



Cooperation and Commitment of Parents and Teachers in Developing Students' Religious Character

Sayfriyon¹, Abdul Halim Hanafi², Thamrin Kamal³

¹Universitas Muhammadiyah Sumatera Barat, Indonesia

²Universitas Muhammadiyah Sumatera Barat, Indonesia

³Universitas Muhammadiyah Sumatera Barat, Indonesia

ABSTRACT

Background. National education aims to form the character of students, and among the characters that must be fostered is religious character, and to develop religious character cannot be completely handed over to teachers and educational institutions, collaboration between parents and teachers in fostering religious character is needed.

Purpose. This study aims to uncover and analyze related to the forms of cooperation carried out by parents and teachers in fostering students' character, and also examine how committed parents are in fostering religious character in the family environment.

Method. The method used in this study is qualitative descriptive, this method is in line with the purpose of the research which will analyze data in the form of words and sentences, the data source is teachers and several parents, data is collected through observation, interviews and documentation studies. Data analysis is carried out since data collection, data classification, to draw conclusions.

Results. The results of the research are that there are several forms of collaboration between parents and institutions in fostering the religious character of students in Islamic Elementary School, especially Adzkie, namely parenting education, communication, volunteering, learning in the home environment, and worship activities.

KEYWORDS

Religious Character, Islamic Education, Collaboration

Citation: Sayfriyon, Sayfriyon., Hanafi, H. A., & Kamal, T. (2025). Cooperation and Commitment of Parents and Teachers in Developing Students' Religious Character. *Islamic Studies in the World*, 2(1), 1–14.

<https://doi.org/10.17323/islamicstudies.v2i1.1200>

Correspondence:

Abdul Halim Hanafi,
abdulhalimhanafi@umsb.ac.id

Received: December 12, 2024

Accepted: December 15, 2024

Published: January 10, 2025

INTRODUCTION

The success of education cannot be achieved only by relying solely on the duties and responsibilities of teachers and educational institutions, therefore the commitment to synergy between people and teachers is an important issue in today's world of education (Carte & Califf, 2024), in achieving educational goals. In this case, several studies can be found that confirm that when children get good coaching in the family, the steps to achieve educational goals for educational institutions are also easier (Ritonga et al., 2021). In Law Number 20 of 2003 concerning the National Education system, Article 7 paragraph 1 reads "Parents have the right to participate in choosing educational units and obtaining information about their children's development" (Prihanto et al., 2013). An



inharmonious relationship between parents and teachers will have an effect on decreasing the quality of learning in schools (Fu et al., 2022; Azhar et al., 2020). The decline in the quality of student learning will have an impact on many generational life problems, the quality of the nation's education will be left behind, their spiritual mentality will be fragile, the outbreak of the moral disease virus (Fithidayati, 2023), due to unstoppable negative influences (Syafri, 2023).

Therefore, anticipatory steps are needed early to overcome the possibility of adverse impacts from this problem. Parents as the first educator for their children have the main responsibility, because children are a trust entrusted by Allah that should not be wasted, in terms of time, parents are usually more with their children than teachers at school, what they see, what they hear and what parents teach are the characteristics of children, here an example, good teaching is needed, by parents (Akmal & Ritonga, 2020). When a good foundation has been embedded in the child, the naïve influence from outside the child will be able to filter it.

Collaboration that is built in the form of a joint commitment of parents and teachers will be able to give birth to a quality generation, in accordance with the nation's national ideals contained in Law No. 20 of 2003 concerning the National Education System Ban II Article 3 which reads: "National Education aims to develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, healthy, knowledgeable, saucy, creative, independent and become democratic and responsible citizens". In other words, education is not only the transfer of knowledge but more about personality formation, making changes and improving morals, without good cooperation between parents and teachers, this great goal will not be achieved (Husna et al., 2020; Amin et al., 2021; Yusuf et al., 2020). Research related to the cooperation of parents and teachers has been found a lot, such as the results of Bastian's research which emphasized that among the efforts of kindergartens in overcoming obstacles in cooperation with students' parents are by finding a variety of communication methods and finding time for parents to be present at school events (Bastian, 2017). Hasibuan in his research concluded that the cooperation between parents and teachers went well, so that the process of building students' character was easier to do (Botung Hasibuan, 2023). Elpa and Dafit also conducted a research entitled Cooperation between teachers and parents in the formation of discipline character of grade V students of SDN 190 Pekan Baru, some of the results of the research are forming an association of parents and teachers to form discipline character, socialize discipline character, create programs for people about character education (Elpa & Dafit, 2022).

