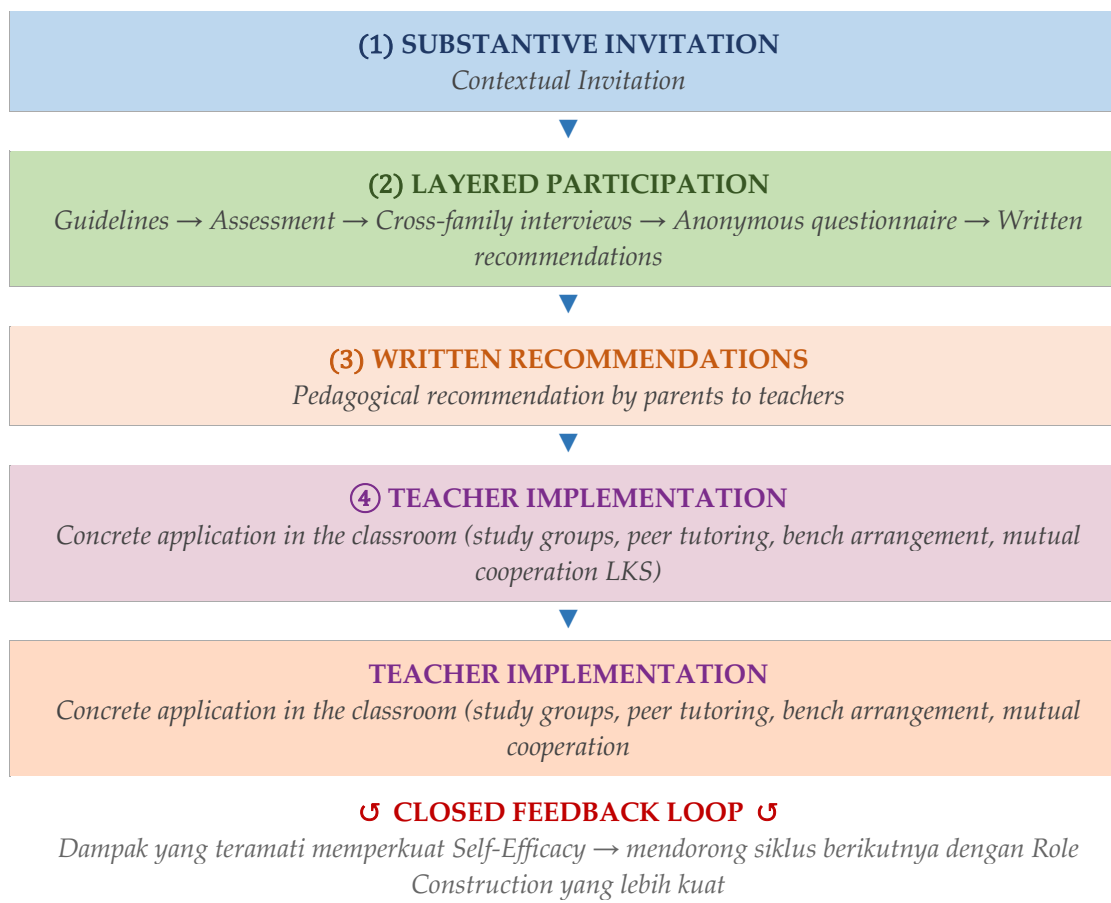


Figure 1. Mekanisme Closed Feedback Loop dalam Supervisi Triwulan. Sumber: Adaptasi dari Walker dan Bandura. Dikembangkan oleh penulis.

Theme 2: Longitudinal Shift in Parental Role Construction

At the 2022/2023 baseline, parents position themselves as reporters of children's conditions at home. It can be seen from the guardian of AYS students who stated: "I feel guilty as a parent because I can't be a good parent yet." This expression reflects role construction that is limited to the domestic domain as well as low self-efficacy. In the 2024 supervision cycle, a significant shift is seen: parents are no longer just reporting conditions, but actively diagnosing and recommending pedagogical strategies. One of the written recommendations states: "All students have their own intelligence and privileges. Have your own way of understanding each lesson." This statement reflects the learning differentiation thinking that was previously exclusive to teachers.

