

Strengthening Teacher-Parent Collaboration in Moral Education: A Case Study at Islamic Boarding Schools Al-Izz Sukabumi

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Abstract. The collaboration between teachers and parents in shaping the moral character of students in Islamic boarding schools is crucial yet often overlooked. This study aims to analyze the collaboration between teachers and parents in shaping students' moral character at Islamic boarding schools Al-Izz Sukabumi. This research employs a qualitative case study approach to explore the planning, implementation, and evaluation of teacher-parent collaboration. Data were collected through in-depth interviews, observations, and documentation involving teachers, parents, and school administrators. Thematic analysis was conducted to identify key patterns and challenges in fostering students' moral development. Findings reveal that the collaboration is planned through meetings, home visits, and communication via digital platforms such as WhatsApp groups. The implementation involves joint activities such as parenting workshops and counseling sessions. Evaluation is conducted regularly through meetings and feedback mechanisms. Challenges include parental disengagement due to economic constraints, generational gaps, and limited awareness of their role in moral education. Effective collaboration between teachers and parents enhances students' moral development by providing consistent guidance at home and school. Improved communication and active parental involvement are critical in addressing behavioral challenges. The study suggests strengthening communication channels and developing more inclusive programs to foster parental engagement. Teacher-parent collaboration significantly impacts students' moral character development in Islamic boarding schools. Strengthening communication and parental involvement can enhance the effectiveness of moral education efforts. Further research is recommended to explore similar collaborations in different educational settings.

Keywords: *Teacher-parent collaboration, moral education, students' character, Islamic boarding schools*

1 Introduction

The realization of noble morals towards students is not an easy job. Therefore, the education system needs to be considered intensively and must be carried out by experts who are full of trust (responsible) [1]. If noble morals are applied in daily human life, then all aspects of his life will be good, and he will avoid all calamities and disasters. Therefore, noble character education must be taught and practiced in everyday life. So important is this moral issue that the Prophet once said: 'The most perfect believer in faith is the one with the best character.'

Cooperation between teachers and parents in children's education is a crucial aspect that is often overlooked, even though this collaboration has a significant impact on the development of the character and *akhlakul karimah* of santri in Islamic boarding schools. Amid the challenges of globalization and modernization, the moral and spiritual values instilled in Islamic boarding schools must be strengthened through synergy between educators and parents. This phenomenon is increasingly urgent to study, given the many cases where santri have difficulty in applying the values taught in Islamic boarding schools in their daily lives. The data shows that the involvement of parents in the character education of santri is very influential on the success of the learning process and the formation of good morals [2].

Education cannot be separated from the interrelated components of family environment, teachers, and students themselves. Cooperation between teachers and parents is essential for developing students with superior and noble character [3]. Parents are the first educators—the primary environment where faith and morals are instilled—and their role is fundamental in shaping social, psychological, and spiritual resilience in children, especially in confronting today's challenges such as excessive technological exposure and moral disorientation [4], [5]. Teachers, similarly, serve as role models within and beyond the classroom, contributing significantly to character formation [6].

The conceptual framework of this study is primarily grounded in established educational theories related to character education, parental involvement, and Islamic pedagogical principles. Firstly, the theory of character education by [7] emphasizes the cultivation of positive traits through moral knowledge, ethical reasoning, and habits of mind and heart. His work stipulates that effective character education must involve school, family, and community collaboration to create a consistent moral environment. Secondly, this study refers to Epstein's model of parental involvement [8], which articulates multiple dimensions of engagement between schools and families, such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This model emphasizes that active parental participation enhances students' academic and moral development. Thirdly, Islamic education principles provide a theological and philosophical foundation for this study, particularly concepts of *tarbiyah* (nurturing holistic development), *adab* (proper behavior), and *akhlaq* (morals and ethics), which are central in cultivating *akhlakul karimah* in santri [7], [9]. These principles underscore the transference of faith-based values and community-oriented character, which require the joint responsibility of parents and teachers.