The difference between the research conducted by the author and the previous research lies in building a joint commitment between parents and teachers in fostering the religious character of Integrated Islam is a favorite school that is in great demand by the upper-middle class guardians due to the high cost of the school. SDIT Adzkie uses the curriculum of the Education Office and the curriculum of SIT (Integrated Islamic School) Indonesia. It has been proven to be able to build a commitment to good cooperation between parents and teachers in fostering the religious character of students, so as to produce students with good morals, quality, quality and able to compete with other favorite schools.

RESEARCH METHODOLOGY

In this study, the author uses a qualitative descriptive method, namely research by providing an overview of the state of the institution or object based on related factors in the field (Sugiono, 2010). Qualitative research methods with a descriptive type are also called naturalistic research, which is research conducted in natural conditions, objects that develop as they are not manipulated by researchers, about the cooperation and commitment of parents and teachers in fostering the

religious character of students at SDIT Adzkie, Jalan Taratak Paneh No. 7, Korong Gadang Village, Kuranji District, Padang City.

Two sources of data are primary data through direct interviews with school principals, school leaders, parents of students, books and related documents. Then secondary data from data that has been researched or collected by other parties related to the problem being researched, in the form of journals, paper writings and social media. Data collection techniques through: first, interviews, namely verbal communication or conversation to obtain information (Nasution, 1996). Conduct direct questions and answers with related parties to get valid information. Second, observation is direct observation in the field and systematic where information is obtained (Lexy Meleong, 2000). Third, documentation, namely the collection of secondary data through photographs, statistical data, and official documents to support research analysis.

Data collected from various sources are analyzed qualitatively, data analysis is carried out after data collection in the field. It begins with the process of data classification to achieve consistency in the field with a theoretical abstraction of the information obtained by considering the fundamental questions. The collected data is analyzed inductively during the research process so that it can be simplified into a form that is easier to read, understand and interpret, inductive analysis begins by formulating the problem in several questions related to the research theme and can be developed through interviews or observations at the research site. This data is summarized descriptively to help find the concept of authenticity expressed by the research subjects themselves in reality.

RESULT AND DISCUSSION

In accordance with the research objectives described in the introduction, the results of the research can be described according to the classification as follows. Form of cooperation between teachers and parents at Adzkie Integrated Islamic Elementary School. Schools provide message books as a means of written communication between parents and teachers. This book has existed since the early days of the establishment of SDIT Adzkie, namely in 1998 and continues to be revised, improved and refined in terms of content and appearance. This message book or liaison book is to convey the written messages of teachers to parents and parents to teachers, including homework (homework) that students must do so that parents can be reminded, in which there is a column of teacher and parent paraphrase as a sign that there is assistance at home. Notices from parents for school are enough to be written in the liaison book, notices that have been read are marked with a paragraph in the signature column, every parent and teacher is obliged to check the book every day, if the child does not go to school due to illness or other needs, it is enough to write it in the book entrusted to the closest friend so that the school knows immediately, The connecting book must not be lost, and used during his time as a student at SDIT Adzkie.

In the liaison book, there is a control sheet for students' daily prayers (shubuh, zuhur, asr, maghrib, isha, dhuha prayer and tahajud/qiyamullail) which is filled out every day with the initials of parents and teachers for the teacher to then assess with the guideline if the mandatory prayer is complete given a score of 90, if added with dhuha and tahajud prayers given a value of 100, this value will be added and divided at the end of each month to become the student's monthly worship practice value (PIB), As a motivator for students, teachers provide rewards for children who are disciplined in worship, with which children will compete with each other to be the best, this worship control sheet provides excellent learning value for learning habits of worship to students.

The next sheet contains control of the moral development of students/students, with student moral items at home: always read/memorize the Qur'an, speak politely with parents, call parents politely, answer parents' calls well, have manners to walk with parents, ask permission when leaving the house, shake hands, always obey if told, enter and exit the house to say greetings, pray when entering the toilet, always neat in dressing and being independent. This sheet is also given a monthly assessment by parents with the interval of A=Very Good, B=Good, C=Enough, D=Less and then given a signature to be submitted to the class teacher. The front of the message book contains school rules and regulations, starting from the vision, mission and goals of the school.



