



Parents-Teacher Collaboration in Building *Akhlak Karimah* with the Normative Re-Educative Strategy for Elementary School Students in Sungai Pinang Village South Kalimantan

Dwi Putra Cahyo Ramadhan, Alya Annida, Nihayatur Rahilah, Nikmah, Muhammad Junaidi, Ria Puspita Sari, Riyani, Mila Hasanah*

UIN Antasari Banjarmasin

*E-mail: milahasanah@uin-antasari.ac.id

Article History:

Received: May, 15th 2023

Revised: July 16th 2023

Accepted: Nov 30th 2023

Keywords:

Parents-Teacher Collaboration, Building Akhlak Karimah, The Normative Re-Educative Strategy, Elementary School Students

Abstract: *Family and school are two elements that cannot be separated in overcoming the moral crisis that occurs in the Era of Globalization. Teachers build students' good morals while parents provide further guidance and supervision regarding their children's behavior at home. Parents and teachers have a significant role in building children's morals. So, the collaboration of parents and teachers in building akhlak karimah is essential. This study aims to determine the collaboration of parents and teachers in building good morals with normative re-educative strategies for elementary school students in Sungai Pinang Village, South Kalimantan. Applying a qualitative descriptive research method with an ABCD approach, the stages in this method approach are discovery, dream, design, define, and destiny. The results of this assistance show that cooperation between teachers and parents is essential in shaping the good morals of children in Sungai Pinang. A persuasive approach by involving teachers and parents in guidance and examples of good behaviour to children is key to achieving the goal of building good morals in the younger generation in Sungai Pinang.*

Introduction

Sungai Pinang Village is a village in a mountainous area rich in natural products, especially coal, iron ore, and gold mining, as well as various garden products such as cloves, ginger, teak, and bananas. Located in the Sungai Pinang sub-district, Banjar Regency, South Kalimantan.¹ The village community has businesses in various sectors, such as mining, plantations, and trading. Sungai Pinang is also a religious village because

¹ _Banjar https://id.wikipedia.org/wiki/Sungai_Pinang,_Sungai_Pinang, "Sungai Pinang Kabupaten Banjar," https://id.wikipedia.org/wiki/Sungai_Pinang,_Sungai_Pinang,_Banjar (2023).



it always holds religious activities that are carried out regularly every week, one of which is the majlis ta'lim.²

Parents hope their children will become the next generation who have a noble akhlak karimah, who are devoted to their parents, nation, and religion. Education is something that is very much needed to build student akhlak karimah. Education is the interaction between fellow students, children, and parents, and also between students and teachers.³ The success of education can be determined by various elements in the scope of student education.⁴ That is family, school, and the community around it. The family environment is the first learning environment known to children. It is in this environment that children must receive education, guidance, and care.

Based on interviews and observations, although many parents are busy and active in religious activities, it is very difficult to invite their children to carry out religious activities, this is influenced by environmental factors that are all material and glamorous. This is because the income of the villagers around the Sungai Pinang mountains is relatively higher than that of the people below the mountains. In addition, there is a decline in the application of religious values. The most common thing is the lack of politeness or behavior of children towards people who are older than them. At school, this is also felt, most of them no longer have good morals towards teachers, for example, when they meet, they should bend their right hand down and say "Sorry sir/ma'am". Even though the customs and culture of the Banjar people, starting from the time of their ancestors, always taught them to behave politely when they met people who were older than them, including teachers who taught.⁵

If schools want good results from the education of their students, then there needs to be cooperation between teachers and parents. With this collaboration, parents will be able to obtain knowledge and experience from teachers in terms of educating their children and conversely, teachers can also obtain information from parents about the life and characteristics of their children. The family environment is a very important place because it is the first education for children, especially in the daily activities carried out by children so that the role of parents cannot be neglected because it influences the formation of children's akhlak so that they become good children. noble character.

