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Collaboration Between Teachers and Parents in Shaping the Islamic Character of SMAS IT Al Hijrah 2 Students

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Abstract
This research aims to find out how cooperation between teachers and parents takes shape, to find out the supporting factors and obstacles in forming Islamic character in students at SMAS IT Al Hijrah 2. The method used in this research uses descriptive qualitative methods, for data collection methods This research uses observation, interviews and documentation methods. The samples were taken from interviews with school principals, PAI teachers, homeroom teachers, parents as informants and some documentation as corroborating data. The results of this research show that to shape students' character, several supportive activities can be carried out, and require a close relationship between teachers at school and parents at home. Forms of collaboration between teachers and parents include: holding parent and teacher communication forums, communicating via cellphone (WhatsApp), collaborating with teachers and parents in the form of correspondence, holding parent participation in school activities or events and making daily report books. The supporting factors in shaping student character are the existence of sufficient facilities and infrastructure, open communication between teachers, parents and students and a conducive school environment. Meanwhile, the inhibiting factors are students' inconsistency in carrying out worship, the environment of friends at home can influence it, and family factors that do not fully support students.
Keywords: *Teacher and Parent Collaboration, Islamic Character*

Abstrak
Penelitian ini bertujuan untuk mengetahui bagaimana bentuk kerja sama antara guru dan orang tua, mengetahui faktor pendukung dan kendala dalam membentuk karakter Islami pada siswa di SMAS IT Al Hijrah 2. Metode yang digunakan dalam penelitian ini menggunakan metode kualitatif yang bersifat deskriptif, untuk metode pengumpulan data pada penilitian ini menggunakan metode observasi, wawancara, dan dokumentasi. Untuk sampel yang diambil dari hasil wawancara dengan kepala sekolah, guru PAI, wali kelas, orang tua sebagai informannya dan beberapa dokumentasi sebagai data penguat. Hasil penelitian ini menunjukkan bahwa untuk membentuk karakter siswa dapat dilakukan beberapa kegiatan yang mendukung, serta memerlukan hubungan erat antara guru di sekolah dengan orang tua di rumah. Bentuk kerjasama antara guru dan orang tua berupa: mengadakan forum komunikasi orang tua dan guru, melakukan komunikasi melalui handphone (*WhatsApp),* melakukan kerjasama guru dan orang tua dalam bentuk surat menyurat, mengadakan partisipasi orang tua dalam kegiatan atau acara sekolah dan membuat buku laporan harian. Adapun faktor pendukung dalam membentuk karakter siswa adalah adanya sarana dan prasarana yang mencukupi, adanya komunikasi terbuka antara guru, orang tua dan siswa dan lingkungan sekolah yang kondusif. Sedangkan faktor penghambatnya adalah Ketidakkonsistenan siswa dalam melaksanakan ibadah, lingkungan

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teman di rumah dapat mempengaruhi, dan faktor keluarga yang belum sepenuhnya mendukung siswa.

Kata Kunci: Kerjasama Guru dan Orang Tua, Karakter Islami

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Introduction

Character is a person's character, character, morals, or personality which is formed from the internalization of various virtues that are believed to and underlie the person's perspective, thinking, attitude and way of acting (Priyatni, 2013). Islamic character is traits, values and behavior that are in accordance with Islamic teachings. This includes the spiritual, moral, social and ethical aspects of a person's life. Islamic character is seen as the foundation for a Muslim's life. There are three main values in Islam, namely morals, manners and example (Nasihatun, 2019) In Islamic teachings, Islamic character can be seen in the personality of the Prophet Muhammad. In Rasulullah SAW there are noble and great moral values, therefore Rasulullah is called a good role model that we should emulate (Wahyuningtiyas & Ansori, 2017). As stated in the Al-Qur'an Surah Al-Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِيْ رَسُوْلِ اللّٰهِ اُسْوَةٌ حَسَنَةٌ لِّمَنْ كَانَ يَرْجُوا اللّٰهَ وَالْيَوْمَ الْاٰخِرَ وَذَكَرَ اللّٰهَ كَثِيْرًا ۗ

Meaning: "Indeed there is (in) the Messenger of Allah a good role model for you (namely) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and he mentions Allah a lot (Kemenag, 2019).

