

Synergy between Teachers and Parents of Students in Forming Morals in MI Miftahul Ulum Puntir Students

Lailah Nur Ayyuni^{1*}, Askhabul Kirom², Muhammad Nur Hadi³

Yudharta University of Pasuruan^{*1, 2, 3}

^{*1}email: ayyunilailah@gmail.com

²email: kirom@Yudharta.ac.id

³email: nurhadi@Yudharta.ac.id

Abstract: The synergy between Madrasah Ibtidaiyah (MI) and various stakeholders is a key factor in improving the quality of education. This article discusses the collaboration between MI, the government, the community, and other educational institutions in enhancing both learning quality and students' character development. Using a qualitative approach, this study analyzes different forms of synergy as well as the challenges faced in its implementation. The results indicate that effective cooperation between MI and other stakeholders can create a conducive learning environment that supports the development of Islamic values and students' academic competencies. However, there are still challenges in terms of coordination and resources that require further attention. Therefore, a more systematic and sustainable strategy is needed to optimize this synergy.

Keywords: Synergy; Elementary School; Education; Collaboration; Learning.

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Abstract: Sinergitas antara Madrasah Ibtidaiyah (MI) dengan berbagai pihak merupakan faktor kunci dalam meningkatkan kualitas pendidikan. Artikel ini membahas kolaborasi antara MI dengan pemerintah, masyarakat, dan lembaga pendidikan lainnya dalam meningkatkan mutu pembelajaran serta karakter peserta didik. Dengan pendekatan kualitatif, penelitian ini menganalisis berbagai bentuk sinergi yang terjadi serta tantangan yang dihadapi dalam pelaksanaannya. Hasil penelitian menunjukkan bahwa kerja sama yang efektif antara MI dan pemangku kepentingan lainnya mampu menciptakan lingkungan belajar yang kondusif dan mendukung pengembangan nilai-nilai keislaman serta kompetensi akademik siswa. Namun, masih terdapat kendala dalam hal koordinasi dan sumber daya yang perlu mendapatkan perhatian lebih lanjut. Oleh karena itu, diperlukan strategi yang lebih sistematis dan berkelanjutan agar

sinergitas ini dapat berjalan optimal.

Keywords: Sinergitas; Madrasah Ibtidaiyah; Pendidikan; Kolaborasi; Pembelajaran

A. Introduction

Morals play a very crucial role in human life. In the Islamic perspective, a deed cannot be considered perfect if it is not based on good morals. Good morals also determine the difference between humans and other creatures, making humans the most noble creatures. Through morals, humans can achieve honor, while bad morals can lower their dignity. Good morals function as a controller of human behavior and actions, encouraging them to always do noble things. The success and prosperity of a nation, society, and country depend greatly on the morals of its young generation. (In, Bandar, and Pidie 2023)

Talking about education, people will immediately think of school. Educating children is not only about how to send children to good schools, but also so that they get a good education and learn from their teachers at school. And the most important role in the education obtained by children is the responsibility of their parents, the responsibility of education is carried out with the obligation to educate. In general, education is helping students in the development of determining values. Assistance or guidance is carried out in the relationship between educators and students in educational situations that exist in the household, school and community environment. (Ummah 2019)

In this increasingly modern era, education is one of the capitals that we must have in facing the demands of the times, the progress of a nation, especially Mi Miftahul Ulum Puntir, so it will be able to produce quality human resources in terms of spirituality, intelligence and skills. In addition, an important process in producing the next generation of the nation if the results of an education process fail, it will be difficult to achieve the progress of a nation. In order to improve the education of a nation, there needs to be cooperation between teachers and parents of students, in achieving the success of the goal. Therefore, in a learning process between teachers and students and cooperation between parents, good communication must be established so

that it can raise students' enthusiasm in understanding learning. (Ananda Muhamad Tri Utama 2022)

However, character education that has been implemented in educational institutions has not been fully implemented by students. The proof is that there are still inappropriate behaviors carried out by students until now, for example, school children who like to fight on the street, which triggers riots. So that teachers as the central position in triggering students' reasoning must be able to foster intellectual and spiritual powers. In this spiritual aspect, Islamic religious education teachers must strive to foster and educate students to understand Islamic teachings in a kuffah manner, by internalizing the goals of education so that students are able to practice and make Islam a guide to life.