The teacher is someone who imparts knowledge to his students who will later become the nation's successors. Teachers also play a very important role in shaping the morals of a child. The teacher's behavior in the process of education and learning will give

² K. BPS, Kecamatan Sungai Pinang Dalam Angka 2021, Kecamatan Sungai Pinang Dalam Angka 2021 (Kabupaten Banjar: CV. Karya Bintang Musim, 2021).

³ Yosi Fimala, Neviyarni S, and Irda Murni, "Peran Orang Tua Dan Guru Dalam Memotivasi Peserta Didik Sekolah Dasar Di Masa Pandemi," *JPGI (Jurnal Penelitian Guru Indonesia)* 6, no. 1 (2021).

⁴ Henny Sri Rantauwati, "Kolaborasi Orang Tua Dan Guru," *Jurnal Ilmiah Wunyu* Vol 2, no. 1 (2020).

⁵ A S Nugroho et al., "Kolaborasi Orang Tua Dan Guru Pai Dalam Membentuk Akhlak Peserta Didik," *Ta'lim* (2019).



a strong influence and style to the development of the behavior and personality of their students.⁶ Parents are role models for children, what is done and exemplified by parents will be imitated and followed by children. Parents are also the main and first educators for children.⁷ Parents are important factors that play a role in determining the lives of children besides teachers. So, parents must try to provide a good education to their children, especially in faith and morals so that it is reflected in akhlak karimah.⁸ So it is very important to assist in making it happen for parents-teacher collaboration in building akhlak karimah with the normative re-educative strategy For Elementary School Students in Sungai Pinang Village South Kalimantan.

Method

Implementation of community service using qualitative descriptive research methods with the ABCD (Asset Based Community Development),⁹ with 5 stages, as shown in the following picture:

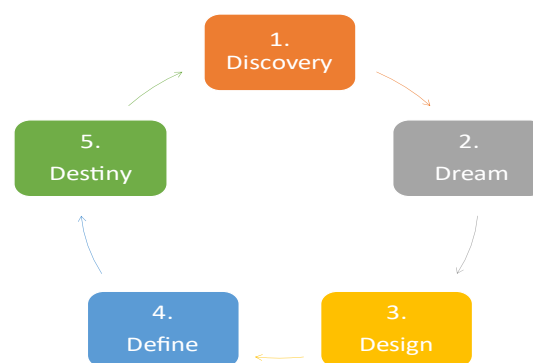


Figure 1. Stages of the Research Method with the ABCD

Based on the picture, the steps of the ABCD approach implemented in community service in the village of Sungai Pinang, namely: *First*; Discovery. The stage of finding assets is carried out through the process of observation and interviews. The process of interviewing the community was carried out with teachers, and parents. community leaders and religious leaders in Sungai Pinang village. The interview was to find out the

⁶ Rosidatul Haq and Ahmad Kosasih, "Kerja Sama Guru Dan Orang Tua Dalam Membina Akhlak Siswa," *An-Nuha* 1, no. 4 (2021): 609–616.

⁷ Rantauwati, "Kolaborasi Orang Tua Dan Guru."

⁸ Haq and Kosasih, "Kerja Sama Guru Dan Orang Tua Dalam Membina Akhlak Siswa.;" Huda, S. "Strategi Pembudayaan Akhlak Al-Karimah Bagi Siswa: Studi Di MAN Wonokromo Bantul Yogyakarta." *Jurnal Pendidikan Madrasah* 4, no. 1 (2019).

⁹ Agus Afandi, *Metodologi Pengabdian Masyarakat*, 2022.; Dewi, Maya Puspita, and Muh Barid Nizarudin Wajdi. "Evaluation of the Islamic Boarding School Empowerment Program in East Java Province." *Al-Hayat: Journal of Islamic Education* 6, no. 2 (2022): 535–548.



existing assets and potential, as well as community expectations. *Second*; Dream. At this stage, the team explored the hopes and dreams of all parties, both for themselves and for the people in the village. *Third*; Design. The whole community (or group) is involved in the process of learning about the strengths or assets they have so they can begin to use them in a constructive, inclusive, and collaborative way to achieve their aspirations and goals. Through the process of FGD (Focus Group Discussion). *Fourth*: Define. At the Define stage, we determine the goals and changes to be achieved *Fifth*; Destiny The last step is to carry out the activities that have been agreed upon to fulfill the goals and dreams of this research from asset utilization.

