



Collaboration between Parents and Islamic Education Teachers on Elementary Students' Religious Achievement

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Abstract

Collaboration between parents and teachers plays a strategic role in strengthening religious education among elementary school students, particularly in shaping worship habits, moral conduct, and learning motivation grounded in religious values. This issue has become increasingly important due to the challenges posed by social and technological developments that influence children's religious behavior. This study aims to analyze the forms of collaboration between parents and Islamic Education teachers and to examine its impact on students' religious achievement at the elementary school level. This research employs a qualitative method with a case study approach. Data were collected through interviews, observations, and documentation. The data were analyzed systematically through data reduction, data display, and conclusion drawing. The findings reveal that collaboration is manifested through intensive communication between school and family, parental support in fostering worship practices at home, and the synergy in implementing school religious programs, such as extracurricular activities and daily religious routines. This collaboration contributes positively to improving students' abilities in worship practices, moral behavior, and active participation in religious activities. The study concludes that sustained partnerships between parents and teachers are a crucial factor in developing students' religious achievement. The stronger the collaboration established, the more optimal the students' religious development in terms of knowledge, attitudes, and worship practices.

Article Information:

Received February 10, 2026

Revised March 18, 2026

Accepted April 10, 2026

Keywords: *Parent–teacher collaboration, Islamic education, religious achievement, elementary school students*

INTRODUCTION

Religious development at the elementary school level is increasingly facing serious challenges due to rapid and dynamic social changes. Children are now in a situation where religious values are no longer the sole source of behavioral guidance, as they are exposed to digital content, global culture, and technology-based interactions from an early age (Rahawarin et al., 2023). This condition implies that religious education can no longer rely solely on traditional methods but must incorporate a collaborative approach involving multiple stakeholders, particularly

How to cite:

Andini, R., Syahminal, S., Nusir, L., Desriri, I., Syafitri, Y., Jaslin, R. (2026). Collaboration between Parents and Islamic Education Teachers on Elementary Students' Religious Achievement. *Ahlussunnah: Journal of Islamic Education*, 5(1), 100-109.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

families. Therefore, religious development should take place simultaneously at home and at school to ensure consistency in the values instilled in children's daily lives (Aryani et al., 2025).

Islamic Education teachers at the elementary school level hold a crucial responsibility in shaping children's religious foundations. However, in practice, teachers often face limitations in terms of time, broad work responsibilities, and administrative demands that may reduce their focus on fostering students' religious character (Htay et al., 2025; Kassymova et al., 2025). At the same time, student development requires learning approaches that go beyond content delivery to include guidance in religious practices, moral behavior, and spiritual attitudes in daily life. This situation indicates that teachers cannot work effectively without active involvement from the family environment (Sholekah et al., 2025).

Issues related to the inconsistency of children's religious behavior remain prevalent, such as irregular performance of prayers, limited engagement with Quranic recitation, and weak understanding of practical worship. These problems are not solely caused by ineffective teaching at school but are also linked to the lack of continuity in religious practices at home (Az-Zahra et al., 2025; Mutiaramses et al., 2025). Religious development at the elementary level requires repetition, habituation, and continuous supervision, making it insufficient to rely only on school-based instruction (Putri et al., 2026).

The synergy between parents and Islamic Education teachers is essential for achieving effective religious development. Parents serve as the primary educators, while teachers act as facilitators of knowledge and guides in religious practice. When both parties collaborate harmoniously, the learning process becomes more structured, measurable, and impactful in fostering students' overall religious development. This synergy also helps minimize the gap between home and school values while strengthening students' spiritual character from an early age (Fadllurrohman et al., 2023).

In addition to supporting character development, collaboration between parents and teachers also significantly influences students' religious achievement. Children who receive parental support in religious activities tend to be better prepared for learning at school (Az-Zahra et al., 2025; Mutiaramses et al., 2025). This contributes to improved academic outcomes in religious subjects, enhanced ability in Quranic recitation, and greater participation in religious activities (Oktavia et al., 2025). Thus, collaboration between family and school has long-term implications for both students' spiritual and academic development (Alung, 2025).