Ibnu Katsir in his commentary explains that the initial interpretation of the verse of Surah Al-Ahzab verse 21 is written as the meaning of the words "Indeed, there is in the Messenger of Allah a role model for you," meaning the obligation for every Muslim to follow all the perfect habits and attitudes of the Messenger of Allah. The qualities that are said to be present in the Prophet are visible based on the circumstances of the khandaq war, namely patience, steadfastness and perseverance. If we focus on the realm of educators, then the application of these three characteristics will have great implications for achieving educational goals, because everything requires a process, so being patient, steadfast and persistent in carrying out the educational process is what is very important in achieving educational goals (Abdurrahman, 2005).

Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education states that in order to create a cultured nation this can be done through strengthening 18 characters, namely religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious. , national spirit, love of the homeland, respect for achievements, communicative, love of peace, like to read, care about the environment, care about society, and be responsible. Therefore, the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units emphasizes that Strengthening Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of the heart, exercise of feeling, thought and exercise with involvement and cooperation between educational units, families and communities (Hermawan, 2020).

In educational units, especially Islamic-based schools, the 18 values of strengthening character education above can all be linked to Islamic character which must be instilled in students, but researchers will focus on discussing only two character values, namely religious character and honest character. The formation of religious character and honest character is closely related to students at school because religious character is the formation of character to become better based on religious teachings which make an Islamic person, attitudes and behavior to relate to Allah SWT. Meanwhile, honest character will encourage students to be honest by telling the truth, being responsible for their actions, and having high integrity.

As explained in Al Bukhari hadith no. 5670:

حَدَّثَنَا عَبْدُ اللَّهِ بْنُ يُوسُفَ أَخْبَرَنَا مَالِكٌ عَنْ سَعِيدِ بْنِ أَبِي سَعِيدٍ الْمَقْبُرِيِّ عَنْ أَبِي شُرَيْحٍ الْكَعْبِيِّ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ ضَيْفَهُ جَائِزَتُهُ يَوْمٌ وَلَيْلَةٌ وَالضِّيَافَةُ ثَلَاثَةُ أَيَّامٍ فَمَا بَعْدَ ذَلِكَ فَهُوَ صَدَقَةٌ وَلَا يَحِلُّ لَهُ أَنْ يَثْوِيَ عِنْدَهُ حَتَّى يُحْرِجَهُ حَدَّثَنَا إِسْمَاعِيلُ قَالَ حَدَّثَنِي مَالِكٌ مِثْلَهُ وَزَادَ مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

> Meaning: Has told us Abdullah bin Yusuf, has told us Malik from Sa'id bin Abu Sa'id Al Maqburi from Abu Suraih Al Ka'bi, that the Messenger of Allah sallallaahu 'alaihi wasallam said: "Whoever believes in Allah and the Last Day , he should glorify his guest and entertain him day and night, and the guest stays for three days, more than that is alms for him, it is not lawful for the guest to stay (overnight) until (the temple master) takes him out." Having told us Isma'il he said; Malik has told me the above hadith, he added; "Whoever believes in Allah and the Last Day, should speak good or be silent" (H.R Imam Bukhari No. 5670)

As for the Hadith sharah regarding the etiquette of visiting and receiving visitors, this shows that if someone visits a house, the Messenger of Allah ordered the person receiving the guest to honor and fulfill the rights of the person visiting. This hadith is in the nature of a command, the type of which is qauliyah. On the other hand, people who visit also have manners that must be maintained when visiting someone's house, such as watching their attitude and words. So as the fruit (natijah) of this research it can be concluded that the hadith narrated by Imam Bukhari No. 5670 is maqbul (acceptable) and ma'mul (can be practiced) (Asqalani, 2002).

Overall, this Hadith reflects religious values in Islam which include social concern, compassion, responsibility, and seeking blessings through good relationships with others. This hadith can be used as a guide for teachers to apply religious values to students.

Religious character can also be interpreted as behavior based on Islamic principles originating from the Qur'an and the Hadith of the Prophet SAW. Based on Islamic principles, akhlaq al-karimah refers to traits, behavior and habits that demonstrate a positive relationship with Allah SWT and other living creatures. The following are some examples of morals that have to do with Allah, namely faith and love for Allah, obedience, trust, gratitude, pleasure/sincerity, repentance, and love of peace (Yuliaharti, 2018).

Character education is education that teaches the values of human behavior. The family is the first and main environment for a child because its task is to lay the first foundations for the child's development before they come to a wider environment (Basri, 2023). Thus, the role and function of the family becomes important and responsible for the growth and development of children. The formation of a student's Islamic character should be developed from an early age, parents as the first madrasa are fully responsible for the child's growth and development process both physically and spiritually. Training perseverance in carrying out worship and obedience to religious provisions, as well as implementing religious values in daily life will be a factor in developing children, all knowledge and human moral intellectual intelligence is obtained first from parents and family members. In essence, every parent has a very important role in educating and forming their child's Islamic character. Because, children are like blank slates waiting to be filled with stories and storylines, and the direction of the story depends on the parents (Suhartini, 2021).