Result

At the Discovery stage. The process of finding assets is carried out through the process of observation, interviews, and documentation.¹⁰ In the process of interviewing the community, especially teachers, and parents. community leaders and religious leaders in Sungai Pinang village.



Figure 2. Discovery Stages, Valuable Assets of Sungai Pinang Village Children.

The interview was to find out the existing assets and potential, as well as community expectations. Then it was agreed that the most valuable asset for the Sungai Pinang village community was the education of their children. It was found that the number of elementary school-age children who were students at SDN Sungai Pinang was 163 students (86 students and 77 female students). Meanwhile, there are 10 teachers and one educational staff. The school environment is designed to provide comfort and complete facilities. Textbooks and libraries are available in schools. As a school that prioritizes quality, morality is a very important thing to pay attention to. Religious lessons in schools are indirectly expected so that children can imitate and implement good morals both at school and outside of school. However, the impact of globalization has made

¹⁰ Chika Riyanti and Santoso Tri Raharjo, "Asset Based Community Development Dalam Program Corporate Social Responsibility (Csr)," *Jurnal Kolaborasi Resolusi Konflik* 3, no. 1 (2021): 112.



people worry about bad associations. Most children imitate things that are sometimes not good.

Every parent, teacher, and community leader wants the best for the children in Sungai Pinang village. The school always tries to instill good values at all times of learning, both general and religious learning. Even though it is not an easy thing, the school will always try to instill and accustom students to good behavior in words and deeds, with teachers, parents, and fellow friends.

Sometimes the atmosphere of the learning environment is not conducive because some students talk loudly with other students. This is a special concern for teachers to guide students so that they have good morals. The process of coaching and adaptation is needed because the students' poor morals are motivated by the influence of the environment that exists in elementary schools and the environment around their homes.

Therefore, it was agreed at the discovery stage that the most important assets for the community were the children in Sungai Pinang village. Educational facilities for children have been well prepared, the community hopes that education will produce children who have good morals. So it is understood that there is a power strategy process, namely the strategy of cultivating religion in schools by using power, in this case, the role of the teacher with all power is very dominant in making changes. However, this has not produced the output that meets the expectations of society, that is, in addition to achieving academically, they also need to have good morals.

Stage Dream. At this stage, the team explored their hopes and dreams both for themselves and the people in the village.¹¹



Figure 3. Dream Stages, Implementation of the 1st FGD

At this stage, it was agreed that there needs to be collaboration between teachers and parents to produce the expected output of the community, namely children who have

¹¹ Mirza Maulana Al-Kautsari, "Asset-Based Community Development: Strategi Pengembangan Masyarakat," *Empower: Jurnal Pengembangan Masyarakat Islam* 4, no. 2 (2019): 259.



achievements and noble character. The companion team implemented a Persuasive strategy, which was carried out through the formation of opinions and views of community members or schools/madrasas to realize their dreams.



Figure 4. Dream Stages, Implementation of the Second FGD

Design Stage. It is a process in which the entire community (or group) is involved in learning about their strengths or assets so that they can begin to use them in a constructive, inclusive, and collaborative way to achieve their aspirations and goals.

Through the FGD (Focus Group Discussion) process a collaboration strategy design was created between parents and teachers, namely: (1) Power Strategy, namely the strategy of cultivating religion in schools by using power, in this case, the role of the teacher with all power is very dominant in making changes. (2) Persuasive strategy, which is carried out through the formation of opinions and views of community members or schools/madrasas. (3) Normative re-education is applying the rules that apply in the community or the school environment.

