



TEACHER AND PARENT COLLABORATION IN INSTILLING RELIGIOUS RESPONSIBILITY IN STUDENTS AT AN-NIZAM PRIVATE JUNIOR HIGH SCHOOL IN MEDAN

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ABSTRACT

This study investigates the collaboration between teachers and parents in instilling religious responsibility in students at An-Nizam Private Junior High School in Medan. The research used a qualitative approach with a descriptive field study design, involving participant observation and in-depth interviews with teachers and parents. The results show that effective cooperation between teachers and parents significantly enhances students' commitment to religious practices, such as performing Dhuha prayer, congregational Zuhur prayer, and Quran memorization. The study highlights that a strong partnership, facilitated by regular communication and shared responsibilities, is essential for fostering students' religious discipline. This collaboration also strengthens character development, contributing to both academic and spiritual growth. These findings emphasize the need for schools and parents to work together in nurturing students' religious responsibility.

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1. INTRODUCTION

Education is a very important activity for preparing children to face their future lives. Even the symptoms of this educational process have existed since humans existed, although the implementation process was still very simple. However, this is a phenomenon that the educational process has existed since ancient times, because the process of what is done is so simple that it is an educational process [1]. Education is indeed a universal issue, experienced by every tribe or nation. Therefore, it will be influenced by various facilities, cultures, situations, and conditions of that nation or tribe. Thus, differences can be seen in the implementation of education, but what is clear is that we will see a common goal: to mature children so that they can stand on their own in society.

Education and school are two inseparable aspects in shaping the character and morals of students. Education is the primary foundation for shaping a child's character, morals, and responsibilities in various aspects of life. One important form of responsibility that must be instilled from an early age is responsibility in performing worship. In the context of Islamic education, worship is not only a religious ritual, but also an integral part of character education that fosters discipline, obedience, spiritual awareness, and self-control [2].

The educational process in instilling religious responsibility cannot be fully effective if it relies solely on the role of one party. School, as a formal institution, has a responsibility to provide guidance through various structured religious programs, while the family, especially parents, is the first and primary educator in a child's life [3]. Collaboration between teachers and parents is an important element in shaping children's attitudes

towards religious responsibility. Teachers provide guidance and set an example in the school environment, while parents reinforce and continue these habits at home [4].

According to the hadith of Rasulullah SAW, "Each of you is a leader," which he said to Abdan, Abdullah, and Musa bin Uqbah from Nafi' bin Umar radhiAllahu'anhu. And each of you will be evaluated according to the principles that guide him. The leader is an Amir. A husband is also a group leader. Every woman is also responsible for their home and children. Thus, each of you is a leader, and each of you will be held accountable for the actions of those who lead. (HR. Bukhari No. 5200)

Simply put, the word "Ra'īn" means "shepherd" or "one who guards, directs, and manages something." In this context, it means a leader who is steadfast in his or her leadership. The Prophet explained that every person, regardless of social status, has a strong moral and religious commitment to their environment. This includes not only a national leader but also a friend, a wife, and even a servant. According to this hadith, responsibility extends beyond worldly responsibility to the hereafter. Allah will ask each individual whether they have led and managed. Husbands and wives each have their own way of governing according to their own principles; the husband governs the group as a whole, while the wife manages the home and children; Islam does not only affect one group of people. (Al Asqalani, 2007:671)

In practice, the formation of a sense of religious responsibility in students is carried out through various activities at school, such as the habit of Dhuha prayer, congregational Zuhur prayer, morning tadarus, memorizing short surahs, and celebrating Islamic holidays. These programs aim to instill religious awareness while also establishing positive routines that leave a lasting impression on students. However, when the child returns home, the parents' role becomes crucial in maintaining the consistency of the religious behavior instilled at school.

Cooperation between teachers and parents in children's education is an important aspect emphasized in Islamic teachings. In the Qur'an, Allah SWT says:

وَتَعَاوَنُوا عَلَى الْبَرِّ وَالنَّقْوَى وَلَا تَعَاوَنُوا عَلَى الْإِلْمَ وَالْعَدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعَقَابِ

"And help yourselves in righteousness and piety, and do not help each other in sin and enmity. Fear Allah, indeed, Allah is very severe in His punishment" (Q.S Al-Maidah: 2).

This verse shows the responsibility of parents in caring for and educating their families, including in religious matters. Meanwhile, teachers as a substitute for parents in schools also have a mandate to educate and guide students. According to Bronfenbrenner's theory of ecology, a child's development is influenced by the interaction between various environments, including the home and school. Therefore, a synergistic relationship between teachers and parents is needed so that the religious values taught can be sustainable in the two main environments of children, namely school and home.