Theme 3: Strengthening Parental Self-Efficacy through Impact Visibility

Longitudinal data recorded a consistent change in the tone of parental testimonials: from hesitation and incompetence at baseline, to reflective and appreciative a year later. The guardian of AMA students said: "Alhamdulillah, after the passage of time, AMA, who may have been an introverted child, is now a bolder child." The guardian of the SKG student stated: "This is where I found a fun school." In fact, in 2026, the SKG trustee added, "Not once have I complained about my child's school, and I am always ready to recommend this school to anyone." All four documented testimonials had a similar pattern: parents identified concrete changes in the child and attributed them to school processes. In Bandura's theory, this is called the mastery experience mechanism: that is, the experience

of success experienced directly becomes the most powerful and long-lasting source of self-efficacy (Bandura, 1997). A recent review of meta-analyses by Waid, Abusaleh, and Marsalis of various approaches to strengthening parental self-efficacy, also confirms that interventions that provide parents with an experience of immediate success—not just passive education—are the most consistent active components that emerge across programs (Waid et al., 2025).

Theme 4: Hierarchy Collapse through Three Design Mechanisms (Leveling Mechanism)

The data show three design mechanisms that consciously seek to close the power gap between parents and teachers: (1) anonymization of questionnaires—parents' names are crossed out and numerical coded; (2) a cross-family interview lottery system—placing parents as independent assessors; and (3) transparency of the implementation of recommendations—done openly without any filters.

The three design mechanisms in the leveling mechanism work not as a neutral administrative procedure, but as a structural response to the three psychological barriers that characteristically form the pattern of parent-teacher relations in Javanese culture. The first barrier, *ewuh pakewuh* — the reluctance that prevents a person from expressing a different opinion to a higher status — has been shown to influence the dynamics of participation in the realm of education, including the reluctance to speak critically of authority figures such as teachers (Khuluq et al., 2025). The weight of this barrier is not just social etiquette: recent research shows that it contributes to social anxiety and weak assertive behavior in individuals raised in this culture (Bangun et al., 2024). Structurally, the hierarchical dimension in *ewuh pakewuh* stands side by side with the dimensions of social norms, communication, and self-expression — and it is this hierarchical dimension that is most relevant explaining why parents in schools at the 2022/2023 baseline consistently position themselves as passive reporters of children's conditions, rather than diagnostic partners who actively voice their views.

The other two partitions — which in local discourse are known as *wedi kuwalat* (fear of bad consequences for being perceived as "against" a respected figure) and *mendem jero* (the tendency to harbor dissatisfaction in order to maintain social harmony, referring to the philosophy of *mikul dhuwur mendem jero*) — work through a logic that is in line with the broader system of taste in Javanese ethics. Magnis-Suseno explained that *wedi* (fear of authority figures) and *sungkan* (reluctance to face people of higher position) were instilled from childhood as part of the formation of respectful attitudes, and became one of the main pillars of maintaining social harmony in Javanese society (Magnis-Suseno, 1984). Both made parents hold back criticism even though the invitation to participate had been explicitly conveyed by the school. The significance of these three barriers is not that they stand alone, but that they reinforce each other: *ewuh pakewuh* retains the intention to express criticism, the fear of qualitative turns that intention into a fear of consequences, and *mendem jero* resolves it into a habit of permanent harboring. This psychological chain explains why invitations to participate that are formal—even if delivered sincerely—tend to be responded to passively by parents in environments like Sarangan.

It is at this point that the three mechanisms of quarterly supervision design find their relevance. Anonymization of the questionnaire directly neutralizes the social risks of the *ewuh pakewuh*, the fear of *kuwalat* and the *deep dem*, at the same time — by eliminating the identity of the complainant, the social consequences of "fighting" the teacher become untraceable back to a particular individual. The cross-family interview lottery system then — as if — forces parents to care and know the circumstances of other children. So that the transparency of the implementation of recommendations afterwards, has a greater chance of not stopping as a risky complaint, but turning into a visible and rewarded contribution. The data noted that parents began to provide feedback "without a shadow of a doubt"—a shift in language that indicated that these designed spaces of participation functioned as cultural safe spaces, where criticism that was once considered taboo was converted into objective, actionable pedagogical recommendations.

This is exactly with Gaspar's findings, which show that parents from different cultural backgrounds have diverse views on the division of responsibilities in home-school partnerships, so the design of partnerships that are sensitive to cultural context becomes crucial (R. Gaspar et al., 2025). Baxter and Kilderry further found that the discourse of school-family partnerships is often inconsistent and deliberate, concealing power inequality behind the seemingly egalitarian rhetoric of collaboration—made to appear inclusive (Baxter & Kilderry, 2022). These three mechanisms work synergistically and form what the author calls the equalization of parents and schools (leveling mechanism). While offering this as a theoretical (conceptual) contribution to the HDS model that is not present in Walker's formulation. Without a leveling mechanism, even the most substantive invitations will still be responded to passively by parents who are still affected by feudal-hierarchical patterns, as Yulianti explained.