Define stage. At the Define stage, the companion team determines that the goals to be achieved are elementary school-age children in Sungai Pinang, namely having good morals or good morals by increasing collaboration between teachers and parents in the formation of good morals using a persuasive strategy, which is carried out through the formation of opinions and views of community members or schools/madrasah.

Destiny Stage. The last step is to carry out the agreed activities to fulfill the goals and dreams of this research from asset utilization. By implementing the Normative Reeducative strategy, the teacher carries out collaborative tasks for inculcating or habituating good morals by giving advice, reprimands, sanctions, and awards to students of Sungai Pinang State Elementary School. In this case, teacher and student meetings are held for 6 days with 6 hours in each meeting. Parents to carry out collaborative tasks by teaching in the form of advice, reprimands, and examples of good behavior to older people or others because parents are an informal school for elementary school students



in Sungai Pinang.

Discussion

The strategy for building akhlak karimah in Sungai Pinang Village can be carried out in the following stages: (1) Power Strategy, namely the strategy of cultivating religion in schools by using power, in this case, the role of the teacher with all power is very dominant in making changes. (2) Persuasive strategy, which is carried out through the formation of opinions and views of community members or schools/madrasas. (3) Normative re-education, are to rules that apply in society or the school environment.¹²

Parents-teacher collaboration in building akhlak karimah for Students of SDN Sungai Pinang, Banjar Regency" shows that there is a role for parents at home and teachers at school in instilling good morals in the form of good habits in the form of behavior, good words, and good manners to teachers, parents, and friends. The definition of collaboration is a sentence that is often used to explain the process of completing work that is cross-border, cross-sectoral, cross-relationship, cross-organizational, and even cross-country.¹³ However, in terminology, collaboration is a sentence that has a broad and general meaning that explains the existence of a situation where collaboration occurs between one person and another, or one institution with another, and can understand each other's problems so that they can also solve these problems with collaboration.¹⁴

Good cooperation between parents and teachers not only facilitates the realization of mutual understanding and cooperation in the implementation of education in schools, but also helps the exchange of necessary information such as information about students, and facilitates the smooth running of schools and teaching and learning processes.¹⁵ The teacher is someone who imparts knowledge to his students who will later become the nation's successors. The mandate carried by a teacher is the mandate

¹² Muhammad Munif, "strategi internalisasi nilai-nilai pai dalam membentuk karakter siswa," *edureligia; jurnal pendidikan agama islam* 1, no. 2 (2017).; Marlina, Yuli, Ahmad Sayuti, Aan Hasanah, and Bambang Samsul Arifin. "Expanding Avenues In Building Students' Character Through Religious And Spiritual Development In Digital Era." *EDUTECH: Journal of Education And Technology* 7, no. 1 (2023): 278–289.; Pito, Abdul Haris. "Metode Pendidikan Dalam Al-Qur'an." *Andragogi: Jurnal Diklat Teknis Pendidikan dan Keagamaan* 7, no. 1 (2019): 113–129.; Siregar, Mulki, Maryam Sulaeman, and Yuli Marlina. "The Influence of The Tourism Sector on Attitude And Religious Obligations Of The People Of Java Island, North of Jakarta." *EDUTECH: Journal of Education And Technology* 6, no. 4 (2023): 759–770.; Sulaeman, Maryam, and Yuli Marlina. "The Use of Multimedia in Teaching Dirasah Islamiyah Course in Higher Education Institution in Indonesia." *Journal of Education and Practice* 8, no. 15 (2017): 207–216.

¹³ surya Bakti And Halimatus Sakdiah, "Pengaruh Penerapan Teori Belajar Sibernetik Terhadap Efektivitas Pembelajaran Pai Di Smp Putra Jaya Stabat Kabupaten Langkat," *Wahana Inovasi* 10, no. 1 (2021).; Irsyadiyah, Nur, Yuli Marlina, Deni Iskandar, and Endah Dwi Lestari. "Implementation of The Scientific Approach in Islamic Religious Education." *Jurnal Inovasi Pendidikan MH Thamrin* 6, no. 2 (2022).