Various factors such as the busy schedules of both parties, differences in understanding, and a lack of effective communication can hinder the creation of optimal collaboration in addressing students' religious responsibilities. Then, based on initial observations, it was found that in the context of cooperation between teachers and parents in instilling religious responsibility in students at An-Nizam Private Junior High School, there are several issues that need attention: 1) Not all parents are aware of the religious programs implemented at the school. 2) There is still a lack of regular communication between teachers and parents regarding students' religious development. 3) There is minimal parental involvement in accompanying children in worship at home. 4) There is a lack of forums or joint activities between the school and families that specifically discuss the development of students' religious practices [5].

In this situation, there is a need for intensive and continuous cooperation between teachers and parents. Effective two-way communication, alignment of educational vision, and parental involvement in school programs are some concrete forms of cooperation that can enhance children's religious responsibility [6]. Character education, including in terms of worship, will not be successful if done partially, but rather must be through a collaborative and integrated approach between schools and families.

Considering these limitations, it is important for the school to design inclusive and sustainable strategies to ensure that cooperation between teachers and parents can run smoothly in order to increase the sense of religious responsibility in students at An-Nizam Private Junior High School in Medan [7].

Based on the above description, this research was conducted to delve deeper into the forms of cooperation between teachers and parents in instilling a sense of responsibility for worship in students. This research also aims to identify supporting and hindering factors in this process, and to find appropriate strategies to improve the effectiveness of cooperation between school and home in shaping students' religious character.

This research is expected to contribute both theoretically and practically. Theoretically, the results of this research can enrich the body of knowledge in the fields of Islamic religious education and character education. Practically, the results of this research are expected to provide input for teachers, parents, and school authorities in building a strong and sustainable synergy in educating students, particularly in the formation of religious responsibility [8].

In this challenging modern era, children face various external influences that can distract them from essential things, including performing religious worship. Therefore, an educational approach based on

cooperation between teachers and parents is becoming increasingly relevant and urgent [9] [10]. Only with good collaboration and shared awareness can children be guided to become individuals who are not only intellectually intelligent, but also spiritually and emotionally mature.

By understanding the importance of this cooperation, commitment is needed from both parties to complement each other in the educational process. Teachers cannot function alone without support from home, just as parents need guidance and information from teachers regarding their child's development at school. The success in instilling religious responsibility in students will greatly depend on the extent to which synergy between home and school can be built harmoniously and sustainably [11].

2. RESEARCH METHODS

The research method used is descriptive qualitative field study (field research) using a phenomenological approach, with the type of research being in-depth observation or findings not obtained through statistical procedures or other forms of calculation. Qualitative approaches also emphasize meaning, reasoning, and the definition of a specific situation, focusing more on aspects related to daily life [12]. Data collection was carried out using observation methods to gather in-depth information and valid physical evidence in accordance with the field conditions, interviews to gather in-depth information related to the research conducted, and finally, document studies by analyzing documents as proof that the research had been carried out at An-Nizam Private Junior High School in Medan.

This research was conducted at An-Nizam Private Junior High School in Medan, located at JL. Tuba II/ Perjuangan No 62, Kel. Tegal Sari Mandala III, Kec. Medan Denai, Medan City, North Sumatra. The observation data collection technique in this study was carried out for approximately 3 months, starting from April 9, 2025, to June 10, 2025. This observation was conducted to directly observe the collaboration between teachers and parents in instilling religious responsibility in students at An-Nizam Private Junior High School. The subjects of this research are the Principal, Teachers, Student Guardians, and also the students of An-Nizam Private Junior High School Medan. Data analysis was conducted descriptively through four stages: First, data collection through observation, interviews, and documentation. Second, data reduction by summarizing, classifying, coding, and compiling reflective notes on findings related to the implementation of cooperation in worship guidance. Third, the data is presented in narrative and matrix form, making it easier to read the emerging patterns of cooperation. Fourth, conclusions are drawn and verified continuously based on research findings and the results of initial data verification against the established problem formulation [13].

3. RESULT AND ANALYSIS

The involvement of teachers and parents in instilling religious responsibility in students at An-Nizam private junior high school in Medan

As an educational institution, An-Nizam Private Junior High School in Medan places religious education and worship as one of the main focuses in its curriculum, fostering cooperation between teachers and parents in caring for and instilling a sense of responsibility in students' worship, especially in reading the Quran, performing Dhuha prayers, and praying Zuhra in congregation.