Figure 1. Vision, mission and goals of SDIT Adzkia

direction of the target and vision, mission and goals of

the school.



Figure 2. Student rules and regulations, part of the joint commitment of students so that the process achieves the expected results.

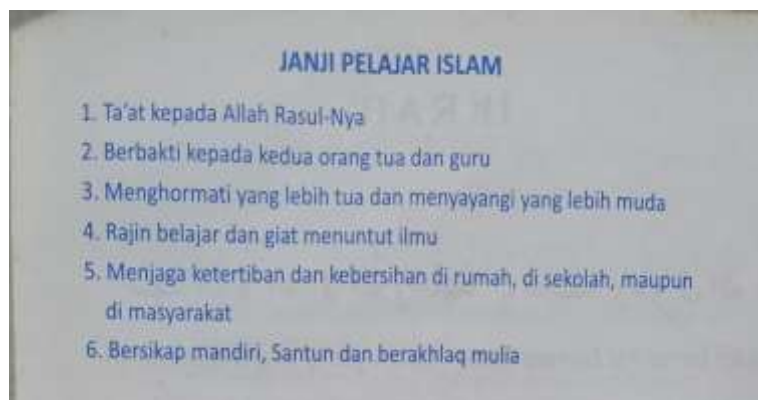


Figure 3. Islamic Student Promise, this is read when students line up for morning apples in the field.

From the three pictures contained above, it can be explained that Adzkie Integrated Islamic Elementary School has a handbook that will transmit messages between parents and teachers at school. Parents can fill in the message according to what they feel needs to be conveyed to the school, and in the guidebook there are visions, missions and promises of students who choose Adzkie Integrated Islamic Elementary School as their educational institution. These findings are in line with several research results that confirm that schools and parents need to have the same vision in succeeding students' education (Suweleh & Arianto, 2024; Yulianti et al., 2022).

Monitoring the development of students' Qur'an to control the development of students' recitation, ziyadah and muraja'ah memorization of the Qur'an. As an Integrated Islamic school with a flagship program in the field of the Qur'an, students study the Qur'an every day at school with special teachers, and at home with their parents. This monitor book contains a control sheet for students' recitation of the Qur'an, Ziyadah or the addition of memorization of the Qur'an and muraja'ah memorization of the Qur'an for students at home and at school, every day the control sheet is affixed with a paraphrase by parents at home and teachers at school as a tangible manifestation of the commitment to cooperation between parents and teachers in the Qur'an program. Each student has a target of recitation, ziyadah and memorization that has been determined every day according to the student's level or grade level (Observation, 2024; Documentation Study, 2024; Interview, 2024). For students who have completed the memorization of 1 juz are tested in the form of a memorization exam, every year for those who complete this memorization exam is celebrated in the Haflatul Qur'an activity and deserves to be given an abridgement.

The Qur'an monitor book also contains several steps Preparation for memorization, so that parents can remind their children to follow the manners with the Qur'an, such as getting used to ablution, reciting prayers before starting, cleaning the mouth, in a clean place, facing the qibla, putting the Qur'an in a higher place, improving the voice, then to be able to succeed must be followed by a good mental attitude such as strengthening Azzam, straighten out intentions, love the Qur'an, always take time, make targets, concentrate, be persistent and persistent. Learning motivation is a driving force in individuals that causes learning activities, which ensures the continuity of learning activities and provides direction for learning activities, so that the desired goals are achieved. On the first page of the Qur'an monitor book, there are motivational sentences quoted from verses, hadiths and words of wisdom to be close to the Qur'an, as in the table below:

Tabel 1. Motivation to be close to the Qur'an

No	Source	Editor
1	QS. Al-Hijr Verse 9	Indeed, We have sent down the adhikr (Qur'an) and We are the ones who take care of it
2	QS. Al-Ankabut Verse 49	Actually, the Qur'an is a real verse in the hearts of those who are given knowledge. And no one denies our verses except those who are unrighteous
3	HR. Bukhari	Ideally, you are the one who learns the Qur'an and teaches it

- 4 HR. Bukhari and Muslim Those who are good at reading the Qur'an will live with the noble and obedient angels

The postulates related to the motivation to memorize and be close to the Qur'an as described in table 1 above are contained in the memorization control book of students at the Adzkie Padang Integrated Islamic Elementary School. The sheet of the Qur'an program used at SD IT Adzkie

Figure 4. Example of a control sheet of the Qur'an, The bond of mutual control between parents and teachers in the development of recitation, ziyadah and muraja'ah of the Qur'an.