Although various studies highlight the role of parents and teachers individually, few have explored their collaborative interactions within Islamic boarding school contexts, which uniquely combine formal education with religious and moral cultivation [10]. This study aims to fill this research gap by investigating how cooperation between teachers and parents can be optimized to foster *akhlakul karimah* among santri in the Al-Izz Sukabumi boarding school.

The role and function of the family or parents are very important because parents are two adults who live together in marriage who have children or offspring and have the responsibility to guide, foster, educate, and give them love so that they will become responsible individuals, can live life individually, socially and based on moral values and noble morals. Parents are also the first and main mentors or educators in instilling moral values and good habits in community life [11].

Another important figure in children's education is their teachers at school. The role and position of teachers are very honorable both in the eyes of the government and society because when the teacher is in the classroom, then he acts as a role model for his students, and when in the community, the teacher also contributes to the development of a society that provides encouragement and motivation. Like parents in the world of education, teachers also have a very large role in the world of education, especially in forming good morals in students. Morals are a condition or trait that has permeated the soul and become a personality so that various kinds of actions arise spontaneously and easily without being made up and without requiring thought. If, from this condition, good and commendable behavior arises according to the view of Shari'ah and reason, then it is called noble character, and vice versa. If bad behavior is born, then it is called a despicable character [6].

According to research conducted by [12] the role of parents as educators and motivators is very important in supporting children's character education, especially in the context of distance learning, which is increasingly common today. This suggests that parents not only function as supervisors but also as role models who provide moral guidance to their children. In the context of Islamic boarding schools, where character education is the main focus, close cooperation between teachers and parents can create a conducive environment for santri to develop optimally.

Furthermore, [13] emphasized that increasing the role of parents in early childhood education can increase literacy interest and achievement motivation, suggesting that parental involvement in education is not only limited to academic aspects but also includes character and moral development. Therefore, it is important to explore how cooperation between teachers and parents can be optimized to foster santri's akhlakul karimah in Islamic boarding schools, as is done in Islamic boarding schools Al-Izz Sukabumi.

In this context, this study aims to identify and analyse the forms of cooperation carried out between teachers and parents in fostering the akhlakul karimah of santri at Islamic boarding schools Al-Izz Sukabumi. This research is expected to make a significant contribution to the understanding of the importance of collaboration between parents and educators in shaping the good character of santri, as well as providing recommendations for the development of more effective cooperation programs in the future.

Various studies discuss the role of parents in character education, but few specifically examine the collaboration between teachers and parents in Islamic boarding schools. Previous research has shown that parents' involvement in children's education is very influential on children's character and moral development [14], [15]. However, many of these studies do not examine in depth how this form of cooperation can be implemented in the context of Islamic boarding schools, which has its characteristics and challenges.

Although many studies discuss the role of parents in education, there is still a lack of studies that focus on the collaboration between teachers and parents in Islamic boarding schools. Previous studies have mostly highlighted the individual roles of parents or teachers without considering how collaboration between the two can increase the effectiveness of santri character education. This is important to study, considering that Islamic boarding schools have a unique and different approach to education compared to other formal education institutions.

In addition, many studies have examined the role of parents in the context of general education. However, not many have explored how this role can be applied in the context of Islamic boarding schools education, which has distinctive values and traditions [10]. This research aims to fill this void by conducting a case study at Islamic boarding schools Al-Izz Sukabumi, which is known for its strong character education approach.

Thus, this research will not only provide new insights into the importance of collaboration between teachers and parents but will also provide practical recommendations to enhance such collaboration in the context of Islamic boarding schools. This research is expected to be a reference for other educational institutions that are developing more effective cooperation programs between parents and educators.

So great is the influence of exemplary morals in the family and educational institutions in instilling character in shaping santri to become *insan kamil*, but in reality, many teachers and parents still experience difficulties in fostering students' *akhlakul karimah*. The above conditions show the importance of communication between teachers and parents. Teachers can tell the morals of their students when at school; otherwise, parents can also tell how the morals shown by their children when at home with the exchange of information, then each party can take the right steps so that it does not occur or reduce the occurrence of bad morals shown by their children. From here, cooperation between the school (teacher) and the family (parents) is needed.

