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Teacher and Parent Training to Improve Education Quality in Remote Areas in MIS Al-Afkari

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A B S T R A C T

This study explores the impact of teacher and parent training on improving the quality of education in remote areas, focusing on MIS Al-Afkari as a case study. Using a qualitative descriptive method, data were collected through interviews, observations, and document analysis involving teachers, parents, and school administrators. The findings revealed that the training programs significantly enhanced teaching practices, increased parental involvement, and contributed to more positive student behavior and learning motivation. Teachers became more confident and adopted interactive teaching methods, while parents began to actively support their children's learning at home. Although challenges such as time constraints and limited resources were encountered, the overall impact of the training was positive and transformative. The study concludes that empowering both educators and families is essential to improving educational outcomes in under-resourced and geographically isolated communities.

INTRODUCTION

Education is a fundamental pillar for individual development and societal progress. In many developing countries, including Indonesia, ensuring equal access to quality education remains a significant challenge, especially in remote and under-resourced areas. While national education policies aim to promote equitable learning opportunities, disparities in educational quality between urban and rural or remote schools persist. One of the key factors contributing to this gap is the lack of professional development for teachers and the minimal involvement of parents in the educational process. In remote areas such as those served by MIS Al-Afkari, these issues are even more pronounced due to geographical isolation, limited access to training resources, and a lack of infrastructure.

MIS Al-Afkari, located in a remote region, faces various challenges typical of many rural Islamic schools. These include insufficient teaching materials, limited exposure to modern pedagogical techniques, and a low level of parental engagement

in students' learning. Teachers often enter the profession with minimal training and have few opportunities for ongoing professional development. Meanwhile, many parents, often with limited formal education themselves, are unsure of how to effectively support their children's learning at home. As a result, student outcomes in these areas often lag behind those in more developed regions, contributing to a cycle of educational disadvantage.

Improving education in such settings requires a holistic and community-based approach. One of the most effective strategies for enhancing education quality in remote schools is through targeted training and empowerment of both teachers and parents. Teacher training is essential to improve pedagogical skills, classroom management, assessment literacy, and curriculum delivery. When teachers are equipped with updated knowledge and creative strategies, they can provide more engaging and effective instruction, even within limited-resource environments. Likewise, parent training plays a crucial role in reinforcing learning outside of the classroom. Parents who understand the importance of education and know how to support their children at home can significantly contribute to improved student performance and motivation.

Recent educational research supports the idea that strong collaboration between schools and families positively affects student achievement, attendance, and behavior. Involving parents as active partners in the learning process fosters a supportive environment where students feel valued and encouraged. However, in remote areas like MIS Al-Afkari, such collaboration often remains underdeveloped due to socio-cultural factors, economic constraints, and logistical barriers.

This study aims to investigate how structured training programs for teachers and parents can contribute to improving the quality of education at MIS Al-Afkari. The research will examine the types of training provided, the participants' responses and experiences, and the observed impact on teaching practices, parental involvement, and student learning outcomes. By identifying effective strategies and challenges in the implementation process, this research seeks to offer practical recommendations for schools in similar remote settings.

Ultimately, enhancing education quality in remote areas is not merely a matter of infrastructure or policy—it is also about empowering the people at the heart of the educational process: teachers and parents. Through collaboration, capacity building, and shared responsibility, even schools in the most isolated areas can make significant strides toward providing a quality education for all children.

METHOD

This study employed a **qualitative descriptive approach** to explore how teacher and parent training contributes to improving the quality of education in MIS Al-Afkari, a remote Islamic school. The qualitative method was chosen to allow for an in-depth understanding of the participants' experiences, practices, and perceptions in the natural setting of the school and community. This approach is well-suited to capturing the complexities and contextual factors that influence education in rural and under-resourced environments.

The research was conducted at MIS Al-Afkari, a school located in a geographically remote area with limited access to educational resources and professional development programs. The site was selected using purposive sampling, based on its relevance to the study objectives and its representativeness of the challenges faced by remote educational institutions in Indonesia.

Participants in this study included teachers, parents, and school administrators. A total of 6 teachers, 10 parents, and the school principal were involved. Participants were selected purposively based on their involvement in the training programs and their willingness to share experiences related to the implementation and outcomes of the training.