The role of a teacher and parent in the problem of morality is very important, because students are only at school for a few hours, the rest are at home, and the ones who interact most often with the child are the parents, so it is natural that the synergy between teachers at school and parents must be designed in such a way in terms of guarding the morality of students. That among the subject teachers at school, Islamic religious education teachers are the most responsible for the morality and behavior of students at school, in this context Islamic religious education teachers have an important role in guarding the morality of students at school. So, in guarding their students, parents and teachers need cooperation within the students. Approach alone is not enough to instill morality in educational science in students, but we are able to provide good examples so that they can imitate them. These good examples can make students practice them when they are in the school environment or at home, and the instillation of morality in students and children will continue to grow over time. Teachers and parents must also understand several things that are their responsibilities and goals in educating, and the main part of the duties of teachers and parents is as the determinants of the quality and standard of education who have the responsibility to provide views on diverse life and education to students and their children, especially in moral education. (Devy, Rahim, and Maknin 2023)

Busyness sometimes makes parents rarely guide their children in several aspects. Moreover, the morals of some students in various schools are very concerning at the present time. Students often do not go to school, like to fight teachers, smoke and skip praying together at school. On the other hand, many of these moral and ethical problems are responded to with anger at the school and change that the school does not provide guidance and moral development for their children, even though the students who experience these problems are students whose parents rarely guide and provide development for their children. (Pokhrel 2024)

A person's morals will usually be in line with their behavior. If someone always does good activities such as being polite in speaking, likes to help, or respects others, then that is a reflection of good morals, but if someone's behavior is bad such as liking to criticize, likes to lie, likes to say bad things/swear words, then the reflection of that person's morals is also bad. Because a child's morals will be formed from the habits that have been seen in their home environment. Therefore, parents are the main moral shapers for their children. However, parents cannot simply educate their children without education at school, conversely schools cannot form morals without the support of the students' parents because time at school is also limited so that both must work together in forming morals that are in accordance with Islamic teachings. (Daily 2019)

B. Methods

This study uses a qualitative approach that focuses on understanding the phenomena in the field. This approach allows researchers to describe the synergy between teachers and parents of students in forming morals in MI Miftahul Ulum Puntir students, researchers act as instruments that collect data through observation, interviews and documentation. This type of research is comparative, which aims to describe systematically and in detail the synergy between teachers and parents of students in forming morals in MI Miftahul Ulum Puntir students.

The subjects of this study were homeroom teachers where the homeroom teachers were directly involved in the process of forming morals in students at school, and knew the characteristics of the students.

This study uses data analysis with an interactive model, according to Miles & Huberman, there are four steps in data analysis, namely: data collection, data processing, data presentation, and drawing conclusions.

1. Data processing is a process that aims to simplify the collected data so that it is easier to analyze and can produce clear conclusions. This data collection is the first step in which data is collected during the study, and the data processing process will continue throughout the study.
2. Data presentation is data that has been processed will be presented in a form that makes it easier for researchers to understand the existing problems. Presentation can be in the form of descriptions, diagrams, and others. This helps researchers plan the next steps based on the information found.
3. Finally, there is the drawing of conclusions, where after going through the steps above, the researcher finally draws conclusions based on the data that has been analyzed and new findings found during the research."(Spradley and Huberman 2024)

C. Results and Discussion

1. Results

In terminology, character is a complete collection of intellectual or behavioral qualities that give uniqueness to an individual. Character is basically the point where voluntary action arises and the distinction between morality and dishonor. Character development implies the cultivation of attitudes or actions that motivate individuals to act naturally and without hesitation. (Aisyah Purwandari, Mukromin 2024)

Communication and discipline ethics are behaviors that must be instilled in students because they will be related to ethics and students' politeness in obeying school rules and regulations. Often, we find that many students do not obey the rules and regulations that have been implemented at school. In addition, their communication tends to be less good because some still have difficulty distinguishing how to speak to older people, such as teachers and parents, compared to how to speak to peers. Therefore, it can be concluded that cooperation between parents and Islamic religious education teachers in forming communication ethics and discipline has not been

maximized. This shows that understanding of the concept of character formation in children is still limited, because parents only supervise children's activities at school without having a deep understanding of the social environment there. However, parents should be able to monitor how teachers instill character so that they can communicate well with their children and uphold the values of discipline and communication.

Cooperation between parents and Islamic religious education teachers plays an important role in creating a harmonious relationship, with the aim of strengthening discipline and positive communication norms. Teachers are responsible for educating morals and supervising student behavior at school, while parents have the same responsibility at home. Both also have a good perspective on the social environment where children interact with their friends. Good cooperation between parents and Islamic religious education teachers is established through open and efficient communication between them.

There are many factors that can support or hinder the instillation of morals, communication and discipline carried out by parents and teachers, both at home and at school. For example, a supporting factor is the presence of parents and teachers who are willing to educate children. On the other hand, one of the inhibiting factors is the lack of synchronization of activities between school and home, so that children sometimes feel they have no obligations at home, different from the activities at school.

Family is an important factor in building morals. Children first learn in the family. (Hyoscyamine 2011) Parents who are able to provide examples of good behavior, such as honesty, politeness, and responsibility, will indirectly transmit these values to their children. Warm interactions, open communication, and the implementation of educational discipline in the family greatly support the growth of noble morals. Children who grow up in a harmonious family environment tend to have better moral sensitivity.