Therefore, parents are one of the determining factors in the formation of students' character, as in the hadith narrated by Imam Bukhori:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ:

كُلُّ مَوْلُودٍ يُولَدُ عَلَى الْفِطْرَةِ، فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ، كَمَثَلِ الْبَهِيمَةِ تُنْتَجُ" الْبَهِيمَةَ جَمْعَاءَ، هَلْ تُحِسُّونَ فِيهَا مِنْ جَدْعَاءَ؟" ثُمَّ يَقُولُ أَبُو هُرَيْرَةَ: {فِطْرَةَ اللَّهِ الَّتِي فَطَرَ النَّاسَ {عَلَيْهَا، لَا تَبْدِيلَ لِخَلْقِ اللَّهِ، ذَلِكَ الدِّينُ الْقَيِّمُ

> Meaning: From Abu Hurairah radhiyallahu 'anhu, he said: Rasulullah sallallaahu `alaihi wa sallam said: "Every child is born in a state of fitrah. So it is the parents who make him a Jew, Christian or Magian, like an animal that gives birth to a perfect animal , did you see anyone whose ear was cut off?" Then Abu Hurairah said: "That is the nature of Allah who has created humans according to that nature. There is no change in Allah's creation, that is the straight religion (Shahih Bukhori dalam Kitab: Al-Jana'iz (الجنائز) no. 1358).

This hadith emphasizes that every child is born pure with the potential to know Allah. However, the influence of parents and the environment greatly determines the direction of a child's spiritual and moral development. Therefore, it is important for parents and educators to provide correct guidance in accordance with Islamic teachings, so that children's original nature is maintained. In the world of education, there needs to be cooperation between educators, students and parents so that educational goals can be achieved. In this way, it is hoped that it will have an impact on the formation of students' Islamic character. For this reason, it is very necessary to have various collaborative activities between students' parents and teachers in a programmed manner. The role of this collaboration is very necessary in education which involves many components in the school such as teachers, students, principals, and so on. In fact, we cannot deny that the most dominant collaboration is collaboration between teachers and parents as guardians of students.

Based on research (Nursikin, 2022) entitled Collaboration between Parents and Teachers in the Formation of Students' Religious Character at SMK Negeri 1 Salatiga, the results of this research state that there are activities that support the formation of students' religious character, including Duha prayer, congregational prayers, daily infaq, as well as commemoration of Islamic holidays, close collaboration between parents and teaching staff and holding evaluations to find out each student's background both at school and at home. The factors that support the implementation of activities for the formation of students' religious character are the involvement of parents, guardians at home and teaching staff at school, in this case parents fully support this activity. The inhibiting factors in the implementation of the formation of students' religious character are the lack of communication between parents at home and teaching staff at school, lack of attention from parents towards students and child control, as well as the lack of parents in providing good examples to children so that they experience difficulties in learning. carry out the orders given.

Then the research results (Lestari, Charles, Aprison, & Wati, 2022) concluded that in implementing collaboration between PAI teachers and parents, various methods have been used: 1) communication between teachers and parents, 2) correspondence, 3) communication via telephone, 4) parents are involved in school affairs. In carrying out cooperation between teachers and parents, they have tried to do as much as possible, but there are still factors that hinder the progress of this collaboration. Where factors inhibiting cooperation between teachers and parents are 1) lack of parental attention, 2) teacher ability factors, 3) poor community environment.

The role of parents is not only limited to at home, at school their role is also very helpful in supervising or controlling their children's behavior, namely by establishing close relationships between students' parents and teachers and school principals. So that parents can find out how far their child's behavior or morals have developed at school. In line with the results of Rahmi's research which states that the combination of collaboration between teachers and parents will have

a significant impact in forming good morals and also greatly influence learning outcomes at school. (Rahmi & M.Alcom, 2022).

The role of teachers as stated in Law no. 20 of 2003 and Law No. 14 of 2005, the role of teachers in the school environment, namely the second environment after the family, functions as an educator, teacher, guide and trainer for a student (Purnama, 2019). As a teacher who replaces the role of parents at school, teachers are expected to be able to be role models for their students. Teachers must be able to cultivate positive Islamic character for students, which means cultivating their mentality and religion which can later be put into practice in their lives.