The collaboration carried out between parents and teachers at Adzkie Padang Integrated Islamic Elementary School in controlling the reading and memorization of the Qur'an went well, this is also in line with the results of interviews with parents of students who confirmed that he consistently filled out every sheet given by the school to be returned to the teacher the next day (Interview, 2024). The results of this interview are relevant to the information obtained from the teacher who confirms that the sheets that have been filled out by the parents are then re-examined by the teacher, so that there is a strong collaboration (Interview, 2024).

The pattern built by parents and teachers in controlling students' memorization as described above can provide religious guidance for students at Adzkie Integrated Islamic Elementary School, this statement is based on students' ability in the aspect of the Qur'an is very good (Observation, 2024). This finding is in line with Fauziah's conclusion which revealed that students' memorization of the Qur'an will be well maintained when there is a common vision between parents and teachers (Fauziah et al., 2020). This was also emphasized by Nurlaili et al. who concluded that parents who do not support school programs will cause students to be indifferent in improving their memorization (Nurlaili et al., 2020). This shows that the coaching collaboration program carried out at Adzkie Integrated Islamic Elementary School is a program that is planned and implemented with a joint commitment between parents and teachers.

Collaboration method of parents and teachers in fostering the religious character of students at Adzkie Integrated Islamic Elementary School ahead of the new school year, all parents of students are gathered to follow school directions, information, rules related to all school affairs, students and parents, this meeting is the first step in building a commitment to cooperation between parents and teachers. After the parents' joint meeting was divided by their respective classes with the homeroom teacher who had been determined, one of the agreements that was immediately made was the class WhatsApp group. This group can be said to be an association of parents and teachers using social media. This is in line with several research results that affirm that the association of parents and teachers is very important, because with the forum teachers can explain the obstacles faced in

educating children, and so for parents can convey related to the problems faced to find solutions together (Islam, 2019; Arshad et al., 2021; Haisraeli & Fogiel-Bijaoui, 2023)(Mulyono et al., 2021; Sartika et al., 2021; Sartika, Ritonga, et al., 2020).

WhatsApp groups are also used by teachers and parents for coordination to discuss problems with limited time, through message chats and zoom whatsapp, this media is very helpful and facilitates communication. Because Some of the features on the WhatsApp application include Group Chat, WhatsApp Web and Desktop, WhatsApp Voice and Video Calls, End-To-End Encryption, Photo and Video Delivery, Voice Messages, and Documents. WhatsApp social media through the various features provided can be used for more useful activities, for example for Education (Holly et al., 2023; Alsharif et al., 2020; Hanifah, 2021).

The presence of the WhatsApp group makes information can be updated per day, per hour and even every few minutes also functions for discussions between parents, sharing experiences, sharing important information, establishing friendship. Through WhatsApp Groups, parents of students are able to move and develop quickly in understanding and participating in all school programs in an orderly and perfect manner (Sartika, Desriwita, et al., 2020), overcoming cases of fraud by checking and rechecking every suspicious information, as happened a few years ago to the parents of SDIT Adzkia students, where parents get information about their children having an accident at school saying that their children are in the hospital While the sound of the ambulance siren was heard, the perpetrator asked to be sent money for treatment or the purchase of medical equipment at an expensive price and had to be immediately transferred tens of millions of dollars, in a state of panic to think that the child's mother tried to call her class teacher, it turned out that the child was in a state of learning with her friends in class and nothing happened. Of course, this case is a student for all school residents.

Parenting is an activity initiated by schools for all parents to participate in, in order to improve parents' knowledge in the issue of educational modalities for children, how to educate children, how the Prophet educates children, because every child is born in a state of fitrah, as in the hadith of the Prophet PBUH, which means: "Every child is born in a state of fitrah (holy/Islamic), both parents will make Jews, Christians or Magi".

Abul Ala' said in his sha'ir:

Our children will grow up

According to what his parents used to

The child does not become reprehensible by his intellect

But it was the people close to him who despised him.