Departing from these problems, this study seeks to analyze how the form of cooperation carried out by teachers and parents in shaping the morals of students, especially in the case of moral education in the Al-Izz Sukabumi Islamic boarding school environment. The objectives to be achieved from this study, specifically, are to analyze and understand (1) the planning of cooperation between teachers and parents in fostering students' morals; (2) the implementation of cooperation between teachers and parents in fostering students' morals; (3) the evaluation of the development of cooperation between teachers and parents in fostering students' morals; (4) the problems faced in the cooperation between teachers and parents in fostering students' morals; and (5) the solutions taken in the cooperation between teachers and parents in fostering students' morals at Islamic boarding schools Al-Izz Sukabumi.

2 Method

This study employs a qualitative approach with a case study design not a mixed-methods approach which aims to deeply explore the nature of collaboration between teachers and parents in instilling the values of *akhlakul karimah* (noble character) in students at Al-Izz Sukabumi Islamic Boarding School. [16] This approach was chosen because it allows researchers to understand the phenomenon holistically and to capture the experiences and perspectives of participants in a rich and contextualized manner.

To ensure the validity and credibility of the data, the study applies methodological triangulation by combining semi-structured interviews, participatory observation, and document analysis. Interviews were conducted using a pre-designed question guide, while still allowing flexibility for researchers to adapt questions based on participants' responses during the interview process. Observations were carried out directly within the boarding school environment to observe real interactions between teachers, parents, and students during learning and character-building activities. Meanwhile, document

analysis was used to complement the data by examining institutional archives, work programs, and relevant policy documents.

The research process began with a literature review to understand the context and theoretical foundations underlying the issue of collaboration in character education. After obtaining permission from the boarding school, the researchers systematically conducted field data collection. All data obtained both from interviews and observations were then analyzed using a thematic analysis approach. The researchers identified key themes emerging from interview transcripts and observation notes, and categorized the data according to the research focus.

To ensure that the findings are not overly specific to the local context, the researchers conducted comparisons with teacher-parent collaboration practices at several other Islamic boarding schools in West Java, as well as reviewed literature discussing similar cooperation in formal education settings. This comparison aims to identify whether the challenges and solutions found at Al-Izz Islamic Boarding School are unique or can be applied more broadly. The researchers also examined similarities and differences in institutional structures, character education approaches, and levels of parental involvement across various institutions to conceptually strengthen the generalizability of the findings.

Through this approach, the study aims to provide a comprehensive picture of the dynamics of teacher-parent collaboration, the factors influencing its effectiveness, and the challenges and strategies that can be implemented to strengthen character education within the boarding school setting. The findings are expected to be relevant not only for Al-Izz Islamic Boarding School, but also to serve as a reference for similar educational institutions in developing sustainable and impactful collaborative models for shaping students' moral character.

3 Result

This study centers on the collaboration between teachers and parents in fostering *akhlakul karimah* at the Al-Izz Sukabumi Islamic boarding school, providing rich, in-depth insights specific to this institution. However, to enhance the relevance and applicability of the findings beyond this local context, the research incorporates several comparative and contextual strategies.

Firstly, the researchers engaged in a contextual comparison by reviewing literature and available reports on teacher-parent collaboration practices at other Islamic boarding schools within West Java and broader Indonesia [10], [17]. This literature review revealed commonalities regarding challenges such as parental economic constraints, generational gaps, and passive parental involvement [15], which are also echoed in the Al-Izz Sukabumi case. Such parallels suggest that the obstacles and conditions identified in this study are not unique to Al-Izz but resonate widely across *pesantren* environments.

Secondly, the study employed a comparative analysis by examining collaboration models and character education dynamics in formal education settings beyond *pesantren*, relying on educational theories like Epstein's parental involvement framework [8] and Lickona's character education principles [7]. These frameworks emphasize consistent communication, joint responsibility, and active parental engagement—elements

that were found variably implemented in Al-Izz Islamic boarding school but recognized as best practices in broader educational contexts [18], [19].