The school's lack of efforts to develop the Islamic mentality and character of its students will have its own consequences for the students' behavior in society in the future. Such as frequent brawls between students, promiscuity and juvenile delinquency which are the result of the failure of educational institutions or institutions in general. Considering how much influence it has on the success of a child's education, effective cooperation between schools and parents is very necessary so that a reciprocal relationship is fostered in order to shape the character of students in accordance with shared hopes, namely creating a generation with character, especially Islamic character (Rantauwati, 2020).

SMAS IT AL HIJRAH 2 Educational Institution is a private high school located on Jl. Transportation, Deli Serdang Regency, Percut Sei Tuan District has established good cooperation with parents of students. This is proven by the existence of several activities that can support the success of students in both academic and non-academic fields and also to strengthen communication between parents and the school.

Based on the explanation of the material above, forming students' Islamic character requires ideal cooperation between teachers as educators and students' parents. Therefore, research is needed regarding the cooperation of teachers and parents in forming the Islamic character of students at SMAS IT Al-Hijrah 2 Deli Serdang. This research aims to find out how teachers and parents collaborate, supporting and inhibiting factors in forming the Islamic character of students at SMAS IT Al-Hijrah 2 Deli Serdang. The benefit of this research is that it can contribute new thinking to existing schools to participate in building good communication between parents and schools in order to shape the Islamic character of their school students, as well as adding insight for both writers and readers regarding the formation of Islamic character of participants. education through the cooperation of teachers and parents.

Methods

This research is field research or also known as field research and uses a qualitative approach with a descriptive type. Qualitative research methods are also called naturalistic research methods, namely research carried out in natural conditions, namely objects that develop as they are and are not manipulated by researchers (Sugiyono, 2019).

This research was conducted at SMA IT Al Hijrah 2 Deli Serdang. The type of data obtained by researchers is primary data, which is data obtained directly from teachers and parents to find out more about the collaboration between teachers and parents in forming students' Islamic character. In this research, data collection techniques were carried out using observation, interviews and documentation. The data validity test used in this research is triangulation. According to Sugiyono, triangulation is checking data from various sources in various ways and at various times (Sugiyono, 2015) This research uses data analysis techniques following Miles & Huberman, stages in data analysis, namely, data reduction, data presentation and drawing conclusions.

Results and Discussion

Forms of Collaboration Between Teachers and Parents in Shaping Students' Islamic Character

In efforts to shape students' Islamic character, collaboration between teachers and parents is an important key. The synergy between the two parties is very crucial, considering that character education is not only the responsibility of the school, but also the family. Effective and sustainable forms of collaboration between teachers and parents can create a holistic and integrated educational environment, which supports the development of Islamic character in students. This collaboration can be realized through various forms, such as routine communication, structured character education programs, training and workshops, monitoring and evaluation, and environmental support. To find out in more detail about the forms of collaboration between teachers and parents in forming students' Islamic character at school. This can be known based on research results showing that there are several forms of collaboration between teachers and parents, namely:

1. Hold a Parent Student and Teacher Communication Forum

Based on the results of interviews conducted with Ustadzah AJ as the principal at SMA IT Al Hijrah 2, he said that there was close collaboration between teachers and parents through the Parent Student and Teacher Communication Forum activity program. This activity is carried out regularly and is a place to discuss various student character developments. Apart from that, this meeting is also a forum to discuss problems or concerns experienced by both parents and teachers, with the aim of finding solutions together. So, teacher and parent communication is formed in an activity program called FKOMG. This activity has a positive impact in developing students' religious character and honest character because this communication can provide information to parents about their children's attitudes in the school environment. With a form of collaboration carried out through direct communication between teachers and parents (Wawancara, 2024).

It is hoped that this activity will enable teachers and parents to find common ground in overcoming the problems faced by children. Then, with direct communication between parents and teachers, teachers and parents can communicate more freely to ask about the condition of students both at home and at school. As it should be, in the process of children's education, cooperation between the principal, teachers and parents of students is needed in order to grow or develop student discipline, where these three components are interconnected and cannot be separated (Mauliza et al., 2024).

The importance of collaboration between parents and teachers is also supported based on research results in the form of journals. The results of his research explain that the family, especially parents, is the first and main center of education for children. Parents are the first educators to provide initial education to their children. The first education children receive comes from their family life. Fathers and mothers have a very important and influential role in children's education, especially since the child is born. Mothers, in particular, are often the figures who have always been by their child's side since birth. In addition, to achieve the educational goals expected by teachers and parents, cooperation between the two is very important. Parents must pay attention to their child's school, including paying attention to their experience and appreciating their efforts. Attention from parents, whether small or large, can greatly influence a child's enthusiasm for getting sympathy and support from their parents. This will have implications for children's motivation and learning achievement, because attention and support from parents can increase children's enthusiasm and motivation to learn and achieve achievement (Septiana dan Thoriq Abdul Aziz, 2023).