¹⁴ Muammar Qadafi, "Kolaborasi Guru Dan Orang Tua Dalam Mengembangkan Aspek Moral Agama Anak Usia Dini (Studi Di Ra Tiara Chandra Yogyakarta)," *Awlady : Jurnal Pendidikan Anak* 5, no. 1 (2019).

¹⁵ F Aminuddin, "Kolaborasi Guru Dan Siswa Dalam Membentuk Karakter Religius Siswa," 2020.



carried by humans as caliphs on this earth. The mandate to teach and educate students is the nature of a teacher. Teachers also play a very important role in shaping the morals of a child. Teacher behavior in the process of education and learning will provide a strong influence and style for the development of the behavior and personality of their students. Educating is a series of processes of teaching, giving encouragement, praising, punishing, setting an example, getting used to it, and so on. The task of the educator is not only to teach but also to serve as a motivator and facilitator in the teaching and learning process so that all the potential of students can be properly actualized. In moral development, it can be said that the teacher's role is very large to provide knowledge, and foster, and develop students at Sungai Pinang Elementary School so that they have good character in all aspects of life. Thus it will shape the behavior and morals of students who have character to be developed in everyday life.¹⁶

Teachers at school provide a stimulus to familiarize students with good behavior, such as giving sanctions when students do bad things or have bad morals. However, do not forget that the teacher also advises as it should behave. Likewise, the teacher will reward students when they do good things and motivate them to continue to do good. Apart from that the teacher also provides an understanding of the benefits of being kind, especially good manners, and tells the negative impact when behaving and behaving badly.

Some of the activities carried out at school to get used to doing good are a. Gotong royong or working together both in carrying out school assignments or activities, b. Caring for and guarding the school, c. Get used to sharing activities, d. Familiarize students to be polite to friends, parents, teachers and others, e. Getting used to comply with school rules and regulations, f. Make it a habit to appreciate and respect friends even though they are of different ethnicities, g. Make it a habit to pray when starting or ending all activities, h. Get used to always be grateful for what has been achieved.

So, it can be seen that there is an important role for the teacher in instilling akhlakul karimah in students at Sungai Pinang State Elementary School, Sungai District, Banjar Regency. Apart from the role of a teacher in instilling akhlakul karimah in students at SDN Sungai Pinang, the role of parents at home is no less important than a teacher because parents are the first madrasah for their children. Habituation is not only done at school but outside of school there must also be encouragement from the closest people, especially parents.

Meanwhile, parents of Sungai Pinang State Elementary School students try to: a. Give good behavior habituation to parents, and respect parents or elders. b. Give rewards or gifts to children in the form of prizes or praise if they succeed in doing something positive,¹⁷ c. Give punishments that educate children such as helping with homework,

¹⁶ Nugroho et al., "Kolaborasi Orang Tua Dan Guru Pai Dalam Membentuk Akhlak Peserta Didik."

¹⁷ Fimala, S, and Murni, "Peran Orang Tua Dan Guru Dalam Memotivasi Peserta Didik Sekolah Dasar Di Masa Pandemi."



memorizing surahs when they have committed violations at home, d. Parents always set a good example for their children so that children can imitate the good things from their parents, e. Parents pay attention to whom children associate with because at their age friendships must be maintained so that they maintain their attitudes and morals, f. Parents always make it a habit for their children to say hello when they enter the house or leave the house and kiss the hands of both parents, g. Accustom children to greet properly and politely when they meet people they know, h. Get used to speaking good words from an early age, which starts with the parents themselves. So based on the results of interviews with parents and teachers in instilling akhlak karimah, cooperation between parents and teachers is needed so that it is balanced, and stimulation from both parties is very necessary so that children get used to behaving, speaking words, and being kind.

