



Models of parent-teacher cooperation to enhance religious values and moral character In young children

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ABSTRACT: *The initial phase or foundation of child development begins in early childhood. This development phase will determine the next phases. Development and learning in PAUD are integrated into daily habits. Instilling religious values and morals is very important in shaping children's character so that good cooperation between parents and teachers is needed, namely by establishing coordination, communication and collaboration. The author conducted this study with the aim of 1) To find out the planning of cooperation between parents and teachers as an effort to improve religious values and morals in early childhood at RA Muslimat NU 094 Sooko District, 2) To find out the implementation of the cooperation and 3) To find out the results of the evaluation of cooperation programs or activities that can improve religious values and morals.*

The implementation of cooperation in reality is certainly not as easy as planned, there are challenges, obstacles and barriers. Instilling religious values and morals at RA Muslimat NU 094 Sooko District has been going well, but the consistency and sustainability of programs that support religious values and morals need to be improved. Based on this, the author conducted a study using a qualitative method with a descriptive approach.

The process of planning, implementation and evaluation, the researcher conducted observations, interviews and documented the activities of parental cooperation to improve religious values and morals at RA Muslimat NU 094 Sooko District

and concluded that the planning of programs or activities had been carried out at the beginning of the school year and in its implementation it was integrated with learning and children's daily activities so that in instilling and strengthening religious values and morals, intense synergy was needed between the school and parents. The implementation of the evaluation must consider the perspective of all school residents by taking policies that are biased and oriented towards children's learning needs.

Fase awal atau fondasi perkembangan anak dimulai sejak anak usia dini. Pada fase perkembangan inilah yang akan menjadi penentu pada fase-fase berikutnya. Perkembangan dan pembelajaran di PAUD terintegrasi ke dalam pembiasaan sehari-hari. Penanaman nilai agama dan budi pekerti menjadi hal yang sangat penting dalam membentuk karakter anak sehingga kerjasama yang baik antara orang tua dan guru sangat diperlukan yaitu dengan menjalin koordinasi, komunikasi dan kolaborasi. Penulis melaksanakan penelitian ini dengan tujuan yaitu 1) Untuk mengetahui perencanaan kerjasama orangtua dan guru sebagai upaya peningkatan nilai agama dan budi pekerti pada anak usia dini di RA Muslimat NU 094 Kecamatan Sooko, 2) Untuk mengetahui pelaksanaan atas kerjasama tersebut dan 3) Untuk mengetahui hasil evaluasi program atau kegiatan kerjasama yang dapat meningkatkan nilai agama dan budi pekerti.

Pelaksanaan kerjasama pada kenyataannya tentu tidak semudah seperti yang direncanakan, ada tantangan kendala maupun hambatan. Penanaman nilai agama dan budi pekerti di RA Muslimat NU 094 Kecamatan Sooko sudah berjalan dengan baik, akan tetapi konsistensi serta keberlanjutan atas program yang mendukung nilai agama dan budi pekerti perlu ditingkatkan. Berdasarkan hal tersebut penulis melaksanakan penelitian menggunakan metode kualitatif dengan pendekatan deskriptif.

Proses perencanaan, pelaksanaan serta evaluasi, peneliti melaksanakan observasi, wawancara serta mendokumentasikan kegiatan kerjasama orang tua untuk meningkatkan nilai agama dan budi pekerti di

RA Muslimat NU 094 Kecamatan Sooko serta menghasilkan kesimpulan bahwa perencanaan program atau kegiatan telah dilaksanakan di awal tahun ajaran dan pada pelaksanaannya terintegrasi dengan pembelajaran serta kegiatan sehari-hari anak sehingga dalam menanamkan serta menguatkan nilai agama dan budi pekerti dibutuhkan sinergi intens antara pihak sekolah dan orang tua. Pelaksanaan evaluasi harus memperhatikan sudut pandang seluruh warga sekolah dengan mengambil kebijakan yang berpihak dan berorientasi pada kebutuhan belajar anak.

Keywords: *Cooperation, Parents, Teachers, Religious Values and Character*

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INTRODUCTION

Keywords: One of the major ideas that brought about change in education in Indonesia was initiated by Ki Hajar Dewantara, who is renowned for his concept of the 'Trilogy of Education'. This concept emphasises that education is a collaboration between the family, the school and the community. Within the school environment, education is closely linked to teaching and learning activities, which form part of the learning process under the guidance of a teacher. A teacher must also be able to adapt to all circumstances; therefore, they must have an open mindset and be adaptable. Teachers also play an active role in facilitating and guiding children to become individuals of high calibre, both intellectually and morally.