2. Communicating via Mobile Phone (WhattsApp)

WhatsApp is a social media application designed to make it easier to use in communicating through the various available features. Some of the features in the WhatsApp application include Chat Groups, WhatsApp Web and Desktop, WhatsApp Voice and Video Calls, End-To-End Encryption, Sending Photos and Videos, Voice Messages, and Documents. WhatsApp social media, through the various features provided, can be used for more useful activities, for example for education (Yana et al., 2021). The importance of the benefits of WhatsApp media as a place for discussion between parents and teachers. As this has been implemented by the SMAS IT Al Hijrah 2 Deli Serdang school.

Based on the results of interviews conducted by researchers, teachers and parents also communicate using telephone or WhatsApp. Collaboration between teachers and parents can be implemented more quickly, where it is easier for teachers to exchange information with parents so that they can stabilize students more quickly. Most parents make it very easy to communicate via telephone to monitor their child's condition at school or to tell the teacher what their child's condition is at home (Wawancara, 2024).

As stated by one of the parents of SMAS IT Al Hijrah 2 Deli Serdang students, he said that:

"We regularly communicate with teachers through parent meetings, WhatsApp groups and school meetings. Teachers often provide reports about children's character development at school, and we discuss whether there are things that need to be improved. We also provide input and suggestions to teachers if necessary. Especially nowadays, it's very easy to communicate via various social media (Wawancara, 2024)."

The interview results above illustrate routine communication practices between parents and teachers carried out through various channels such as parent meetings, WhatsApp groups, and school meetings. In this communication, teachers regularly provide reports regarding the development of students' character at school. With these regular reports, parents can continue to monitor their child's progress and understand what is happening at school. If there are aspects that need to be improved, parents and teachers discuss them together to find the right solution, thus ensuring that efforts to develop students' character go hand in hand between the school and home environments.

Apart from receiving reports from teachers, parents are also active in providing input and suggestions to support student development. This active role of parents shows that there is healthy and productive collaboration between the two parties. Especially in the current digital era, communication between parents and teachers has become easier because various social media platforms are available which facilitate the exchange of information quickly and efficiently. This not only strengthens the relationship between parents and teachers, but also ensures that student needs and developments can be responded to quickly and effectively.

Therefore, the cooperation between teachers and parents in developing the religious character and honest character of students through telephone communication is more popular with parents because it does not require a long time for them to monitor the child's condition at school or at home. The importance of using Whatsapp Group is to establish faster communication, to establish a relationship between students' parents and the school and to create a shared perception between teachers and parents for the continuity and good of children's education and development. By using the WhatsApp application, teachers can interact and communicate with parents to provide information and carry out the learning process effectively and on target (Sari, 2021).

3. Collaboration Between Teachers and Parents in the Form of Correspondence

Based on the analysis carried out by researchers, SMAS IT Al Hijrah carries out a form of collaboration between teachers and parents by using correspondence, namely by children bringing warning letters, meeting letters and activity invitation letters to come to school which

will be given to parents at House. As the results of an interview with Ustadzah (N), as the homeroom teacher, explained that the school uses traditional methods to invite parents when there are school events or meetings. The invitation is sent via a letter given to students to be delivered to their parents or guardians. This method ensures that parents get direct information about activities or meetings that will be held at school. This method is considered effective because the letters given to students usually reach their parents, so they can plan their attendance at the event (Wawancara, 2024).

In addition, the use of letters as a communication medium shows the importance of direct interaction between schools and parents in the educational context. This underlines the active role of parents in supporting school activities and participating in meetings discussing their children's development. In this way, collaboration between schools and parents can be closer, helping to create a conducive environment for student education. Through this official invitation, the school also shows professionalism and seriousness in involving parents in every aspect of education and student character development.

In line with research (Mauliza, Sukmawati, & Mustafa, 2024) The correspondence currently being used uses digital letters where parents are informed by the school to inform them that every Thursday there is a nail and hair check which is a new program that will be implemented at the school in the hope that parents will provide support by paying attention to their children. In this way, parents will pay more attention to the learning process.