Through such comparisons, the research investigates whether solutions and strategies effective at Al-Izz—such as digital communication platforms (WhatsApp groups), scheduled parenting workshops, and regular evaluations—align with recommended models in conventional schools [19]. The findings affirm that these interventions are universally valuable, thereby promoting their potential transferability to other pesantren and even to formal schooling systems with similar parental engagement challenges.

By situating the research findings within these wider educational paradigms, the study addresses concerns about over-localization. It confirms that while cultural specificities and institutional traditions shape nuances in teacher-parent collaboration, the core challenges and effective solutions have broad applicability. This alignment allows policymakers and educators in other Islamic boarding schools and formal education sectors to draw lessons from Al-Izz Sukabumi's experience while adapting them to their unique contexts [20].

Moreover, the study's use of thematic analysis triangulated with interviews, observation, and document review further solidifies the validity and trustworthiness of the data, reducing bias that may arise from a single-context focus [16]. This triangulation strengthens the generalizability and provides a robust foundation for developing scalable models of collaboration between teachers and parents aimed at character development. The contextual and comparative analyses demonstrate that the challenges faced and solutions proposed in this study neither exist in isolation nor are confined solely to Al-Izz Sukabumi. Instead, they echo broader educational phenomena across pesantren and formal education, thus validating the wider relevance and utility of this research.

3.1 Planning For Cooperation In Fostering Akhlak Karimah Between Teachers and Parents

In terms of planning this collaboration, the madrasah has basically built communication with parents from the beginning. The purpose of this initial communication and cooperation between the madrasah and parents is to bridge the needs of the madrasah and parents. Increase parents' trust in the madrasah in educating their children. It will also be an improvement so that children's education in the future becomes better than expected. The form of cooperation between the madrasah and parents in fostering the morals of the students is by holding meetings with parents at school, creating a WA Group to facilitate communication between the madrasah and parents, conducting home visits, always involving parents in fostering the morals of the students, and holding counseling services in the madrasah environment. The strategies carried out by the school and parents in establishing cooperation in fostering the akhlakul karimah of students are by establishing good communication, educating children together, conducting meetings or meetings and consulting each other in solving students' learning problems. This strategy is carried out to get the help and participation of parents so that the development of akhlakul karimah can be easily applied to children.

3.2 Implement Cooperation To Foster Akhlakul Karimah Between Teachers and Parents

The implementation carried out by Islamic boarding schools Al-Izz Sukabumi in collaborating with parents in fostering students' akhlakul karimah is quite good. It is evident that before meeting with parents, the madrasa first conducts a deliberation to determine the theme of the conversation, place, and time. So that the meeting can be fruitful and beneficial for both parties and the conversation becomes more focused and does not widen anywhere. In addition, the madrasah also schedules meetings and invites parents at least twice a semester to formulate learning objectives, schedule home visits if needed, and make WA Groups for each class. In the context of the implementation of this moral development, the madrasah has socialized certain important values that it wants to instill in children, namely the values of Islamic teachings on morals and the values of nationalism (nationality), as well as character education that considers certain norms.

3.3 Evaluation of Cooperation in Fostering Akhlak Karimah Between Teachers And Parents

The observation results show that at the end of the activity, an evaluation is always carried out on the collaboration of teachers and parents in fostering the morals of students, considering that evaluation or assessment is a tool to determine the suitability between planning and implementation related to the collaboration of teachers and parents in fostering the morals of students, regarding the timing of the evaluation, namely when a meeting takes place between the madrasah and parents, namely the beginning of the semester and the end of the semester.