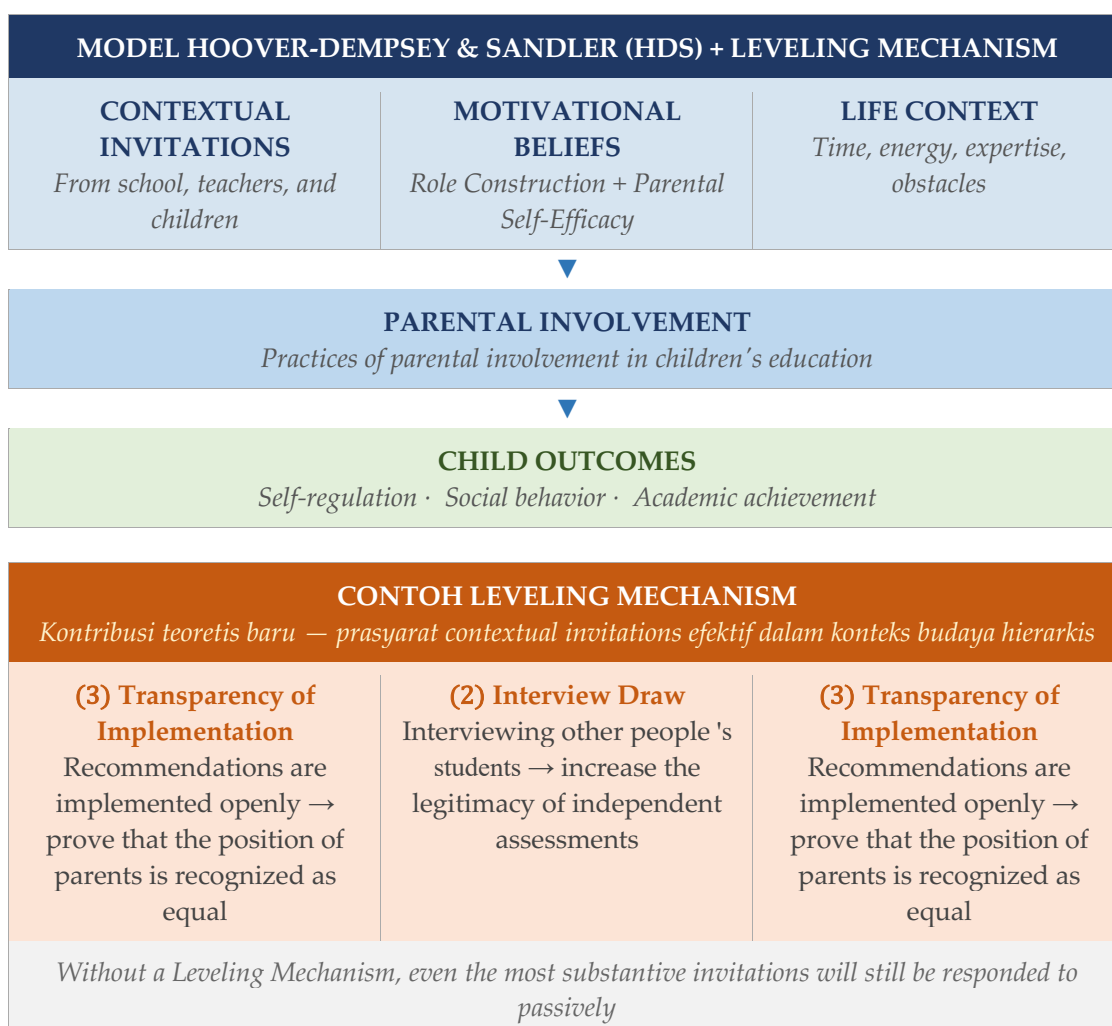


Figure 2. HDS Model with Contribution Leveling Mechanism. Source: Adapted from Hoover-Dempsey & Sandler with the addition of the Leveling Mechanism by the author.