The instilling of religious values and moral character from an early age is a crucial foundation in shaping a child's character. The instilling of religious values and moral character serves as a guiding principle that will shape the child's personality for the better. An understanding of relationships with fellow human beings, nature, and God needs to be introduced to children from an early age with the guidance of those closest to them. A relationship with God is not confined to ritual worship but is manifested in daily behaviour, beginning with activities close to the child's life. Therefore, cooperation between parents and teachers is required as a supporting force in creating synergy and collaboration to support learning, particularly regarding religious values and moral character. The researcher conducted this study at RA Muslimat NU 094 because,

based on observations and interviews, it was found that learning activities and the regular practice of religious activities have enhanced religious values and moral character; however, due to a lack of alignment and continuity between learning carried out in the school environment and at home, as well as the lack of parental involvement and awareness in supporting their children during the learning process, resulting in an imbalance in the learning process that hinders the achievement of learning objectives. This has led to children not yet fully understanding and knowing Allah and His creation, as manifested in acts of worship.

Education, according to Ki Hajar Dewantara, is a process of cultural development aimed at fostering the growth of an independent individual as a member of society, in harmony with the three-pronged approach to education comprising family, school and community. Each of these educational spheres plays a role in influencing a child's development. These roles are distributed as follows: 20% from school education, 20% from the wider community, and 60% from family education. The family, comprising parents, is the first and foremost educational institution (Wahy, 2012). The role of parents as the foundation of a child's education holds the most significant position, namely nurturing, caring for, and developing. In nurturing, caring for, and developing a child's abilities, cooperation with other parties—including the school—is essential. The framework established to support cooperation with the school must be strengthened by maintaining good relations through the Teacher-Parent Collaboration Partnership (TPCP), including: (1) open and regular communication through parent-teacher meetings, individual communication, and the use of digital platforms; (2) parental participation in school activities; (3) cooperation in learning; (4) character development; and (5) synergy in addressing issues.

Early childhood education serves as an effort to support growth and development. One of the key focuses of this development is religious values and moral character (Noer Safitri & Darsinah, 2023). Efforts to build and strengthen religious values and moral character in early childhood must be grounded in collaboration between parents and teachers, serving as validation of the school's vision and mission, which align with parents' expectations. Parents should be aware that educational institutions admit children based on diverse backgrounds and personalities, so that during the facilitation process, these children gain experience in interacting. A shared understanding must be established at the start of the academic year so that both parties provide support, both materially and spiritually.

Ideally, parents and teachers alike recognise that they share the same role; they are partners in the learning process. As an initial step, the educational institution establishes a joint agreement regarding the reasons for admitting pupils, taking into account their backgrounds in terms of economic status, education, employment and environment. With this in place, it is hoped that this initial phase of cooperation will run smoothly, with both parties equally committed to actively engaging in stimulating the child's growth and development. This commitment can be put into practice through collaboration during parent-teacher meetings or parenting sessions. In the next phase, parents can also be involved in the learning process, so that both the school and the family share the same understanding in supporting the child's growth and development.

Allah states in the Qur'an, Surah al-Ma'idah, verse 2, regarding cooperation among people:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۗ
وَاتَّقُوا اللَّهَ ۗ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

Meaning: *Help one another in righteousness and piety, and do not help one another in sin and aggression. Fear Allah; indeed, Allah's punishment is severe.*

The concept of the cooperation model between parents and teachers to enhance religious values and moral character at RA Muslimat 094 can be seen from the relevant prior literature review, namely the implementation of the Merdeka Curriculum. The Merdeka Curriculum is a flexible curriculum based on character and competencies as well as creativity, which was introduced by the government from the 2022/2023 academic year for early childhood, primary and secondary education. This curriculum has been phased in through various programmes in early childhood education, primary and secondary schools, with implementation carried out independently, whether through self-directed learning or collaborative learning. This curriculum is planned to be implemented in all educational institutions across the territory of the Unitary State of the Republic of Indonesia.

METHODS

The author conducted this research using a qualitative approach through a descriptive methodology. During the conduct of this qualitative research, the researcher was directly involved, thereby

gaining a deeper understanding of the context, situation and natural setting of the phenomena relevant to the case under study. Every phenomenon that occurs is unique (Fadli, 2008). The principles of qualitative research emphasise that every (provisional) finding is based on data obtained by the researcher whilst interacting with the respondents, namely by conducting interviews and observing naturally in order to gain a clear understanding. The researcher conducted observations at RA Muslimat NU 094 involving 43 pupils, as well as interviews with 1 headteacher, 3 teachers and 3 parents. In carrying out data collection activities, the researcher used the observation method due to the direct involvement of conducting observations without having to alter or intervene in existing conditions, so that the data produced is more natural (Ermawati et al., 2020). The second method was interviews. The researcher positioned themselves as an active listener, so as to listen more closely to what the informants had to say whilst remaining focused on the topic of discussion to ensure the conversation stayed on track with matters relevant to the interview's objectives. The interview method was used to collect data regarding the obstacles faced in enhancing religious values and moral character. Research using the interview method was employed to collect data regarding the challenges faced in enhancing religious values and moral character. The third method involved gathering documentation to collect data, notes, or images (photographs) of activities that support collaboration between parents and teachers in enhancing religious values and moral character.

Data analysis in this study utilised inductive analysis, in which general statements were refined into more specific and detailed descriptions based on knowledge obtained from fieldwork and the literature (Azhari, 2021). Meanwhile, the validity of the data in this study refers to the level of confidence in the research results obtained. The concept of data validity refers to stages appropriate to the situation and the researcher's capabilities (Susanto et al., 2023).

FINDINGS AND DISCUSSION

Planning serves as the starting point for developing the programme; the model of cooperation implemented by the author is outlined in the diagram below:



Figure 1. Model of cooperation between parents and teachers

This diagram illustrates that open communication from both the school and the teachers creates the space and time needed to establish initial communication, thereby ensuring that collaborative efforts to support children's development are swiftly realised. Active participation in parent-teacher meetings involves setting aside time to attend every meeting on the agenda; this ensures that any lingering questions can be raised during these sessions. Furthermore, full support for school policies, shared by both parents and teachers, establishes common guidelines to prevent deviations from the intended course. The final stage involves parental involvement in children's activities, which can be implemented through parental participation and presence—both at school and at home—during the learning process their children undertake. This enables parents to understand and experience what their children go through in the educational process, thereby having a positive impact on the children in every activity they undertake.

The process of instilling religious values and moral character at RA Muslimat NU 094, which involves introducing the concept of the One and Only God through the practice of reciting the Qur'an, memorising prayers, hadiths and short surahs, as well as knowledge reinforced through joint activities between parents and the school in commemorating major Islamic holidays, Santri Day, Hajj simulation, and other religious activities, is proceeding smoothly. The enthusiasm and participation of those involved serve as evidence of support for efforts to enhance religious values and moral character; however, in practice, nothing is perfect, and there are inevitably challenges beyond the established plans, including misconceptions on the part of parents regarding the implemented programme, leading the school to decide to create space by opening up open communication.

The realisation of cooperation between parents and teachers in the learning process requires a challenging process. As a teacher, engaging in interactions within the learning process must take into account the interconnected components as part of the effort to achieve the shared learning objectives. The evaluation process carried out at RA Muslimat NU 094 has not been optimal due to the limited duration of meetings and the distance from some parents, whose busy schedules or personalities, coupled with a lack of awareness regarding the importance of evaluation, have meant they have not yet fully participated. As responsible members of the school community, we should recognise that involvement in and support for planned

programmes or initiatives represent a significant contribution, with the hope of fostering meaningful and joyful learning, and achieving an education that aligns with the moral values of Indonesian children.

CONCLUSION

Based on the findings of a study on patterns of cooperation between parents and teachers to improve religious and moral values at RA Muslimat NU 094 in Sooko Sub-district, Ponorogo Regency, it can be concluded that for cooperation to run smoothly, cooperation plans must be carefully formulated, prioritising open communication, active participation, full support for school policies, and parental involvement. This is reflected in the holding of parent-teacher meetings, where various ideas and opinions from the entire school community are taken into account.

The implementation of cooperation between parents and teachers has an impact on the learning process. Supporting factors include parents and teachers working together to integrate character development through continuous good communication, thereby optimising children's development and character formation. The enthusiasm and participation of those involved serve as evidence of support for efforts to enhance religious values and moral character; however, in practice, nothing is perfect, and there are inevitably challenges beyond the established plans, including misconceptions among parents regarding the implemented programme, parental backgrounds, and the duration of communication between teachers and parents. Therefore, there needs to be coordination, collaboration and intensive communication between teachers and parents, both directly and indirectly, so that any problems that arise can be addressed immediately and solutions found.

Evaluation of the cooperation model between parents and teachers to improve religious values and moral character at RA Muslimat NU 094 has been carried out, including through holding parent-teacher meetings, parenting sessions, and communication via WhatsApp groups. When conducting evaluations, one must consider others' perspectives and adopt wise policies so that all parties accept the mutual agreement with an open mind.

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