Instilling religious responsibility in students, according to Imam Al-Ghazali, is closely related to a deep moral and spiritual education approach, especially in emphasizing the importance of cultivating inner awareness, not just the outward feeling of worship. Imam Al-Ghazali emphasized that children's education must begin from a young age. Children should be taught to love worship and see it as a need of the soul [14].

Parents are also responsible for paying attention to and monitoring the character-building activities of students at home, seeing if their child continues to maintain their worship at home. The role of parents is very helpful in implementing the programs available at school [15]. Thus, parents can work with teachers to find solutions to this issue. According to [16], cooperation between teachers and parents makes it easier to instill students' religious responsibility and provides convenience in dealing with problems that arise in the educational process, especially in reading and understanding verses of the Quran and Hadiths of the Prophet Muhammad SAW.

Allah SWT., Says in the Al-Qur'an Surah At-Tahrim verse 6:
"O you who believe, protect yourselves and your families from the fire of hell whose fuel is people and stones; whose guardians are harsh, tough angels, who do not disobey Allah in what He has commanded them and always do what they are commanded." (QS. At-Tahrim : 6) (Terjemah Kemenag, 2019)

According to Quraish Shihab, this verse illustrates that da'wah and education must begin at home. Although the above verse is worded specifically for men (fathers), it does not necessarily refer solely to them. This verse addresses both women and men (mothers and fathers), just as similar verses (for example, the verse commanding fasting) also address men and women. This means that both parents are responsible for their

children and spouses, just as each is responsible for his or her own behavior. A father or mother alone is not enough to create a household imbued with religious values and a harmonious relationship. (Shihab, 2000: 326)

As the Messenger of Allah said regarding when parents order their children to pray:

Meaning: Has told us Muhammad bin Isa bin Ali bin Abi Talib-Thabba', has told us Ibrahim bin Sa'd from Abdul Malik bin Ar-Rabi' bin Sabrah from his father from his grandfather, he said, the Prophet SAW said, "Order a child to pray when he reaches the age of seven years, and when he reaches the age of ten then beat him if he does not do it". (HR. Abu Daud No.494)

The explanation of the hadith above explains that children are commanded to pray from the age of 7, not because it is obligatory, but as early training (tadrib). This is a form of religious education to ensure the child becomes accustomed to it from an early age. If, after three years, they still neglect prayer without a valid reason, educational punishment (a non-painful or injurious spanking) is permissible. This demonstrates the seriousness of religious education in Islam. Spanking is a last resort after a wise approach. Children aged 10 and above are separated from each other in sleeping quarters, even those of the same sex, to maintain purity and self-respect from an early age. (Abadi, 2008: 536)

This aligns with what was stated by Mr. Syaiful Amri S.HI, a PAI teacher at An-Nizam Private Junior High School in Medan, who said:

"The role of parents is very important. We are trying to involve parents in the students' worship responsibilities. Through our homeroom teacher, we sent a message to the parents of the students, asking them to always supervise or motivate and remind their children to always perform their prayers when they are at home. At the same time, the parents also requested that they perform prayers together with their children at home. As teachers, we don't get directly involved at home when the child is there. Now we just need to communicate with the students' parents to see if they are already engaging in religious activities, such as the habits practiced at school". This is very important to communicate with the students' parents so that the program is synchronized or aligned with their presence at school [17] [18].

The influence of parental and teacher involvement in paying attention to and instilling religious responsibility can be felt by the students of An-Nizam Private Junior High School, class IX H. Agus Salim, who said:

With attention from both the school and home, I feel more motivated and aware that worship is not just a personal duty, but also part of my responsibility to Allah and to those who guide me. If only the teachers remind me, I sometimes feel my enthusiasm is only at school. But when I'm also supported at home, I get used to it and start to feel that worship is part of my daily routine. So, in my opinion, attention from teachers and parents is very important and has a big influence in making me more responsible in worshiping [21].

From the statement above, it can be concluded that one effort in instilling religious responsibility in students is the importance of good cooperation between teachers and parents. Instilling religious responsibility is not merely telling or forcing students to perform religious practices, but rather educating their hearts to love worship because of Allah.

The results of one's own worship can be seen from the changes that occur in students, both in behavior and in thinking patterns, worship behavior, and knowledge about that worship [22]. Based on the research results, sometimes a teacher finds it difficult to deal with student behavior. When performing Dhuha prayer or reciting the Quran, they see students being negligent, some are not focused on reading the Quran, talking while the call to prayer is being announced, and during congregational prayer, some are still bumping into each other. Every student has a different attitude; some are disciplined and don't need their teacher to tell them what to do, while others are still lazy when it comes to worship.