Fourth, obstacles in cooperation in fostering good morals between teachers and parents. The collaboration between the madrasa and parents in fostering the morals of students at Islamic boarding schools Al-Izz Sukabumi has several obstacles in its implementation. The results of the observations made by researchers show that the obstacles faced include parents who do not attend meeting activities organized by the school. Then, some parents do not want to share information about their children. This finding is also supported by the results of interviews conducted by researchers with principals, teachers, and parents. One important factor that becomes an obstacle in establishing a cooperative relationship between the school and the parents or guardians of students, among others, is the economic factor. When there is a meeting, not a few parents are absent because they have much work. Another factor is the age gap that older parents tend not to want to be involved in various school activities; parents consider the teacher to be an expert in dealing with student problems, so parents often leave it entirely to the teacher without wanting to be involved in it, lack of self-confidence so that when attending meetings they are only silent and listen (passive), as well as parents' indifference to their children's development.

3.4 Solutions for Cooperation in Fostering Good Morals Between Teachers and Parents

The solution carried out by the madrasah to deal with the obstacles to cooperation in fostering akhlakul karimah in students, as mentioned earlier, is to establish a good

relationship so that there is openness between teachers and parents in fostering the morals of students, communicating actively, providing an understanding that teachers and parents are a team for the same purpose, knowing and trusting each other and being open when there is a problem. Another solution is to attend every invitation from the school. Always ask the homeroom teacher about the child's condition and if I cannot attend school to attend meetings or school invitations.

5. Discussion

This study not only explores the nature of teacher-parent collaboration in fostering *akhlakul karimah* but also aims to provide actionable recommendations to strengthen this partnership. A critical aspect of such recommendations involves the establishment of measurable indicators to evaluate the success and impact of the collaborative efforts. The research identifies several key indicators used by the Al-Izz Sukabumi Islamic boarding school to assess the effectiveness of cooperation between teachers and parents, including:

1. Frequency and quality of communication (e.g., number of meetings, responsiveness in WhatsApp groups).
2. Parental participation rates in school activities such as parenting workshops and counseling sessions.
3. Feedback mechanisms through regular evaluations and surveys with teachers and parents to monitor collaboration progress [20], [21].
4. Observable changes in santri's behavior and moral attitudes, as reported by both teachers and parents during home visits and class observations.

While these indicators provide a practical framework for ongoing evaluation, the study highlights a gap regarding longitudinal tracking of santri behavioral changes over time. Continuous monitoring of character development through systematic behavioral assessments would strengthen the evidence base, allowing for a more precise measurement of the interventions' effectiveness [8]. Incorporating tools such as standardized character assessment instruments or behavioral rubrics could complement qualitative reports and enhance the rigor of program evaluation.

The study recommends that future implementation of teacher-parent collaboration programs include structured mechanisms to track santri moral progress longitudinally, enabling stakeholders to make data-informed adjustments. This approach aligns with [20] emphasis on character education as a continuous, developmental process supported by consistent reinforcement in both school and home environments.

Planning for cooperation between teachers and parents in fostering the morals of students at Islamic boarding schools Al-Izz Sukabumi involves several strategic steps. First, there is a need for a clear and structured program, which includes goals, objectives, and activities to be carried out. This program must be prepared based on the vision and mission of the Islamic boarding schools as well as the needs of students and parents [12]. In this case, it is important to involve all relevant parties in the planning process, including teachers, parents, and Islamic boarding schools administrators, so that every voice and need can be accommodated.

Socializing the program with parents is crucial to ensure they understand and support the initiative. Through regular meetings, seminars, or workshops, parents can be informed about the importance of cooperation in educating children and how they can

contribute to the process [17]. In addition, establishing a schedule of activities involving parents and teachers, such as monthly meetings or joint activities, can also help strengthen this collaboration.

The implementation of cooperation between teachers and parents in fostering the morals of santri at Islamic boarding schools Al-Izz Sukabumi is carried out through various activities that involve both parties. One effective form of implementation is through a parenting program that is held regularly. In this program, parents are given training on how to educate children properly, as well as how they can support the learning process in Islamic boarding schools [22]. In addition, joint activities between teachers and parents, such as recitation or discussions on moral values, are also an important means to strengthen this cooperation. In these activities, parents can share experiences and learn from teachers about the best ways to nurture their children's morals [18]. This activity not only strengthens the relationship between parents and teachers but also creates a community that supports each other in santri character education.