This sha'ir indicates how great the role of parents is in giving color to children, so that the color remains bright, pure, and clean, what must be cleaned by the colorist with the knowledge taught by the Prophet PBUH. Not all parents today are ready and able to educate their children well, with different abilities, different educational backgrounds, while the responsibility of educating lies on the shoulders of parents, as the Prophet said in the hadith of Mutafaqun'alaih: "... Every man is a leader for his wife and children, and will later be held accountable for what he leads..." (Hadith)

In this parenting activity, parents received various study materials, together with ustadz in matters related to religion, together with doctors on the issue of how to provide healthy food and drinks, maintain health. Together with the police in terms of traffic regulations, the dangers of drugs. Together with the ahlul Qur'an in the study of the tadabbur of the Qur'an, Tahsin Qur'an. Tips

for successful final school exams with Education practitioners or motivators. So that parents have the capital to help guide children at home. Some of these related slogans are pasted in school.



Figure 5. Regarding the key to food safety, everything consumed will be flesh and blood for the body, must pay attention to safe food.



Figure 6. Six Healthy Lifestyles, Paying Attention to the Meaning of Drinks, Resting and Regular Health Checks.

All parents of students at Adzkie Integrated Islamic Elementary School are committed to providing the best education for all children, parents not only send their children fully to school, but also accompanied by coaching at home after the children return from school to their respective homes. This data is in accordance with the results of the interview which emphasized that children are given education in various aspects to help improve and coach the religious of students.

The duties and functions of teachers are not only to provide education, teaching, and training, but the duties inherent to them are not only in school, but also outside of school. One thing that needs to be the attention of teachers, is the task of educating. This task is very difficult, because educating not only makes students from unable to be, but is accompanied by efforts to make a child who originally behaved uncommendable, turn into a child with good behavior. Home visits and gatherings with parents or guardians of students need to be carried out, and this task is not only carried out by guidance and counseling teachers, but also for all teachers, especially homeroom teachers or classroom teachers (Thurlow et al., 2022; Tomas Sebulen et al., 2023).

Students with certain problems or categories of problems in the learning process need to be visited directly at home (Haime-Schlagel & Walsh, 2015). There may be factors behind the problem occurring, whether it is the factor of both parents, brother and sister at home, or with an uncondusive community environment, this needs to be studied so that there is no negative justification even though they do not understand the reality. The case of giving punishment before getting to know the students more closely is a mistake, for example, children are often late for

school and then punished according to class rules and without clarifying why this happens, in the educational method is not appropriate.

The home visit activity is actually one of the steps of counseling guidance teachers in handling student cases. According to Prayitno and Erman Anti (2015:315) stated that in addition to verbal communication, supporting activities are also needed to obtain various data, information and information, especially about the client and his environment. Visits to students' homes with the aim of teachers obtaining accurate data, how children are at home, what they do, who they make friends with and where they spend more time (5W+1H), so that teachers can help find solutions to children's problems.

The implementation of home visits departs from the problems of students at school caused by poor home conditions and environment. All problems experienced by students can hinder the learning process and cause various problems for students. The failure of the educational process is caused by obstacles in the teaching and learning process, here teachers have the task of overcoming these obstacles so that the process can run well. From the results of the interview, it was found that the teacher made a home visit when: first, the child tends to act as an active hipper, disobedient and interferes with other children's learning, second, the child is often late, even after being reminded it is still repeated, becoming a habit, third, it has been absent for a long time without notice, fourth, the child's daily language tends to be dominated by the world language of adolescents even though they are still in elementary school, rude, likes to lie or negative language, fifth, Children are often moody, introverted, have no enthusiasm for learning, like to be alone (Interview, 2024).

Many parents do not pay attention to their children's social friends because their friends are next door neighbors or have been friends since childhood without paying attention to what they do together, even though self-formation that has quite a lot of influence is when children are 0-5 years old, 6-10 years old. From several theories and research results, it is known that the home environment as the first place of education for students should be able to provide a good role for their development (Lehrl et al., 2020; Nawaz Khan et al., 2019; Gregoriadis & Evangelou, 2022). The tendency to imitate, imitate and do what is heard, is seen by children is very high, although sometimes they do not understand whether it is good or not.

Home visits can bring many school missions that are carried out in a family manner, teachers will better understand the real conditions of children's households, children and guardians will feel that their emotional connection is close (Interview, 2024). Another informant emphasized that these children are close to their teachers, even the teacher's words are listened to more than the words of us parents, when a teacher comes to the child's house he feels very happy. Actually, home visits are not only a moment to solve children's cases but rather to build close relationships with students, and this is the opening door for the delivery of advice messages to build children's character.