School strategies for engaging parents in instilling religious responsibility in private An-Nizam middle school students in Medan

In order to increase parental involvement in instilling religious responsibility in students at An-Nizam Private Junior High School Medan, the following are the steps:

Open communication between teachers and student guardians

Open communication is used to build relationships between the school and students' parents, and to ensure regularity in the educational program. A program that aligns with the goal of educating students, teachers, and parents can regularly communicate about students' academic progress and needs (Ubaidila & Masrukina, 2021: 263). An-Nizam Private Junior High School in Medan collaborates with parents in various activities to monitor students' worship and religious responsibilities. The activities can take the form of parent-teacher meetings, electronic messages, or individual conferences:

Holding regular meetings with students' parents

Attendance is a fundamental indicator for measuring parental involvement in overseeing students' religious responsibilities. Parents and teachers must work together to create a positive relationship by periodically accompanying students' religious practices. The Principal of An-Nizam Private Junior High School in Medan revealed that:

"One of our main strategies is the meeting at the beginning of the new school year for the purpose of parent orientation." Where not only school programs were presented, but also children's habits that must be fulfilled both at school and at home, as well as student rules and regulations both individually and in groups. The second meeting for 9th grade is in the form of parenting as well as strengthening the children in determining which high school major they want to choose or the place they decide to go. The first forms of communication are the daily follow-up notebook, WhatsApp groups, and during the distribution of semester report cards. Where final grades are not shared, but how the students' worship questions are evaluated" [23].

The collaboration between teachers and parents is aimed at parents gaining knowledge and experience from teachers in educating their children. Conversely, teachers also receive information about their students' characters through parents. Ensuring that parents are actively involved in school activities. There are several things that the An-Nizam Medan Private Junior High School does, as stated directly by the Principal, Mr. Robin Ginting M.Pd:

"Of course, we always involve the homeroom teacher in matters of worship communication. The homeroom teacher is the first bridge connecting all of the child's development to the parents. Therefore, general motivational information is always shared in the group. However, the personal aspect is something we handle privately, and we even have a program called home visits, both for students with problems and for high-achieving students. We organize visits for all our students, and we even have a "parents teach" program so parents can see and understand their children's condition in the classroom. This means we only observe how parents react to their child's learning while they are in the classroom".

It can be concluded that to monitor students' religious responsibilities, teachers and parents at An-Nizam Private Junior High School in Medan regularly hold meetings with parents to discuss the progress of students' discipline and religious responsibilities. This can be an opportunity to provide advice and strategies to parents on how they can support their children's worship development at home.

Using electronic media or messages

Administrative management is crucial for determining the success of an educational institution. Administrative management involves good planning, including the development of educational goals, policies, and programs. This can ensure that an educational institution has a clear direction and specific goals to achieve [24].

The principal must be able to direct and motivate teachers and staff to improve and instill students' religious responsibility, especially in keeping with the times. Teacher collaboration strategies will be easier if facilitated by communication tools. The principal revealed that:

We will maximize the function of the WhatsApp group with parents, and even if there are programs that parents need to know about, we will share them through that group.

Then, privately, if there's anything related to personality. To ensure stability and clarification from the parents regarding the home environment during worship, whether the parents have reminded their children about worship, and we will ask the parents to always supervise and remind them to always perform acts of worship such as prayer. Then, also by directly inviting them to discuss at school, although this was done by selecting issues and linking them to worship within the child. And there are also visits by homeroom teachers to students to meet their parents.

From the statement above, the An-Nizam Private Junior High School has involved parents in instilling religious responsibility in students through a strategic approach of open communication between Islamic Education teachers and parents, such as holding regular meetings and using online discussion media in the form of WhatsApp groups for periodic monitoring and evaluation between Islamic Education teachers and student parents, with the school officially inviting parents for face-to-face meetings. Regular meetings can help improve communication and cooperation between teachers and parents.

The goal is to ensure that children receive a good education and to address any issues that may arise [25].

Joint monitoring

Teachers can share information about students' assessment and development in religious values with parents periodically. Parents can use this information to monitor their child's progress and achievements at home. It was also stated by the PAI teacher at An-Nizam Private Junior High School in Medan, who said that:

Generally, the methods or approaches used in this program to instill religious habits involve us usually creating a learning plan and conducting direct practice. Sekalihus provides motivation on how important it is to perform worship. To fulfill this responsibility, we monitor students through prepared report books to see if they have prayed or not. Each individual must have this notebook, which will be filled daily and signed by the assigned teacher. Then, check the daily report book for those prayers. This is to remind them of this responsibility to worship.