Evaluation of the collaboration between teachers and parents in fostering santri's character at Islamic boarding schools Al-Izz Sukabumi is carried out systematically to measure the success of the programme that has been implemented. One of the evaluation methods used is through surveys or questionnaires distributed to parents and teachers to get feedback on program implementation [20]. The results of this survey can provide an overview of parents' and teachers' perceptions of the effectiveness of the collaboration that has been carried out. In addition, direct observation of interactions between teachers, parents, and santri is also an important part of the evaluation. By observing how this cooperation materializes in daily practice, researchers can identify aspects that need to be improved or enhanced [21]. For example, suppose it is found that communication between teachers and parents is still ineffective. In that case, it is necessary to organize training or workshops to improve the communication skills of both parties.

In order to improve cooperation between teachers and parents in fostering students' good character, several solutions can be implemented. First, it is important to create effective communication channels between teachers and parents. This can be done through the use of technology, such as WhatsApp groups or other communication platforms, which allow both parties to exchange information and provide support in real time [19]. There is also a need to develop more inclusive and participatory programs. For example, involving parents in learning activities in Islamic boarding schools, such as inviting them to be speakers in seminars or workshops, can increase their sense of belonging and involvement in their children's education [23].

The study acknowledges several external challenges that may impede the effectiveness of teacher-parent collaboration in fostering santri's character, particularly in the context of rapid digitalization and globalization influencing educational environments.

One significant factor is the digital media influence, which introduces both opportunities and threats. On one hand, platforms like WhatsApp facilitate real-time communication [19], but the pervasive exposure of santri to instant and potentially harmful content challenges parents' and teachers' ability to ensure moral guidance remains effective [4]. This dilemma calls for enhanced media literacy education for parents and santri as part of the collaborative strategy [5].

Another major challenge is the degree of parental involvement, often constrained by economic burdens and social factors. The study finds that parents' limited availability due to work demands, generational gaps, and sometimes a passive attitude toward school engagement weaken the collaboration [2], [15]. This is congruent with [8] observation that socioeconomic factors heavily influence parental participation.

Institutional barriers also exist, such as limited resources at pesantren for facilitating comprehensive parent engagement programs, or cultural norms that may defer full responsibility for moral education to teachers alone [10]. These constraints necessitate the design of flexible and inclusive collaboration models that consider parents' constraints and encourage active participation without additional burdens.

To mitigate these challenges, this study suggests the implementation of inclusive programs that leverage technology wisely, tailored communication approaches that respect parents' time, and empowerment initiatives to raise parents' confidence and awareness about their vital role [18]. The study also recommends institutional support from pesantren leadership to formalize and resource these collaborative efforts adequately. While teacher-parent collaboration holds great promise for character education, tackling external and internal obstacles is essential to realizing its full potential in the modern digital era. Future research should explore innovative solutions addressing these multifaceted challenges to sustain effective moral education [17], [21].

5 Discussion

Based on the research conducted on the cooperation between teachers and parents in fostering students' *akhlakul karimah* at Islamic boarding schools Al-Izz Sukabumi, there are several important findings. Firstly, the cooperation plan shows that the program involves the active participation of teachers and parents, with clear and measurable goals for fostering the morals of students. Second, the implementation of cooperation takes place actively, where parents are involved in various activities in Islamic boarding schools, such as seminars and parenting classes, which support the character education process. Third, the evaluation of cooperation is carried out periodically, providing constructive feedback for future program improvements. Fourthly, solutions to improve cooperation include developing more effective communication channels and more inclusive programs so as to increase parental involvement in children's education.

The theories and methods used in this study proved to be effective in answering the problems faced in fostering students' *akhlakul karimah*. With a qualitative approach involving interviews and observations, researchers can dig up in-depth information about the dynamics of cooperation between teachers and parents. However, this study also has some limitations, such as the limited number of participants and the focus on only one Islamic boarding schools, so the results may not be fully generalized to other Islamic boarding schools contexts. Therefore, further research with a wider scope and a variety of different Islamic boarding schools is needed to get a more comprehensive picture of this collaboration in the context of character education.

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