Figure 7. Culture of saving water, practicing the meaning of the hadith of the Prophet PBUH.



Figure 8. The 5 R culture, the slogan of an environmentally nuanced school or Adiwiyata school, shows the culture of keeping the environment beautiful, clean, neat and comfortable.

From some of the pictures mentioned above, there are important points of the message of fostering the religious character of students at the Adzkiya Integrated Islamic Elementary School, this is in accordance with the informant's statement which emphasized that the religious character development of students at the Integrated Islamic Elementary School is not only carried out in formal classes and cooperation with parents at home, but the school environment is filled with various messages that are seen as helping the formation of students' religious character (Interview, 2024; Documentation Study, 2024).

Cooperation and commitment between parents and teachers in fostering the religious character of students at SDIT Adzkiya Padang, the results of the analysis of the above data are in line with several research results that confirm that there are several forms of cooperation between parents and teachers, namely parenting education, communication, volunteerism, parental involvement in children's learning at home (Humaida et al., 2021; Nawaz Khan et al., 2019; Cruz et al., 2023) decision making and collaboration with community groups. It is realized that the implementation of the cooperation between parents and teachers in supervision, control, monitoring, and assistance of the above facilities has not reached 100%, due to other X factors, for parents who seriously pay attention to every process and have a high commitment, able to form a religious character in children, so as to give birth to children with good personalities, noble character, religious observance, intelligence and broad insight.

CONCLUSION

From the data that has been described and analyzed above, it can be concluded that: first, the forms of collaboration between parents and teachers built at Adzkie Integrated Islamic Elementary School in character development are by providing a liaison book between parents and teachers, there is a control book for reading and memorizing the Qur'an for students. Second, the method carried out in collaboration between parents and teachers in fostering the religious character of students at Adzkie Integrated Islamic Elementary School is by creating a WhatsApp group, parenting education, visit home. Third, the religious character of students at Adzkie Integrated Islamic Elementary School can be seen in their daily lives both in the school environment and in the residential environment, and the school environment is filled with several posters that contain messages about the importance of actualizing religious character.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the author(s) used ChatGPT (OpenAI) to assist in generating ideas and improving the clarity of the writing. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

REFERENCES

- Alsharif, A. T., Alsharif, B., Alsharif, L., Althagafi, N., Natto, Z. S., & Kassim, S. (2020). Effectiveness of WhatsApp as a Part of a Hybrid Learning Environment: An Opportunity for Post-COVID-19 Pandemic Pedagogy. *Journal of Contemporary Dental Practice*, 21(12), 1331–1336. <https://doi.org/10.5005/jp-journals-10024-2978><https://doi.org/10.5005/jp-journals-10024-2978>
- Amin, M., Ritonga, M., & Nasrul, W. (2021). Islamic Education: As a Character Building Effort. *Al-Misbah (Jurnal Islamic Studies)*, 9(1), 44–54. <https://doi.org/10.26555/al-misbah.v9i1.2225>
- Arshad, M., Muhammad, Y., & Qureshi, N. (2021). The Influence of Parent-Teacher Meetings on Early Childhood Students' Academic Performance: Prospective Teachers' Perceptions. *Global Social Sciences Review*, VI(II), 180–190. [https://doi.org/10.31703/gssr.2021\(vi-ii\).18](https://doi.org/10.31703/gssr.2021(vi-ii).18)
- Azhar, Lahmi, A., Rasyid, A., Ritonga, M., & Saputra, R. (2020). The Role of Parents in Forming Morality Adolescents Puberty in Globalization Era. *International Journal of Future Generation Communication and Networking*, 13(4), 3991–3996.
- Bastian, A. (2017). Kerjasama antara Sekolah dan Orangtua Siswa di TK At-Tiin Pekanbaru. *Lectura: Jurnal Pendidikan*, 8(2), 120–126. <https://journal.unilak.ac.id/index.php/lectura/article/view/5749>
- Botung Hasibuan, S. (2023). Kerjasama Guru dan Orangtua dalam Pembinaan Karakter Siswa di SD Negeri 0503 Parsomba. *Prosiding Seminar Nasional Pendidikan Dasar Pascasarjana Universitas Negeri Jakarta*, 2022. <https://journal.unj.ac.id/unj/index.php/semnas-ps/article/view/36982>
- Carte, T., & Califf, M. E. (2024). Searching for synergy between research and teaching. *Journal of*