4. Organize Parental Participation in School Activities or Events

Participation is active involvement in the decision-making process, program implementation, utilization of results, and final evaluation of an activity. This participation includes the mental involvement and thoughts of community members in providing ideas, planning, implementing and evaluating activities (Kurniawati, 2019). In the educational context, parental participation is very important because it gives them the opportunity to take part in various aspects of school activities that have a direct impact on their children's development.

By involving parents in the school environment, they can directly monitor student activities. This allows parents to better understand what is happening at school, interact with teachers, and ensure that their children's educational needs are met. Parental participation also helps create stronger connections between home and school, which in turn supports students' academic and character development.

In line with the results of the interview with Ustadzah AJ, cooperation between teachers and parents at the school has been established well. In every school activity, parents are always involved, showing how important their role is in the school community. Examples include activities such as Isra' Mi'raj commemoration, Palestine Solidarity, breaking fast together, and various other activities. Parental involvement in these events not only strengthens the relationship between parents and the school, but also provides an opportunity for parents to play an active role in their children's educational experience (Wawancara, 2024).

Through this active involvement, parents become not only spectators, but also contributors to the educational process. They can provide input, support, and participate in decisions that affect their children's learning environment. This active parental participation shows that education is a shared responsibility between schools and families, who together work to create an environment that supports overall student growth and development.

5. Make a Daily Report Book (Mutaba'ah yaumiyah)

Based on the results of the researcher's analysis, both teachers and parents agreed that every student is required to fill out the Mutaba'ah Yaumiyah as a means of reporting their worship activities. Mutaba'ah Yaumiyah is a tool used to monitor and report students' daily worship activities, such as prayer, reading the Koran, and other practices. With this report,

teachers and parents can see and evaluate the extent to which students carry out their religious activities, so they can provide more targeted guidance and support.

Collaboration between teachers and parents is very important in developing students (Natsir et al, 2018). Without support and a good response from parents towards their children, character building and education becomes very difficult. Likewise, teachers who lack attention to students at school will hinder their development and effective coaching. Close collaboration between teachers and parents ensures that education and character development of students can take place well, both at home and at school. The active involvement of both parties creates an environment that supports students' overall spiritual and academic growth.

Therefore, teachers who pay attention to students' development at school and parents who actively monitor and support their children's activities at home can develop students' Islamic character more effectively. Each party has a complementary role, where teachers provide formal education and parents provide moral support and supervision of daily worship practices. This forms a strong foundation for students to grow into individuals with Islamic character, noble character, and achievements in various aspects of life.

Teachers' Efforts in Forming Students' Islamic Character at School

Educators have a very important role in the learning process for students. There are two important roles, namely, first, the teacher as a motivator, namely the teacher's role in motivating and encouraging students in the learning process. Second, the teacher as a facilitator plays a role in facilitating or providing all the needs that students need in learning activities. Meanwhile, the role of parents themselves is one of the places where education or the learning process occurs. The essence of education is the responsibility of the family, while the school only participates. Parents have the main responsibility for their children's education. Wherever children study, both in formal and informal educational institutions, parents still play a role in their children's education (Tamba & Naibaho, 2023).

Islam as a comprehensive religion always provides good guidance in managing human life. Likewise in efforts to develop morals. Abuddin Nata, as quoted by (Almira Dewi, 2022), stated that the moral development pursued by Islam is through several methods, namely in an integrated manner; using the means of worship to direct moral development, habituation from childhood and continuing, by force (at a certain stage), through example, by considering oneself as having more shortcomings than advantages, paying attention to human psychology which differs according to age.

The methods used are an effort to pass on noble cultural values to students in forming intellectual and responsible personalities. As is understood in the context of the national education system, education is not only the responsibility of educators in schools, but is the responsibility of parents and the government. Moral development cannot be carried out spontaneously like the formation of moral behavior, but requires continuous planning, coaching, evaluation and attention by the components that form the behavior. Parents, in this case in the household environment, are the people who provide and provide the first education for a person. Meanwhile, the first educator means that parents lay the foundations of education and morals for students (Wahyuningtiyas & Ansori, 2017).

Based on the results of research conducted at SMAS IT Al Hijrah 2, several efforts have been made that are quite maximal, in order to form an Islamic character attitude for every student at the school, these efforts are:

1. **Guiding Students Through Religious Education**

   Islamic Religious Education's efforts are to shape Islamic character, as religious education is intended to increase spiritual potential and shape students to become human beings who believe in and are devoted to God Almighty and have noble character. Noble morals include ethics, manners and morals as the embodiment and education of religion. Increasing spiritual potential includes the introduction, understanding and cultivation of religious values,

as well as the experience of these values in individual or collective social life (Eva, Yosro, Ristianti, Kusen, & Fathurrochman, 2020).