Theme 5: Impact on Child Outcomes and Model Cyclicity

The data recorded improvements in child outcomes in three dimensions. First, social inclusion: AMA students who at baseline were "moody, curled up in the corner of the classroom, and once asked to change schools" managed to integrate socially and achieved, one of which was to win 1st place in the storytelling competition at the Islamic Holiday Commemoration (PHBI) event at school. The implementation of parent-recommended peer tutoring is similar to what Toulia, Strogilos, and

Avramidis found in a collaborative action research project in a Greek elementary school. The research showed that peer tutoring programs can consistently improve students' social skills, including those with special educational needs (Toulia et al., 2023). Second, behavioral regulation: interaction patterns between students that were previously marked by aggression gradually improve after the implementation of learning grouping recommendations—this confirms Calderon-Villarreal's findings that consistent parental involvement contributes to increased student self-regulation in primary education (Calderon-Villarreal et al., 2025). Third, reducing dependence on gadgets; The intervention was carried out after the assessment results were discussed with the 2022 odd semester report card. There was intensive communication carried out by the school to 5 children which was specifically correlated with compulsion on gadgets. In the next semester, the scores of 4 out of 5 children gradually improved, minus 1 child who was hampered by other things outside of gadgets. The child outcomes then serve as evidence of counter-validation: the changes that parents witness become empirical confirmation that their recommendations have a real impact, leading them into the next cycle with higher self-efficacy.

Integration of Three Quarterly Supervisory Contributions to the HDS Model

First, quarterly supervision operationalizes "substantive invitations" through a concrete and verified closed feedback loop design. In contrast to invitations to participate that are symbolic—such as a parent meeting that only conveys one-way information—the five-stage structure in quarterly supervision ensures that each parent's contribution has tangible consequences that can be observed in subsequent cycles. Second, he shows that in the context of hierarchical cultures, effective contextual invitations require a leveling mechanism—a dimension that was absent from the initial formulation of the HDS. These findings expand on Baxter and Kilderry's argument that the school-family partnership discourse is prone to concealing power inequality; This quarterly supervision shows that these inequalities can be addressed through explicit procedural design, not just the rhetoric of inclusivity. Third, he proves longitudinally that role construction and parental self-efficacy are dynamic constructs that can be transformed through repeated interventions, underlining, and expanding on the arguments of Glatz, Buchanan, Waid, Abusaleh, and Marsalis about the importance of direct success experiences as an active component of strengthening parental self-efficacy.

These three contributions are closely interrelated within one coherent framework. The leveling mechanism creates a safe psychological space for parents to participate honestly; such honest participation results in relevant and actionable recommendations; implementation that is seen by parents as a source of mastery experience that strengthens their self-confidence; and strengthened self-confidence in turn drives higher quality of participation in subsequent supervision cycles. This cyclical series of causes and effects is the main conceptual contribution of this study to the development of the HDS model in the context of basic education in Indonesia.

Reciprocal Relationships between Themes 2 and 3

Furthermore, these findings illustrate the dynamic reciprocal dynamics between role construction and parental self-efficacy under the influence of cyclical interventions. Increasing parental self-efficacy—which comes from mastery experience through the visibility (quality) of recommendation implementation—naturally encourages the expansion of parental role construction from the domestic-passive domain to an active diagnostic-pedagogical partner. On the contrary, this expansion of the role opens up a deeper space for participation, which in turn reinforces the self-efficacy of parents in the next supervision cycle. This closed feedback loop explains why changes are cumulative and stronger over time, rather than just a one-way linear shift. Thus, quarterly supervision does not only function as a contextual invitation, but also as a mechanism for continuous transformation in the ecology of madrasah education.

4. CONCLUSION

This study shows that quarterly supervision at MI Al Makmur Sarangan functions not only as a learning evaluation mechanism, but as a form of contextual invitations that are substantive, repetitive, and structured. Parents are experiencing a shift in role construction from a domestic-passive position to a diagnostic and collaborative role, also strengthening parental self-efficacy through visibility of the impact that is a mastery experience. Theoretically, this study introduces the concept of leveling mechanism as a prerequisite for effective contextual invitations in the context of feudal-hierarchical culture—a contribution that develops the HDS model for the context of madrasas/elementary schools in Indonesia.

These findings offer practical implications for madrasah and primary school managers in Indonesia. Among others; First, the invitation for parental participation in schools should not stop at the realm of formality, but be accompanied by a concrete mechanism that actively brings the distance between parents and schools closer. For example, in the context of MI Al Makmur, namely, anonymization, role rotation, or follow-up transparency. Second, the impact of parental contributions needs to be made explicit, because the visibility of this impact is the most effective source of self-confidence strengthening compared to just verbal appreciation. Third, changing the role (role construction) of parents takes time and repetition; Schools need to patiently build a consistent cycle of participation over time, rather than expecting an instant transformation from a single intervention.

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