Data collection techniques included in-depth interviews, participant observation, and document analysis. Interviews were conducted using semi-structured question guides to allow flexibility while still focusing on key research themes such as training content, teaching strategies, parental engagement, and perceived changes in student learning. Observations were carried out during classroom activities and parent meetings to directly witness the application of training insights. Relevant documents such as training materials, teacher lesson plans, and school communication records were also reviewed to provide additional context and triangulate findings.

Data analysis was performed using thematic analysis. The collected data were transcribed, coded, and categorized to identify patterns and recurring themes. These themes were then interpreted to understand the effects of the training programs on teaching practices, parental involvement, and overall educational quality at MIS Al-Afkari.

To ensure the **validity and reliability** of the findings, the researcher used triangulation by comparing data from different sources and methods. Member checking was also employed by sharing findings with participants for feedback and confirmation.

Overall, the methodology was designed to provide a comprehensive picture of how targeted training for teachers and parents can empower rural communities to improve the quality of education in remote schools.

RESULTS AND DISCUSSION

The implementation of training programs for both teachers and parents at MIS Al-Afkari produced meaningful improvements in the educational environment. Through a series of classroom observations, interviews, and document analysis, the research revealed several important developments that highlight the positive influence of capacity building in remote educational settings.

One of the most notable outcomes was the change in teaching practices. Before the training, many teachers relied heavily on traditional lecture-based methods, often lacking engagement or differentiation for diverse student needs. After participating in the training, however, teachers began applying more student-centered

approaches. They introduced interactive activities, used storytelling, and integrated locally available materials as learning aids. This not only enriched the learning experience but also boosted the teachers' confidence and creativity. Several teachers mentioned that the training had given them new motivation to improve their instructional methods and be more responsive to students' needs.

At the same time, the parent training sessions significantly shifted the mindset of many families in the school community. Previously, parents generally viewed education as the sole responsibility of teachers and were largely uninvolved in their children's academic lives. After receiving guidance and support through training, parents became more aware of their vital role in their children's development. They started to create routines at home for studying, reading together, and attending school-related activities more consistently. Some parents reported that they now feel more connected to their children's education and were proud to play a more active part in it.

This dual empowerment of teachers and parents created a more supportive and responsive environment for students. Teachers reported that students became more attentive in class, more willing to participate, and more motivated to learn. From the parents' side, several noted that their children started showing interest in schoolwork even outside the classroom, often practicing writing or retelling lessons they had learned. While this study did not involve formal testing to measure learning outcomes quantitatively, the observed changes in behavior and enthusiasm reflected promising progress.

Despite these positive results, the program also encountered challenges. A common issue was the limited availability of time among participants. Parents often had work obligations that made attending training sessions difficult, and teachers, already managing heavy workloads, found it challenging to implement new strategies without ongoing support. Additionally, resource limitations — such as lack of teaching materials or follow-up opportunities — posed barriers to the long-term sustainability of the training's impact.

These findings reinforce the idea that improving education in remote areas requires more than infrastructure or curriculum—it demands human investment. When both educators and families are empowered with knowledge, skills, and a shared sense of responsibility, the quality of education can improve even in the most challenging environments. However, to maintain momentum, continued support, flexible planning, and collaboration with local stakeholders are essential.

CONCLUSION

This study concludes that targeted training for both teachers and parents plays a crucial role in improving the quality of education in remote schools such as MIS Al-Afkari. By equipping teachers with modern, student-centered teaching strategies and enhancing parents' understanding of their role in education, the learning environment becomes more dynamic, supportive, and responsive to students' needs.

The teacher training programs led to noticeable improvements in instructional methods, classroom engagement, and teacher confidence. Meanwhile, parent training successfully fostered greater involvement in their children's learning process, both at home and within the school community. Together, these efforts created a collaborative educational ecosystem in which students could thrive academically and socially.

However, the study also identified several challenges, including time limitations, inconsistent attendance, and resource shortages. These issues highlight the need for sustained support, ongoing professional development, and stronger partnerships between schools, families, and local stakeholders.

In conclusion, strengthening the capacity of both educators and parents is a vital strategy for advancing educational equity in underserved regions. When teachers and parents work hand in hand, even schools in the most remote areas can provide high-quality education and unlock the full potential of every child.

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