Parents play a very important role in educating children, especially in fostering morals for children. Because children are a mandate and responsibility given by Allah SWT to parents. Parents try to provide the best education and guidance so that in the future these children will become children who have good and noble characters and become pious and useful generations for the nation and religion. Parents must set an example and be a reflection for their children, if parents do good things then the children will also do good things, and if vice versa when parents do bad things then the children will also follow them. because what parents do will be an example for their children because the saying goes "The fruit doesn't fall far from the tree."¹⁸ Parents are the first Madrasah for children, this is the main factor of education in family life. Some things are important in playing a role in determining children's lives besides education, namely religious education, parents try to provide religious education to their children, especially in fostering faith and akhlak.

Akhlak karimah can be interpreted as commendable behavior or morals. Another definition of akhlakul karimah is all good and commendable deeds or behavior. Akhlakul karimah is born based on commendable qualities, good morals (mahmudah), namely morals that are always under divine control that can bring positive values for the benefit of the people, such as patience, humility, and all that is good. The word culture comes from English, culture which means decency, culture or maintenance. In KBBI culture means the same, namely culture, maintenance, or cultivation.

Children who have good morals do not materialize suddenly but go through the stages and processes of life and religious education, both in the family or school environment. According to Imam Ghazali "a child will reach a noble and noble level of personality, needs to go through several stages including having a pure soul from low morals and despicable character, instilling the faith of monotheism and maintaining the

¹⁸ Nasiruddin Nasiruddin, "Pembentukan Karakter Anak Melalui Keteladanan Orang Tua," *Jurnal Kependidikan* 6, no. 2 (2018).



honor of parents". Then Yunan Nasution argued, "Students can reach the level of good morals by Luqmanul Hakim's advice which consists of growing aqidah, being devoted, having a healthy mentality, getting used to doing good in the family environment and having good character."¹⁹

The methods used by teachers and parents to achieve the goal of forming al-karimah morals in children are as follows: 1) The hiwar method means holding a conversation or dialogue so that it can convince the child. This method can be developed into a method of discussion, question and answer. 2.) The uswatun hasanah method (by example),²⁰ for example, the example from the life of the Prophet Muhammad, which contains a pedagogical value for his followers. 3.) Riyadhah method (habituation),²¹ for example getting used to washing hands before eating, bathing three times a day, getting used to saying greetings and so on. This method was developed using the drill method experiment and demonstration. 4.) The Ibrah method and stories, this method can be used to ensure good manners towards the social environment. Besides that, it can be used to ensure good manners towards the social environment. Besides that, it can be used by taking the wisdom contained from the stories of the Prophets, friends and lovers of Allah, so that it can create firmness and personality towards Allah, oneself, family and the social environment. 5.) Mau'idzah method. 6.) The method of targhib (makes happy) and tarhib (makes scared). 7.) Qur'anic and Nabawi amtsal (parable) methods.²²

Habituation and acculturation have an important role in human life because with habits a person is able to do important and useful things without using a lot of energy and time. The strategy for forming Akhlak Karimah in Sungai Pinang Village can be done by: (1) Power Strategy, namely the strategy of cultivating religion in schools by using power, in this case, the role of the teacher with all power is very dominant in making changes. (2) Persuasive strategy, which is carried out through the formation of opinions and views of community members or schools/madrasas. (3) Normative re-education, are to rules that apply in the community or in the school environment.²³ This strategy is one of the educational innovation strategies based on the thoughts of educational experts such as Sigmund Freud, John Dewey, Kurt Lewin and others which emphasize the way clients understand renewal issues such as changes in attitudes, abilities, and values related to humans By implementing Normative re-educational collaboration between parents and teachers is increasing and successful in leading the children in Sungai Pinang village to

¹⁹ A Junaedi Sitika, "Pembentukan Akhlak Al-Karimah Pada Anak Usia Dini," *Al-Hikmah; Indonesian Journal of Early Childhood Islamic Education, Vol 2* (n.d.).

²⁰ Unik Fepriyanti and Abdul Wachid Bambang Suharto, "Penguatan Pendidikan Karakter Melalui Keteladanan Guru Dan Orang Tua Siswa," *INSANIA : Jurnal Pemikiran Alternatif Kependidikan* 26, no. 1 (2021).