Communication between teachers and parents is a fundamental element in establishing effective collaboration in religious development. Open, continuous, and two-way communication enables constructive information exchange regarding students' progress. Teachers can better understand students' home environments, while parents receive updates on their children's development at school. Without effective communication, religious development efforts may become fragmented and inconsistent (Al Mufarriju et al., 2025).

In practice, the implementation of religious development programs in elementary schools shows that such programs have been carried out, yet they have not achieved optimal results. Some students demonstrate low participation in religious activities and difficulties in maintaining basic competencies such as memorization and worship practices (Engkizar et al., 2025; Sari et al., 2025). This condition highlights the need for stronger collaboration between teachers and parents to support the internalization of religious values beyond the school environment (Pakpahan & Habibie, 2025).

Islamic Education teachers also face challenges in delivering comprehensive religious guidance, including large class sizes, limited instructional time, and dense

curriculum demands. These constraints limit teachers' ability to provide individualized support. Therefore, parental involvement becomes essential in ensuring the continuity of religious development outside school hours (Haidar & Maulani, 2025). On the other hand, some parents still lack awareness of the importance of habituation-based religious education. There is a common assumption that religious education is primarily the responsibility of schools, leading to limited supervision of children's religious practices at home. This condition contributes to inconsistencies in the development of students' religious behavior (Yuhana, 2022).

Uncontrolled use of technology also presents challenges in children's religious development. Children's preference for digital entertainment may reduce their engagement in religious activities. Therefore, parents play a critical role in guiding technology use to prevent shifts in values and priorities (Kurnia et al., 2024). In many cases, communication between teachers and parents remains formal and limited, which hinders the development of strong collaboration. More flexible and interactive communication strategies are needed, including regular meetings and the use of digital communication platforms, to enhance the effectiveness of religious development efforts (Kholil, 2021).

Additionally, many parents face difficulties in understanding effective strategies for supporting their children's religious learning at home. They require guidance from teachers on simple yet impactful practices, such as maintaining regular prayer, learning daily supplications, and fostering moral values in everyday life. This situation underscores the need for structured parental support programs (Cross, 2020; Kholil, 2021). Schools have the opportunity to develop more systematic partnership models through programs such as daily worship monitoring, family development initiatives, and educational sessions for parents. These programs can strengthen collaboration between families and schools while improving the overall quality of religious education (Suryadi et al., 2018).

From a theoretical perspective, educational partnership emphasizes the importance of collaboration among family, school, and community as an integrated ecosystem supporting child development. These three components must work together harmoniously to ensure optimal development. Any imbalance among them may negatively affect educational outcomes, including religious development (Yuniarsih & Fatonah, 2025). Previous studies indicate that active parental involvement in children's religious education significantly influences their religious achievement. Family support enhances learning motivation, improves Quranic reading skills, and stabilizes religious attitudes. These findings highlight that successful religious development depends not only on teachers but also on family participation (Lasut & Suuda, 2023).

However, studies specifically addressing collaboration between parents and Islamic Education teachers at the elementary level remain limited, as most existing research focuses on general educational partnerships without examining the specific forms, dynamics, and impacts of such collaboration on students' religious achievement (Serepinah & Nurhasanah, 2023). This limitation highlights a significant research gap, particularly in understanding how parent-teacher collaboration contributes to students' religious development, including the patterns of collaboration, as well as the supporting and inhibiting factors that influence its effectiveness (Tazkia & Yunus, 2025). Therefore, this study aims to analyze the forms of collaboration between parents and Islamic Education teachers, identify the factors influencing its implementation, and examine its impact on students' religious achievement at the elementary school level.