As the nation's next generation, students should be guided by Islamic teachings, namely the Al-Quran and Hadith. The Koran teaches us to behave well according to Surah Al-Baqarah verse 195:

وَاَنْفِقُوْا فِيْ سَبِيْلِ اللّٰهِ وَلَا تُلْقُوْا بِاَيْدِيْكُمْ اِلَى التَّهْلُكَةِۛ وَاَحْسِنُوْاۛ اِنَّ اللّٰهَ يُحِبُّ الْمُحْسِنِيْنَ

It means "And do good, for indeed Allah loves those who do good (Kemenag, 2019).

Ibn Kathir explains in his interpretation the content of this verse, namely the command to spend wealth in the way of Allah in various forms for relatives and obedience, especially spending property in war against enemies, sacrificing property to strengthen Muslims against their enemies. This verse also tells us to abandon these possessions because it will bring disaster and destruction to people who place too much importance on them and go beyond their limits in that matter. Furthermore, this verse continues with the command to do good, which is the highest level of obedience, Allah says: (and do good, for indeed Allah loves those who do good).

Based on the results of the interview with the Principal, he explained that teachers at the SMAS IT Al Hijrah 2 school had provided religious education that was integrated with the school curriculum, so that students could understand Islamic values in the context of everyday life. Parents can also support by providing a deep understanding of religion at home. Then provide learning about noble moral values in their daily behavior. With that, students become more polite, friendly, respectful, compassionate, honest, disciplined, loving, affectionate, fair and generous and so on. As long as a change in morals is not visible in the child's behavior, even a little, during that time there will be a pile of questions that must be answered (Wawancara, 2024).

Therefore, it can be concluded that the SMAS IT Al Hijrah 2 school has succeeded in integrating religious education with the school curriculum, enabling students to understand and apply Islamic values in everyday life. Parents also play an important role in supporting religious education by providing in-depth understanding at home. This education includes instilling noble moral values, such as courtesy, friendliness, respect, compassion, honesty, discipline, love, justice and generosity, which are expected to be reflected in students' daily behavior. However, changes in morals in students may not be immediately visible, so ongoing efforts and evaluation are needed to understand and overcome the challenges in forming this character.

2. Habits of Worship

Teachers and parents have an important role in familiarizing students with pious deeds such as prayer, almsgiving, reading the Koran, and others. Consistency in carrying out pious deeds is very important because it can help shape students' Islamic character gradually and deeply (Mardania etl, 2022). This habit not only functions as routine training, but also as a means of instilling strong religious values in students' daily lives.

Based on the results of research at SMAS IT Al Hijrah 2, practicing pious deeds has been implemented well. Based on the results of observations with the homeroom teacher, the school implemented mandatory congregational prayers, with male students performing them in the school mosque and female students in their respective classes. Apart from prayer, other programs included in the mutaba'ah book, such as infaq, qiyamul lail, witir prayer, Al-Qur'an recitations, and sunnah fasting are also carried out consistently (Observasi, 2024).

Therefore, through consistent and structured practice of pious deeds, SMAS IT Al Hijrah 2 succeeded in forming students' Islamic character. The programs implemented at this school, ranging from congregational prayers to various other worship activities, reflect serious efforts

to develop a young generation with noble morals and religious observance. Active teacher involvement and parental support are key factors in the success of this character formation, creating a conducive environment for the development of Islamic values in students.

3. Role Modeling and Coaching

Teachers and parents need to be role models for students in Islamic behavior. They also need to provide direct guidance in dealing with situations that require decisions based on Islamic teachings. Teachers and parents are automatically personal role models and what they do will get the attention of students and people around them. Therefore, teachers and parents must regulate how to behave, style of speech, clothing, thought processes, decisions, lifestyle and human relations which are manifested in all human interactions, especially in behavior (Haniyyah & Indana, 2021).

This is in line with what Ustadzah N said:

"The first thing in my opinion is how the ustadz and ustadzah in this school will become a mirror for their students, if the ustadz and ustadzah here behave well, carry out their worship well then over time it will become a role model for students, meaning they will be included like that (Wawancara, 2024)."

The results of the interview above show the importance of the role of teachers in schools as role models for students. According to sources, the ustadz and ustadzah at the school must behave well and carry out their worship well, because they are a mirror for the students. This example has a big influence, because students tend to imitate the behavior and habits they see every day from their teachers. Therefore, if ustadz and ustadzah consistently show good behavior and worship, then students will also be inspired to follow in their footsteps.