Formal education plays an important role in determining students' morals. Teachers act not only as educators, but also as role models. An educational curriculum that emphasizes character education, positive extracurricular activities, and a school culture that upholds moral principles will be an effective way to foster morals. In

addition, religious education that is taught in an applicative and contextual manner plays an important role in this regard.

2. Discussion

The initial research was conducted at MI Miftahul Ulum Puntir located on Jalan Puntir, Mortopuro, Kec. Purwosari, Kab. Pasuruan. The focus of this research is to explore the relationship between parents and Islamic Religious Education teachers in the process of forming students' character. This research focuses on character development, especially in terms of communication and discipline. How does this opening explain the importance of cooperation between parents and teachers in Islamic religious education to instill moral values in students. It is hoped that good morals can shape positive behavior in students, which in turn will benefit their development in the future.

In carrying out each activity must make various efforts that can support the success of the work. Facing the decadence of adolescent morals, moral development must also be a collaboration so as to produce good morals in students, the results of the study show the cooperation of teachers with parents in fostering student morals at Mi Miftahul Ulum Puntir, teachers and parents of students have carried out various forms of cooperation to realize the development of noble morals for students.

The discussion of the synergy between teachers and parents of students in forming morals in students is as follows:

- a. How is the concept of synergy between teachers and parents in forming morals in students at Mi Miftahul Ulum Puntir?

The concept of developing morals, communication and discipline among students has become one of the main programs in the field of school students. In the school environment, there are programs that focus on character building that serve as a guide for students in discipline and communication. Discipline is defined as compliance with the rules agreed upon between the school and parents, while communication is the ability to

speak well to others. With good discipline and communication, it is hoped that students' morals can be built well and become characters that can be used as a guide in their lives.

According to Al-Ghazali, the concept of morality is something inherent in a person or their nature. Morality is formed through a life process that is shown from habits since childhood and from the external environment that is part of their learning. What is seen, thought, and exemplified by parents, society, or friends will greatly influence a person's morality in the future. If what is received is good, vice versa. However, when someone has grown up, changing morality is not that easy. The process of instilling morality, discipline, and good communication is carried out through Islamic religious education learning activities. Islamic religious education teaches the values of order, consistency, and respect for time. If students can perform the five daily prayers routinely and consistently, it will be easier for them to become disciplined and vice versa. (Aisyah Purwandari, Mukromin 2024)

- b. Synergy between Islamic religious education teachers and parents of students in forming morals in students of Mi Miftahul Ulum Puntir.

To develop children's morals, harmonious cooperation between teachers and parents is needed. As expressed by the Islamic Religious Education teacher at MI Miftahul Ulum Puntir, "Synergy between teachers and parents is very crucial in the process of instilling morals. Without the support of parents, the teacher's duties cannot be carried out properly, because there are important differences between the school and home environments. This statement was also reinforced by one of the parents who added that children's behavior is not always consistent. Often children show good behavior at home but not at school, and vice versa. Therefore, a good relationship between parents and teachers is very important. This cooperation allows parents and teachers to support children in their development and provide advice if children behave badly at school or outside of school.

In an educational institution, it is inevitable that students will show naughtiness. However, this can be overcome by various methods, one of which is cooperation between teachers and parents. Among the teachers, one of the most influential in overcoming students' naughty behavior is the teacher, because they have a deep understanding of the instillation of morals that must be applied to students. When teaching in class, teachers have the opportunity to provide guidance and examples on how to be a child with good morals. At Mi Miftahul Ulum Puntir, the synergy implemented aims to share information about the condition of students at school and at home. Thus, both teachers and parents can know the development of their children, and the vision and mission of both the school and parents in guiding children's morals can be implemented well and directed.(Devy et al. 2023)

Islamic Religious Education Teacher MI Miftahul Ulum Puntir explained that there are various ways to create synergy between teachers and parents in the formation of morals in students. Among them are the following:

1) Parenting

Parenting is held once a year, presenting speakers from within or outside the city with themes tailored to the psychological needs of parents and those related to learning at school. This event is also expected to increase the insight of parents who will be used as provisions in educating their children together so that there is a balance of information between parents and teachers at school. From the interview results, data was obtained that parenting is one of the agendas that is also awaited by parents. Because this event sometimes coincides with the report card collection event, there are some parents who sometimes cannot attend the event.

The role of parents in educating and guiding children is becoming increasingly important in this modern era full of challenges. Education is the result of joint work between family, school, and the environment.(Umrah 2019). Therefore, the idea of parenting becomes very important to build the character and future of children. Parenting is not only about feeding,

clothing, or facilities, but also includes the emotional, spiritual, social, and intellectual aspects of children. Parents are the first and foremost teachers of children, and through proper parenting, children will learn life values such as responsibility, empathy, discipline, and honesty.