METHODS

This study employed a qualitative method with a case study approach to explore in depth the processes, interactions, and experiences involved in collaboration between parents and Islamic Education teachers. The case study approach was chosen to obtain a comprehensive understanding of the phenomenon within its real-life context (Engkizar, Jaafar, Taufan, et al., 2023; Gerring, 2017; Renjith et al., 2021; Wang et al., 2023). The participants of this study included Islamic Education teachers, parents, school principals, and students, selected purposively based on their involvement in religious education practices. Data were collected through in-depth interviews, direct observations, and documentation to capture both perspectives and actual practices (Engkizar, Jaafar, et al., 2025; Halkias et al., 2022; Liang, 2019; Volmar & Eisenhardt, 2020).

Data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. The process was carried out continuously to identify patterns, relationships, and meanings emerging from the data. To ensure the credibility and trustworthiness of the findings, this study applied source triangulation and method triangulation by comparing information obtained from different participants and data collection techniques.

RESULT AND DISCUSSION

Forms of Parent–Teacher Collaboration in Religious Education

The findings reveal that collaboration between parents and Islamic Education teachers is manifested through structured, continuous, and multi-dimensional interactions aimed at strengthening students' religious development. The most prominent form of collaboration is routine communication, conducted through both digital platforms and face-to-face meetings. Teachers actively share information regarding students' memorization tasks, religious activities, daily worship practices, and behavioral development, while parents respond by providing feedback, raising concerns, and discussing challenges encountered at home. This two-way communication fosters a responsive and transparent partnership, reinforcing the argument that effective communication serves as the foundation of successful educational collaboration (Teemant et al., 2021).

In addition to digital communication, periodic meetings are organized to align expectations between parents and teachers regarding students' religious development targets, including moral formation, worship habituation, and memorization achievements. These meetings provide opportunities for parents to contribute their perspectives and experiences, indicating that collaboration extends beyond information exchange toward participatory engagement in educational decision-making. This finding is consistent with contemporary partnership models that emphasize shared responsibility between schools and families (Hastuti, 2018).

Another significant form of collaboration is the implementation of home-based worship monitoring programs. Students are provided with daily worship records that include obligatory prayers, additional prayers, Quranic recitation, and memorization activities (Engkizar et al., 2024; Engkizar et al., 2023; Engkizar et al., 2023; Febriani et al., 2022). Parents play a central role in supervising and validating these activities, ensuring continuity between school instruction and home practice. This model reflects the principle that religious education requires consistent reinforcement across environments, with families acting as primary agents in sustaining daily religious practices (Huzaimah & Khosiah, 2025).

Furthermore, collaboration is evident in extracurricular religious activities, where parental involvement extends to both moral and material support. Parents assist in preparing children for religious competitions, accompany practice sessions, and facilitate participation in various programs. Such involvement enhances students' confidence, motivation, and engagement in religious activities, supporting previous

findings that parental participation contributes significantly to students' religious and character development (Akbar et al., 2023).

Overall, the forms of collaboration identified in this study demonstrate that effective partnerships are not limited to administrative coordination but encompass emotional, spiritual, and pedagogical dimensions. The integration of communication, supervision, and active participation indicates a shared awareness between parents and teachers that religious education is a long-term investment in children's character development.

Supporting Factors of Collaboration

The effectiveness of collaboration is influenced by several interrelated supporting factors. The first and most dominant factor is parental commitment. Parents who demonstrate strong awareness of their educational responsibilities actively engage in monitoring worship practices, supporting memorization activities, and ensuring consistency in religious routines at home. This commitment serves as a critical driver of program sustainability, confirming that parental willingness is a key determinant of successful educational outcomes (Rahayu et al., 2023).

The second factor is the professional competence of Islamic Education teachers. Teachers with strong pedagogical and interpersonal skills are able to design engaging learning experiences, communicate effectively with parents, and provide practical guidance for home-based religious education. Their ability to build empathetic and constructive relationships enhances parental trust and strengthens collaboration. This finding aligns with the view that teacher competence significantly influences the quality of school–family partnerships (Sa'diah et al., 2023).

Institutional support also plays a crucial role. Schools that provide structured programs, adequate facilities, and a supportive religious environment create favorable conditions for collaboration. Policies that encourage parental involvement and systematic religious activities contribute to a more organized and sustainable partnership. This reflects the importance of institutional commitment in maintaining long-term collaboration (Fikri et al., 2023).