²¹ Syamsul Rizal Mz, "Akhlak Islami Perspektif Ulama Salaf," *Edukasi Islami : Jurnal Pendidikan Islam* 7, no. 01 (2018): 67.

²² Junaedi Sitika, "Pembentukan Akhlak Al-Karimah Pada Anak Usia Dini."

²³ Munif, "Strategi Internalisasi Nilai-Nilai Pai Dalam Membentuk Karakter Siswa."



become a generation that is accomplished and has akhlak karimah.

Conclusion

The parent-teacher collaboration in building akhlak karimah is carried out in stages: power strategy, persuasive strategy, and Normative Re-Educative strategy. Building akhlak karimah requires cooperation between parents and teachers so that it is balanced, and stimulation from both parties is very necessary so that children get used to behaving, speaking words, and being kind. Besides that, it also provides habitual stimuli, sanctions, and rewards for the behavior or attitude of polite and courteous students. The good morals of a student will appear if they are always honed or always trained with habituation by their teachers and parents. Good morals are an important part of a child, a part that must be taught from an early age so that they can understand how to behave or have good morals towards others or those who are older than them. Therefore, teachers and parents are the initial foundation for their morals, teachers and parents are people who play a very important role in the formation of good morals for children, because teachers and parents are people who will often be met by children and will be emulated by students or children. -child. So it is recommended that the collaboration between teachers and parents in an effort to make students have good morals is further enhanced, with more varied activities. And it is hoped that the support of all officials from all parties will further support the success of achieving the goal building akhlak akrimah for children in Sungai Pinang village.

Acknowledgements

We expressed gratitude to the parties involved in community service activities, namely the Research and Community Service Institute (LP2M) of the Islamic University of Antasari Banjarmasin, which provides financial support in this service activity. The service team also expressed many thanks to elementary school teachers in Sungai Pinang village and workshop speakers. They had participated in this devotional activity to run as expected

References

- Afandi, Agus. *Metodologi Pengabdian Masyarakat*, 2022.
- Al-Kautsari, Mirza Maulana. "Asset-Based Community Development: Strategi Pengembangan Masyarakat." *Empower: Jurnal Pengembangan Masyarakat Islam* 4, no. 2 (2019): 259.
- Aminuddin, F. "Kolaborasi Guru Dan Siswa Dalam Membentuk Karakter Religius Siswa,"



2020.