Parents of students at An-Nizam Private Junior High School in Medan are involved in instilling religious responsibility in students and monitoring their children's religious development at home. Children's worship reports can be known by parents through a communication book, as stated by student parents:

I see positive changes in the child, especially after regular guidance at home and school. Children today are more disciplined in performing prayers on time and more actively participate in religious activities at school. Additionally, his attitude also began to show an awareness that worship is important and a personal responsibility. This change is very proud and motivates us as parents to continue supporting him.

Additional support, if needed, can be provided by the PAI teacher and the students' parents/guardians at An-Nizam Private Junior High School in Medan, who can collaborate to determine the necessary additional support steps for students experiencing difficulties in worship

Effectiveness and factors influencing teacher-parent cooperation in instilling students' religious responsibility

Factors influencing students' religious responsibility include parental guidance, which is related to the practice of prayer by their adolescent children. To some extent, religious guidance from parents can influence the level of prayer practice in their adolescent children. The family is the environment where children spend the most time, but as they enter adolescence, children begin to spend more time outside the home, whether studying or playing with their friends. Consequently, the family, which previously played an important role in shaping their morals and religious practices, becomes less functional. Children spend more time learning outside the home, such as studying at school, taking courses, and learning while playing with the surrounding community.

There are several factors that influence the effectiveness of cooperation, based on observations and interviews at An-Nizam Private Junior High School in Medan, namely:

Principal and school management involvement factors

Support and initiative from the school also play an important role. An-Nizam Private Junior High School in Medan has a strong commitment to prioritizing worship. The school believes that religious education is an important part of shaping students' character. A school principal needs the right competencies and also the support of the resources available to the educational staff at the school. The principal of An-Nizam Private Junior High School in Medan revealed that:

The proportion of these worship activities is increased, even though our school is not under the auspices of the department, because Islamic private schools focus more on worship programs. The supporting program is infrastructure, namely the mosque, which God willing, will be a place for performing prayers or other acts of worship. And this habituation is usually done under full supervision, such as Dhuhra prayer, congregational Zuhra prayer, and Quran recitation. Starting the day with Quran recitation is done so that even after graduating from school, the values of responsibility that have been instilled in school are maintained.

The school regularly holds meetings and discussion forums between the principal, school management, and PAI teachers, as well as other teachers, to discuss strategies and programs that can enhance religious responsibility. We also invite other stakeholders, including parents, to participate in this process.

Teacher factor

Teachers play an important role in creating the best generation. Teachers must be able to develop the potential of their students and provide learning experiences that are beneficial for them. Therefore, as one of the components with a significant influence on the teaching and learning process and as a role model for attitudes, teachers are required to have the ability to improve the quality of education. Therefore, schools must provide the best facilities to facilitate teachers' teaching and learning activities.

Student's parents factor

One of the main factors is good communication between the school and parents. Parents have an obligation to educate their children, but at the same time, parents are aware that they have limitations in educating their children. The limitations these parents have require them to collaborate with various parties, especially with the educational institution, which is their child's school. Nevertheless, the obligation to educate children is a significant responsibility for parents.

Parents of students at An-Nizam Private Junior High School in Medan stated that: "I feel that we are always given sufficient information about the progress of our children's religious practices. Usually, communication between parents and teachers is done through the class WhatsApp group or during parent-teacher meetings. From there, we can find out about the children's religious development at school, for example, whether they are diligent in Dhuhra prayers or participate in tadarus. Sometimes teachers also give special notes or messages if there's something parents need to pay attention to at home. I see that cooperation between teachers and parents is very important in instilling responsibility in children, including religious responsibility. The teacher provides habits at school, while we as parents continue and reinforce them at home. So, we try to be in sync so that the child is always consistent and responsible towards their religious obligations".

The importance of good cooperation between schools, PAI teachers, and parents in instilling religious responsibility in students at An-Nizam Private Junior High School Medan. With solid cooperation, An-Nizam

Private Junior High School Medan is confident that it can create a conducive learning environment for students' spiritual and academic development, especially in instilling religious responsibility.

4. CONCLUSION

Based on the findings, the collaboration between teachers and parents is essential for instilling religious responsibility in students at An-Nizam Private Junior High School. The study demonstrates that effective communication, mutual support, and shared responsibilities significantly improve students' engagement in religious practices, including prayer and Quran memorization. To further enhance this collaboration, both parties should prioritize regular communication and align their efforts in nurturing students' spiritual and moral development. These findings emphasize that a cooperative approach between school and home is crucial for fostering well-rounded character development in students, particularly in terms of religious responsibility.

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