- Information Technology Case and Application Research*, 00(00), 1–7.
<https://doi.org/10.1080/15228053.2024.2333131>
- Cruz, P. S., Dionisio, M. F., & Polintan, M. D. (2023). Parent-Teacher Collaboration Towards Enhanced Reading Comprehension of Students. *International Journal of Advanced Multidisciplinary Studies*, III(2), 455–468.
- Elpa, R., & Dafit, F. (2022). Kerjasama Guru dan Orang Tua dalam Pembentukan Karakter Disiplin Siswa Kelas V SDN 190 Pekanbaru. *IJoIS: Indonesian Journal of Islamic Studies*, 3(1), 95–110. <https://doi.org/10.59525/ijois.v3i1.110>
- Fauziah, R., Ritonga, M., & Alrasi, F. (2020). Korelasi Tsiqah Tahfidz Al-Qur'an Dengan Maharah Al-Lughah Al-'Arabiyyah Mustawa Tsalits Ma'Had Az-Zubair Bin Al-Awwam. *El-Tsaqafah : Jurnal Jurusan PBA*, 19(1), 25–36. <https://doi.org/10.20414/tsaqafah.v19i1.2342>
- Fithidayati. (2023). The Influence of E-Learning and Parental Guidance on Fiqh Learning Outcomes. *Ruhama : Islamic Education Journal*, 6(1), 11–22. <https://doi.org/10.31869/ruhama.v6i1.4133>
- Fu, W., Pan, Q., Yuan, Y., & Chen, G. (2022). Longitudinal impact of parent-teacher relationship on middle school students' academic achievements in China. *Frontiers in Psychology*, 13, 872301. <https://doi.org/10.3389/fpsyg.2022.872301>
- Gregoriadis, A., & Evangelou, M. (2022). Revisiting the home learning environment: Introducing the home learning ecosystem. *Australasian Journal of Early Childhood*, 47(3), 206–218. <https://doi.org/10.1177/18369391221099370>
- Haine-Schlagel, R., & Walsh, N. E. (2015). A review of parent participation engagement in child and family mental health treatment. *Clinical Child and Family Psychology Review*, 18(2), 133–150. <https://doi.org/10.1007/s10567-015-0182-x>
- Haisraeli, A., & Fogiel-Bijaoui, S. (2023). Parental involvement in school pedagogy: a threat or a promise? *Educational Review*, 75(4), 597–616. <https://doi.org/10.1080/00131911.2021.1935489>
- Hanifah, U. (2021). Fun Arabic Learning through Songs Media. *Tanwir Arabiyyah: Arabic As Foreign Language Journal*, 1(2), 73–82. <https://doi.org/10.31869/aflj.v1i2.2873>
- Holly, S., Maulik, B., & Samuel, I. (2023). Use of Whatsapp as A Learning Media to Increase Students' Learning Interest. *Sciencetchno: Journal of Science and Technology*, 2(1), 35–48. <https://doi.org/10.55849/sciencetchno.v2i1.57>
- Humaida, R., Purnama, S., Aziz, H., & Irbah, A. N. (2021). Parent and School Involvement on The Learning Activities during Pandemic COVID-19: A Case Study on RA Muslimat 007 Gandu 1 Ponorogo. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 9(2), 199–220. <https://doi.org/10.21043/thufula.v9i2.12452>
- Husna, S. A., Ritonga, M., Lahmi, A., Saputra, R., & Ayu, S. (2020). The Teachers Unpreparedness in Carrying Out Islamic Education Learning using the Revised 2013 Curriculum in Elementary School. *European Journal of Molecular & Clinical Medicine*, 7(2), 1520–1528.
- Islam, A. (2019). Parent-teacher meetings and student outcomes: Evidence from a developing country. *European Economic Review*, 111, 273–304. <https://doi.org/https://doi.org/10.1016/j.euroecorev.2018.09.008>
- Lehrl, S., Evangelou, M., & Sammons, P. (2020). The home learning environment and its role in shaping children's educational development. *School Effectiveness and School Improvement*, 31(1), 1–6. <https://doi.org/10.1080/09243453.2020.1693487>
- Mulyono, H., Suryoputro, G., & Jamil, S. R. (2021). The application of WhatsApp to support online learning during the COVID-19 pandemic in Indonesia. *Heliyon*, 7(8), e07853.