Additionally, the broader social environment contributes to the success of collaboration. Communities that uphold religious values provide a supportive context that reinforces both school and family efforts. Such environments encourage the habituation of religious practices and strengthen students' moral development, supporting the argument that social context significantly shapes educational outcomes (Khodijah & Sitha, 2025).

Challenges in Implementing Collaboration

Despite its effectiveness, collaboration faces several challenges that limit its optimal implementation. One of the primary constraints is the limited availability of parents' time. Many parents are unable to consistently supervise their children's religious activities due to work commitments, resulting in irregular monitoring and reduced continuity of religious practices at home. This finding supports previous research indicating that time constraints are a major barrier to parental involvement in education (Utami, 2020).

Another challenge is the variation in parenting styles, which affects the consistency of religious guidance. Some parents adopt permissive approaches or delegate full responsibility for religious education to schools, leading to reduced engagement in collaborative efforts. Such differences create inconsistencies between home and school environments, potentially weakening the effectiveness of religious education (Sa'diah et al., 2023).

Limited resources within the home environment also pose challenges. Inadequate access to religious learning materials, lack of supportive spaces for worship, and limited parental knowledge of religious education hinder effective implementation of home-based practices. These findings are consistent with studies

highlighting the importance of home resources in sustaining educational practices (Indrawari et al., 2021). Additional challenges include limited communication intensity for some families, lack of understanding of effective mentoring strategies, and variations in levels of religiosity across households. These factors indicate that collaboration requires continuous strengthening, particularly in communication, capacity building, and alignment of educational values.

Impact of Collaboration on Students' Religious Achievement

The study demonstrates that collaboration between parents and teachers has a significant positive impact on students' religious achievement. This impact extends beyond academic performance to include behavioral and spiritual development.

First, collaboration enhances students' discipline in performing religious practices. Joint supervision by parents and teachers reinforces consistency, transforming religious activities into daily habits rather than occasional obligations.

Second, collaboration improves students' memorization skills. The integration of school instruction and home reinforcement accelerates memorization processes, leading to better accuracy and retention. This contributes to improved academic outcomes and practical performance in religious activities.

Third, collaboration fosters positive behavioral changes. Students exhibit improved moral conduct, including honesty, discipline, and respect for others. The alignment of values between home and school facilitates stronger internalization of religious teachings.

Finally, collaboration increases students' participation in religious activities. Parental support encourages active involvement in various programs, which enhances students' confidence, motivation, and social-spiritual competencies.

Overall, the findings indicate that parent–teacher collaboration plays a crucial role in strengthening religious education at the elementary level. Effective collaboration is characterized by consistent communication, shared responsibility, and active participation from both parties. While several challenges remain, the presence of strong supporting factors enables the development of a sustainable and impactful educational partnership. These findings reinforce the concept that religious education is most effective when implemented through an integrated ecosystem involving school, family, and community.

CONCLUSION

This study demonstrates that collaboration between parents and Islamic Education teachers is established through continuous communication, home-based supervision of religious practices, and active participation in school religious activities. The effectiveness of this collaboration is supported by strong parental commitment, teacher professional competence, and institutional support, although it is also constrained by several challenges, including limited parental time, variations in parenting approaches, and insufficient home-based religious resources. These findings highlight that the success of religious education is largely determined by the ability of both parties to maintain consistent and complementary roles across school and home environments, ensuring a more integrated and coherent educational process.

Furthermore, effective collaboration contributes significantly to students' religious achievement, as reflected in improved discipline in worship practices, enhanced memorization skills, positive behavioral development, and increased participation in religious activities. These outcomes indicate that school–family synergy not only supports academic achievement in religious education but also strengthens students' moral character and daily spiritual habits. Therefore, religious education at the elementary level requires sustained, systematic, and adaptive collaboration between parents and teachers. Strengthening such partnerships is

essential for fostering holistic and long-term religious development among students.

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First publication right:

Ahlussunnah: Journal of Islamic Education

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