- Bakti, Surya, and Halimatus Sakdiah. "PENGARUH PENERAPAN TEORI BELAJAR SIBERNETIK TERHADAP EFEKTIVITAS PEMBELAJARAN PAI DI SMP PUTRA JAYA STABAT KABUPATEN LANGKAT." *Wahana Inovasi* 10, no. 1 (2021).
- BPS, Kota Samarinda. *Kecamatan Sungai Pinang Dalam Angka 2021. Kecamatan Sungai Pinang Dalam Angka 2021*. Kabupaten Banjar: CV. Karya Bintang Musim, 2021.
- Dewi, Maya Puspita, and Muh Barid Nizarudin Wajdi. "Evaluation of the Islamic Boarding School Empowerment Program in East Java Province." *Al-Hayat: Journal of Islamic Education* 6, no. 2 (2022): 535–548.
- Fepriyanti, Unik, and Abdul Wachid Bambang Suharto. "Penguatan Pendidikan Karakter Melalui Keteladanan Guru Dan Orang Tua Siswa." *INSANIA: Jurnal Pemikiran Alternatif Kependidikan* 26, no. 1 (2021).
- Fimala, Yosi, Neviyarni S, and Irda Murni. "Peran Orang Tua Dan Guru Dalam Memotivasi Peserta Didik Sekolah Dasar Di Masa Pandemi." *JPGI (Jurnal Penelitian Guru Indonesia)* 6, no. 1 (2021).
- Haq, Rosidatul, and Ahmad Kosasih. "Kerja Sama Guru Dan Orang Tua Dalam Membina Akhlak Siswa." *An-Nuha* 1, no. 4 (2021): 609–616.
- https://id.wikipedia.org/wiki/Sungai_Pinang,_Sungai_Pinang,_Banjar. "Sungai Pinang Kabupaten Banjar." https://id.wikipedia.org/wiki/Sungai_Pinang,_Sungai_Pinang,_Banjar (2023).
- Huda, S. "Strategi Pembudayaan Akhlak Al-Karimah Bagi Siswa: Studi Di MAN Wonokromo Bantul Yogyakarta." *Jurnal Pendidikan Madrasah, Volume 4, Nomor 1* (2019).
- Irsyadiah, Nur, Yuli Marlina, Deni Iskandar, and Endah Dwi Lestari. "Implementation of The Scientific Approach in Islamic Religious Education." *Jurnal Inovasi Pendidikan MH Thamrin* 6, no. 2 (2022).
- Junaedi Sitika, A. "Pembentukan Akhlak Al-Karimah Pada Anak Usia Dini." *Al-Hikmah; Indonesian Journal of Early Childhood Islamic Education, Vol 2* (n.d.).
- Marlina, Yuli, Ahmad Sayuti, Aan Hasanah, and Bambang Samsul Arifin. "Expanding Avenues In Building Students' Character Through Religious And Spiritual Development In Digital Era." *EDUTECH: Journal of Education And Technology* 7, no. 1 (2023): 278–289.
- Munif, Muhammad. "STRATEGI INTERNALISASI NILAI-NILAI PAI DALAM MEMBENTUK KARAKTER SISWA." *EDURELIGIA; JURNAL PENDIDIKAN AGAMA ISLAM* 1, no. 2 (2017).
- Mz, Syamsul Rizal. "Akhlak Islami Perspektif Ulama Salaf." *Edukasi Islami: Jurnal Pendidikan Islam* 7, no. 01 (2018): 67.
- Nasiruddin, Nasiruddin. "Pembentukan Karakter Anak Melalui Keteladanan Orang Tua." *Jurnal Kependidikan* 6, no. 2 (2018).
- Nugroho, A S, E Iskandar, M Agung, and I Iqbal. "Kolaborasi Orang Tua Dan Guru Pai



- Dalam Membentuk Akhlak Peserta Didik." *Ta'lim* (2019).
- Pito, Abdul Haris. "Metode Pendidikan Dalam Al-Qur'an." *Andragogi: Jurnal Diklat Teknis Pendidikan dan Keagamaan* 7, no. 1 (2019): 113–129.
- Qadafi, Muammar. "KOLABORASI GURU DAN ORANG TUA DALAM MENGEMBANGKAN ASPEK MORAL AGAMA ANAK USIA DINI (STUDI DI RA TIARA CHANDRA YOGYAKARTA)." *AWLADY: Jurnal Pendidikan Anak* 5, no. 1 (2019).
- Rantauwati, Henny Sri. "Kolaborasi Orang Tua Dan Guru." *Jurnal Ilmiah Wuny* Vol 2, no. 1 (2020).
- Riyanti, Chika, and Santoso Tri Raharjo. "Asset Based Community Development Dalam Program Corporate Social Responsibility (Csr)." *Jurnal Kolaborasi Resolusi Konflik* 3, no. 1 (2021): 112.
- Siregar, Mulki, Maryam Sulaeman, and Yuli Marlina. "The Influence of The Tourism Sector on Attitude And Religious Obligations Of The People Of Java Island, North of Jakarta." *EDUTECH: Journal of Education And Technology* 6, no. 4 (2023): 759–770.
- Sulaeman, Maryam, and Yuli Marlina. "The Use of Multimedia in Teaching Dirasah Islamiyah Course in Higher Education Institution in Indonesia." *Journal of Education and Practice* 8, no. 15 (2017): 207–216.