Children who receive attention and guidance from their parents will be more disciplined, confident, and have a high enthusiasm for learning. Parents must also communicate with the school, understand their child's academic and social development, and be involved in school activities.

2) Report Card Collection

Every semester, reports are given to parents about their children's progress at school. The parents of the students concerned are responsible for taking these reports so that they can obtain information and consult with teachers. If there are weaknesses seen in the student, solutions will be sought, and if there are strengths, assistance will be given to maintain or improve student achievement. Based on previous interviews, the time to collect student report cards is an effective time to meet directly with teachers and talk about the child. If there are problems, solutions can be sought immediately. However, this method does not reach all parents of students, because often many parents do not collect report cards in person. This happens because they assume that their children are old enough and able to collect report cards themselves.

3) WA Group

This group is formed by each class teacher who holds control of their class. Every day parents ask and get information about the school and about their children by asking directly or through this group. This group is very useful because in addition to information about the school, it is also a place for ta'aruf among parents of students. Because sometimes through the real world, parents of students find it difficult to meet and gather. With this

group, it will also be useful if their child experiences complaints or problems, they will be helped to find solutions by other parents of students, or by providing examples of similar stories that happened to their children so that parents will carry out the solutions offered by fellow parents in the group. From the results of interviews with parents, this group is very helpful for getting information about the school and being able to ask and tell their teachers at any time. Compared to direct meetings that not all parents can do at any time.

4) Open Communication

Open communication allows children to talk about problems or concerns they are facing, which can reduce stress and improve their mental health. Children who feel heard by their parents and teachers tend to have better self-confidence and can manage their emotions more effectively. With good communication, parents and teachers can provide the necessary support and guidance, creating a closer bond between them and their children. Effective communication between teachers and parents plays a vital role in helping students internalize moral values. Through regular meetings, the use of communication technology such as WhatsApp, and parental involvement in school activities, this synergy can be enhanced. Research shows that good collaboration between teachers and parents can improve students' academic achievement as well as emotional well-being.

Collaboration between parents and Islamic religious education teachers has great importance because of their respective roles in shaping children's morals. Parents teach moral values to children in the home environment, while teachers are tasked with teaching them in the school environment. Thus, effective cooperation between parents and Islamic religious education teachers will result in a positive communication relationship.

- c. Factors that help or hinder cooperation between parents and Islamic religious education teachers in the formation of student character are very useful. Good cooperation between parents and Islamic religious education

teachers has a key role in the process of student character. However, there are several factors that support or hinder cooperation between parents and Islamic religious education teachers in forming student morals.

1) Supporting factors are:

The skill levels of students vary significantly. There are varying levels of discipline and ability to communicate with others, including adults. Teachers have the opportunity to work with parents to guide students in discipline and communication. This may be due to supporting factors. Parents often understand their children's natures well. Therefore, it is very important for them to regularly inform the teacher if their child is being rude or breaking the rules, so that the teacher can recognize the problems faced by the child. In addition, parents must actively communicate with teachers to understand how to collaborate in developing children's discipline ethics and communication skills in order to form good morals.

2) The inhibiting factors are:

Without a doubt, the social environment and mass media are obstacles in the role of teachers in implementing discipline and communication. In some situations, students can make mistakes in choosing their friends, this can involve hanging out with problematic groups or groups that provide good influences. However, in the latter case, students can get caught up in negative relationships. This happens because children who are problematic are usually good at inviting friends. There are also several inhibiting factors, such as inconsistencies between home and school policies, inefficient use of time, unorganized school activities, and free time where students do not have tasks or responsibilities at home.

The role of teachers in teaching Islamic religious education can strengthen discipline and good communication skills. In addition, to achieve this goal, support from parents, teachers, and the surrounding community is needed.

D. Conclusion

Based on research conducted at MI Miftahul Ulum Puntir, synergy between Islamic religious education (PAI) teachers and parents of students is very important in shaping the morals of students. This collaboration plays a role in instilling moral values, discipline, and communication ethics in students. Teachers have the main responsibility in guiding students at school, while parents play a major role in educating children in the home environment. However, this synergy has not run optimally because there are still obstacles such as the lack of synchronization between activities at home and school. Supporting factors such as good communication through class WhatsApp groups, parenting sessions, and direct report card collection have helped improve cooperation between teachers and parents. However, challenges such as parents' busyness and lack of understanding of the concept of character formation are still obstacles in this process. In conclusion, strong and structured synergy between PAI teachers and parents is needed to create a generation with noble morals. With open communication and close collaboration, character education can be instilled more deeply so that it produces students who not only excel academically but also have good morals. This study recommends a systematic strategy to strengthen cooperation and increase parental participation in their children's education.

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