<https://doi.org/https://doi.org/10.1016/j.heliyon.2021.e07853>

- Nawaz Khan, F., Begum, M., & Imad, M. (2019). Relationship between Students' Home Environment and their Academic Achievement at Secondary School Level. *Pakistan Journal of Distance & Online Learning*, Vol. V(Issue II), 223–234.
- Nurlaili, Ritonga, M., & Mursal. (2020). Muroja'ah sebagai metode menghafal al quran studi pada rumah tahfiz yayasan ar-rahmah nanggalo padang. *Menara Ilmu*, XIV(02), 73–82.
- Prihanto, P., Soemanto, R., & Haryono, B. (2013). Keputusan Orang Tua dalam Menentukan Pendidikan Dasar Bagi Anak di Desa Pandeyan Kecamatan Ngemplak Kabupaten Boyolali. *Jurnal Analisa Sosiologi*, 2(1), 63–80. <https://doi.org/10.20961/jas.v2i1.17388>
- Ritonga, M., Sartika, F., & Kustati, M. (2021). Madrasah al-Ula for Children: An Effective Learning Management in the Family during Covid-19 Pandemic. *İlköğretim Online*, 20(1), 968–976. <https://doi.org/10.17051/ilkonline.2021.01.97>
- Sartika, F., Desriwita, E., & Ritonga, M. (2020). Pemanfaatan media pembelajaran dalam meningkatkan motivasi dan hasil belajar PAI di sekolah dan madrasah. *Humanika*, 20(2), 115–128. <https://doi.org/10.21831/hum.v20i2.32598>
- Sartika, F., Ritonga, M., Lahmi, A., Rasyid, A., & Febriani, S. R. (2021). Online Learning in the Low Internet Area, Planning, Strategies and Problems Faced by Students During the Covid-19 Period BT - Artificial Intelligence for COVID-19. In D. Oliva, S. A. Hassan, & A. Mohamed (Eds.), *Artificial Intelligence for COVID-19. Studies in Systems, Decision and Control* (pp. 413–421). Springer International Publishing. https://doi.org/10.1007/978-3-030-69744-0_23
- Sartika, F., Ritonga, M., & Rasyid, A. (2020). Implementation of Islamic Religious Education in Madrasah Ibtidaiyah During Covid-19 Pandemic. *Khalifa: Journal of Islamic Education*, 4(2), 97–117.
- Suweleh, W., & Arianto, F. (2024). The Effect Learning Community on Early Childhood Communication Skills. *Educational Administration: Theory and Practice*, 30(6), 505–512. <https://doi.org/10.53555/kuey.v30i6.5237>
- Syafri, Y. (2023). Islamic Religious Education for Children With Special Needs and Imagination in Outside Schools Usual State 2 Sawahlunto. *Ruhama : Islamic Education Journal*, 6(2), 95–104. <https://doi.org/10.31869/ruhama.v6i2.4800>
- Thurlow, M. L., Liu, K. K., Funfe, C., & Mentan, T. (2022). Engaging Parents or Guardians in Meeting the Needs of English Learners with Disabilities. *Educational Research and Development Journal*, 47(1), 47–64.
- Tomas Sebulen, M., Solte Jaco, R., Sebulen, M. T., Jaco, R. S., & Lorenzo, R. A. (2023). Home Visitation's Impact on Pupils' at-Risk of Dropping Out: Prevention and Early Intervention. *International Journal of Research Publication and Reviews Journal Homepage: Www.Ijrpr.Com*, 4(7), 1126–1131. www.ijrpr.com
- Yulianti, K., Denessen, E., Droop, M., & Veerman, G. J. (2022). School efforts to promote parental involvement: the contributions of school leaders and teachers. *Educational Studies*, 48(1), 98–113. <https://doi.org/10.1080/03055698.2020.1740978><https://doi.org/10.1080/03055698.2020.1740978>
- Yusuf, M., Ritonga, M., & Mursal, M. (2020). Implementasi Karakter Disiplin dalam Kurikulum 2013 Pada Bidang Studi PAI di SMA Islam Terpadu Darul Hikmah. *Jurnal Tarbiyatuna*, 11(1), 49–60. <https://doi.org/10.31603/tarbiyatuna.v11i1.3437><https://doi.org/10.31603/tarbiyatuna.v11i1.3437>

Copyright Holder :

© Sayfriyon et al. (2025).

First Publication Right :

© Islamic Studies in the World

This article is under:

