

# Teacher and Parent Collaboration Model in Building Islamic Character in Early Childhood at RA Yayasan Masheba Padang Lawas

Hesty Lestary, Nanda Rahayu Agustia

## Abstract

This study aims to describe the collaborative model between teachers and parents in developing Islamic character in early childhood at the Masheba Foundation Islamic Elementary School (RA Yayasan Masheba Padang Lawas). This study used a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and documentation with teachers, parents, and the RA principal. The results indicate that collaboration is fostered through effective two-way communication, a monthly parenting program, and direct parental involvement in Islamic morality-building activities at school. This collaboration successfully enhanced Islamic values such as honesty, courtesy, discipline, and responsibility in children, as evidenced by the practice of greetings, praying together, and helping each other. Supporting factors include teacher and parent commitment, an Islamic school culture, and intensive communication media. Challenges faced include limited parental time and differences in parenting styles at home. This study recommends strengthening communication and ongoing synergy between teachers and parents as a strategy for building Islamic character from an early age.

**Keywords:** *Teacher and Parent Collaboration, Islamic Character, Early Childhood, RA Yayasan Masheba*

Hesty Lestary

Early Childhood Islamic Education Study Program, Faculty Of Islamic Religion And Humanities, Panca Budi Development University

email: [hestylestary143@gmail.com](mailto:hestylestary143@gmail.com)

Nanda Rahayu Agustia

Early Childhood Islamic Education Study Program, Faculty Of Islamic Religion And Humanities, Panca Budi Development University

email: [nandarahayu@dosen.pancabudi.ac.id](mailto:nandarahayu@dosen.pancabudi.ac.id)

International Conference Global Islamic Education: Cultivating Tolerance and Interfaith Cooperation in A Multicultural (GIE), Theme: Strengthening Tolerance and Peace.

<https://proceeding.pancabudi.ac.id/index.php/GIE>

## Introduction

Early childhood education plays a strategic role in laying the foundation of personality, including strengthening character based on religious values. Early childhood, covering the age range of 0–6 years, is a critical phase often referred to as the golden age, because during this period children's potential develops rapidly and remains highly adaptable. According to Santrock (2011), learning experiences at this stage are strongly embedded in the child's cognitive and emotional structures, thus exerting long-term influence on their attitudes, behavior, and ways of thinking in the future.

In the context of Indonesian society, where the majority of the population is Muslim, instilling Islamic character in early childhood is not only the responsibility of schools but also a primary obligation of parents. Islamic character education includes values such as honesty, responsibility, empathy, patience, and discipline in practicing religious duties such as prayer, reciting the Qur'an, and showing respect and politeness toward others. These values align with the principles of *tarbiyah Islamiyah* exemplified by the Prophet Muhammad (SAW) and outlined in the Qur'an and Hadith.

However, in practice, instilling Islamic character often faces challenges. One major challenge is the lack of synergy between education at school and at home. Frequently, there is a discontinuity between the values taught by teachers in educational institutions and those practiced by parents at home. This inconsistency can cause confusion for children in interpreting the values and may hinder the full internalization of Islamic character.

The relationship between home and school can be analogized as two overlapping spheres of influence, where effective collaboration enhances the quality of children's education. Such collaboration is not merely one-way communication but involves active parental engagement in the educational process, including planning, implementation, and evaluation (Epstein, 2001).

RA (Raudhatul Athfal) Yayasan Masheba Padang Lawas is one of the early childhood education institutions committed to nurturing Islamic character in its students. Through an Islamic values-based curriculum, this institution implements various religious activities such as congregational prayer habituation, memorization of daily prayers, Qur'an recitation practices, and the cultivation of noble character in children's daily lives. However, the success of these programs greatly depends on the extent to which collaboration between teachers and parents can be consistently and productively established.

Previous studies have shown that strong collaboration between teachers and parents enhances the effectiveness of character education in early childhood (Suyadi, 2020). In the context of Islamic education, such collaboration must also reflect a shared vision in instilling values of faith (*iman*) and noble character (*akhlak al-karimah*). Nevertheless, challenges remain in practice, including parents' busy schedules, limited understanding of the importance of involvement, and differing parenting styles, which often lead to inconsistency in children's character formation (Mulyasa, 2014).

Given the importance of this issue, this study aims to explore in depth the forms of collaboration between teachers and parents that have been and are currently being implemented at RA Yayasan Masheba Padang Lawas, as well as to formulate an effective and applicable collaboration model for shaping Islamic character in early childhood. The findings of this study are expected to provide both theoretical and practical contributions, particularly in the development of policies and practices for character education in RA/Islamic ECE institutions.

By employing a descriptive qualitative approach, this study will explore in depth the dynamics of teacher–parent relationships, the strategies employed, supporting and inhibiting factors, and the impact on the formation of Islamic character in children. This study will not only benefit RA Yayasan Masheba Padang Lawas but will also be relevant to other similar Islamic educational institutions across Indonesia.

## Research methodology

This study employs a descriptive qualitative approach with the aim of providing an in-depth description and analysis of the collaboration process between teachers and parents in shaping Islamic character in early childhood at RA Yayasan Masheba Padang Lawas. The qualitative approach was chosen because it enables the researcher to understand the phenomenon in a contextual and holistic manner (Creswell, 2014). This approach is oriented toward meanings, experiences, and perceptions of the research subjects rather than data quantification. Therefore, the results are descriptive, interpretative, and exploratory in nature.

The research was conducted at RA Yayasan Masheba Padang Lawas, North Sumatra, which was purposively selected because of its Islamic values-based character education program and active parental involvement in the learning process. The research subjects consisted of classroom teachers, the principal of RA, parents of students, and students themselves as indirect subjects of observation. The subjects were selected using purposive sampling, focusing on informants who were considered to have the best understanding and direct involvement in the collaboration process between school and family.

Data collection techniques included:

1. Observation – carried out to directly observe teaching and learning activities, teacher–child interactions, and parental involvement in school programs such as parenting day, joint religious practices, and parent–teacher meetings. The observation was conducted in a moderate-participation manner (Spradley, 1980).
2. In-depth interviews – conducted in a semi-structured format to explore teachers' and parents' perceptions, experiences, and strategies in shaping children's Islamic character. All interviews were recorded and transcribed for analysis purposes.
3. Documentation study – analyzing relevant documents such as lesson plans (*Rencana Pelaksanaan Pembelajaran Harian / RPPH*), parent–teacher communication books, annual and monthly school programs, parenting activity reports, and student portfolios.

Data analysis was conducted qualitatively, consisting of three main stages as proposed by Miles, Huberman, and Saldana:

1. Data reduction – filtering, selecting, and simplifying data relevant to the research focus.
2. Data display – organizing data into narrative descriptions, tables, or diagrams to facilitate the drawing of conclusions.
3. Conclusion drawing and verification – identifying patterns of collaboration, supporting and inhibiting factors, and formulating an effective collaboration model.

## Results

### 1. Forms of Teacher–Parent Collaboration

The findings indicate that teacher–parent collaboration at RA Yayasan Masheba Padang Lawas is manifested in the form of regular communication, parenting programs, and parental involvement in activities that cultivate Islamic character at school. Teachers and parents mutually agree to instill Islamic values such as honesty, responsibility, politeness, and discipline through daily activities, both at home and at school.

Two-way communication is a strategic step taken by the school. Teachers use communication books and WhatsApp groups to report children's behavioral development and provide suggestions for reinforcement at home (Muslich, 2018). In parenting programs, the school organizes monthly meetings to discuss character development, share parenting experiences based on Islamic values, and provide short workshops on moral education (Ramli, 2018). Furthermore, in collaborative activities, parents are involved in events such as class

meetings, joint prayer sessions, and small projects like creating simple Islamic learning media at home with their children (Hasanah, 2019).

## **2. Implementation of Collaboration in Daily Activities**

The integration of Islamic character values is carried out through daily practices such as reciting prayers before lessons, greeting upon arrival, and helping peers. Parents are encouraged to continue these habits at home, for instance by involving children in family prayers or reminding them of Islamic manners in daily interactions (Bandura, 1986). Teachers provide weekly progress reports on children's behavior, which are then responded to by parents through reflective notes in the communication book.

## **3. Impact of Collaboration on Children's Character**

The positive impact of this collaborative model is evident in children's increasingly polite and religious behavior. For instance, 80% of children were accustomed to greeting teachers and peers upon meeting, and 75% demonstrated the habit of sharing food at school. Interviews with teachers and parents revealed that Islamic values are more easily internalized due to the consistency of reinforcement both at school and at home (Ramli, 2018).

## **4. Supporting and Inhibiting Factors**

Supporting factors in the implementation of teacher–parent collaboration include the harmonious relationship between teachers and parents, a school environment that fosters the formation of Islamic character, and parents' commitment to guiding their children at home.

Inhibiting factors include parents' limited time due to work commitments, inconsistent parenting styles among parents, and the lack of understanding among some parents regarding approaches to Islamic character education (Hasanah, 2019).

## **Discussion**

The findings indicate that collaboration between teachers and parents plays a crucial role in shaping the Islamic character of early childhood learners. The collaborative model implemented at RA Yayasan Masheba Padang Lawas aligns with Bandura's Social Learning Theory (1986), which emphasizes that children's positive behavior is formed through processes of observation, imitation, and consistent reinforcement in both school and home environments.

Regular two-way communication enables teachers and parents to closely monitor children's character development. This is consistent with Muslich (2018), who argues that character education becomes effective when there is a shared vision between educational institutions and families. Monthly parenting meetings serve as an important medium for teachers to provide guidance, align perspectives, and enhance parents' understanding of Islamic parenting practices.

Active parental involvement in school activities, such as joint prayers and home-based learning projects, reflects the synergy that supports the formation of Islamic character. This is in line with Hasanah (2019), who highlights the critical role of families in instilling moral values from an early age. Challenges such as inconsistent parenting styles and parents' limited time can be addressed through flexible collaborative approaches, including the use of communication books or digital platforms.

Consistency between practices at school and reinforcement at home enables children to internalize and apply Islamic values such as greeting with *salaam*, smiling, showing politeness, and honesty more effectively (Ramli, 2018).

Thus, the teacher–parent collaboration model functions not only as a channel of communication but also as a joint effort to build an Islamic educational ecosystem that holistically supports children's character development.

## Conclusion

This study concludes that the teacher–parent collaboration model at RA Yayasan Masheba Padang Lawas is highly effective in developing Islamic character in early childhood learners. Forms of collaboration, such as regular communication, parenting programs, and direct parental involvement in school activities, have successfully enhanced children’s positive habits, including greeting with *salaam*, sharing, and showing politeness. The key factors contributing to this success are the shared commitment between teachers and parents, the supportive school environment, and the consistent reinforcement of Islamic practices both at school and at home.

However, several challenges such as parents’ busy schedules and differences in parenting styles need to be addressed through improved communication and coordination strategies.

The findings recommend that other Early Childhood Education (ECE) and Raudhatul Athfal (RA) institutions adopt similar collaboration models that actively involve parents. By doing so, Islamic character education can be optimized from an early age, ensuring that values such as honesty, empathy, responsibility, and discipline are instilled effectively.

## Reference

- [1] Al-Ghazali. (2002). *Ihya’ Ulumuddin* (Jilid 1-4). Beirut: Darul Fikr.
- [2] Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- [3] Epstein, J. L. (2001). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, CO: Westview Press.
- [4] Hasan, M. (2018). *Pendidikan Karakter Berbasis Islam*. Jakarta: Rajawali Pers.
- [5] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- [6] Mulyasa, E. (2014). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- [7] Santrock, J. W. (2011). *Child Development* (13th ed.). Boston: McGraw-Hill.
- [8] Spradley, J. P. (1980). *Participant Observation*. New York: Holt, Rinehart and Winston.
- [9] Suyadi. (2020). *Pendidikan Islam Anak Usia Dini dalam Konteks Pendidikan Karakter*. Yogyakarta: Pustaka Pelajar.
- [10] Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. (2003). Jakarta: Sekretariat Negara.
- [11] Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- [12] Hasanah, U. (2019). *Pendidikan akhlak pada anak usia dini*. Bandung: Remaja Rosdakarya.
- [13] Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- [14] Muslich, M. (2018). *Pendidikan karakter: Menjawab tantangan krisis multidimensional*. Jakarta: Bumi Aksara.
- [15] Ramli, M. (2018). Strategi pembentukan karakter anak usia dini. *Jurnal Golden Age*, 2(1), 15–24. <https://doi.org/10.29408/goldenage.v2i1.1067>