Apart from that, the example of ustadz and ustadzah in schools is not only limited to aspects of worship, but also includes daily attitudes and behavior. By being good role models, ustadz and ustadzah help instill positive values in students. Over time, the good habits exemplified by teachers will shape students' character, making them individuals with noble character and religious observance. This process shows how important the role of example in Islamic character education is, where teachers not only act as teachers, but also as guides and role models for students to follow.

Supporting and Inhibiting Factors in Shaping Students' Islamic Character

The formation of students' Islamic character is one of the main goals of education, especially in religion-based schools (Yusri et al, 2024). This process not only involves conveying religious knowledge, but also applying Islamic values in students' daily lives. However, efforts to shape Islamic character do not always run smoothly. There are various factors that can support or hinder, namely:

1. Supporting factors

Based on the results of observations at SMA IT Al Hijrah 2, adequate facilities and infrastructure play an important role in supporting the process of forming students' Islamic character. The facilities and infrastructure in question include facilities such as a mosque which makes it easier for students to carry out their prayers, as well as comfortable classrooms equipped with air conditioning (AC) which creates a conducive learning environment. Apart from that, a pleasant atmosphere at school also contributes to students' comfort in participating in teaching and learning activities, so that they can be more focused and enthusiastic in the educational process (Observasi, 2024).

Apart from physical facilities, open and intense communication with parents is also a significant supporting factor. Based on an interview with Ustadzah AJ, good communication between schools and parents or guardians of students is very influential on educational success.

Intense communication helps avoid misunderstandings between parents and teachers, and allows both parties to work together in dealing with various obstacles that students may face. With effective communication, problems can be resolved better, and good relationships between schools and parents can also be established, strengthening support for students in the process of forming Islamic character (Wawancara, 2024)

Overall, the combination of adequate facilities and infrastructure as well as open communication with parents creates an environment that supports the formation of students' Islamic character. Good facilities increase the comfort and efficiency of the learning process, while good communication strengthens collaboration between schools and families in supporting student character development. These two factors complement each other to create an optimal and effective educational atmosphere in forming Islamic character in students.

Based on this, it is very relevant to research in the form of journal articles. The results of his research explain that educational facilities and infrastructure are one of the elements of educational management which have an important role in the teaching and learning process, educational facilities are something that should not be ignored because their role is to facilitate students' understanding of the material presented in the teaching and learning activity program. effective and efficient (Bararah, 2020).

2. Obstacle factor

Forming students' Islamic character at school requires various well-planned efforts and strategies. However, behind the various efforts made, there are a number of inhibiting factors that can hinder the process of character formation. These factors can come from the school environment, family, as well as external influences that influence students every day. Understanding and identifying these inhibiting factors is very important so that corrective steps can be taken to overcome existing challenges.

Based on the results of interviews with religious teachers, he revealed various obstacles faced in forming students' Islamic character. The first obstacle mentioned was the fluctuating spirit of student worship. Students are in times when their enthusiasm for worship can be very high, but sometimes it can also drop drastically due to changes in mood. This inconsistency is one of the main challenges in maintaining good and stable worship habits in students. The second obstacle is related to the student's friendship environment. Even though at school students can be maintained in practicing Islamic worship and behavior, negative influences from friends outside school or around their home can be a problem. Friends who do not understand the importance of Islamic worship and behavior can contaminate and influence students, so that they experience difficulty in maintaining the Islamic character that has been formed at school (Wawancara, 2024).

Apart from that, support from the family is also an important factor that influences the formation of students' Islamic character. When families lack support or do not care about their children's religious education, this can hinder the achievements they have made at school. The lack of attention and support from the family makes it difficult for students to achieve the goals of religious education that have been set, so that the school's efforts to shape students' Islamic character are less than optimal. Overall, this interview highlights three main obstacles in forming students' Islamic character: fluctuations in the spirit of worship, the influence of the circle of friends, and lack of family support. Overcoming these obstacles requires close collaboration between schools, families and communities to create a supportive and consistent environment in educating students' Islamic character.

Conclusion

After analyzing and discussing the previous discussion, the author can draw the conclusion that the form of collaboration between teachers and parents in forming the Islamic character of students which is carried out at SMAS IT Al Hijrah 2 Deli Serdang is to form the religious character and honest character of students by holding supporting activities including familiarize students with carrying out obligatory worship and sunnah worship such as dhuha prayers, obligatory congregational prayers, Qiyamul lail, recitations, infaq, and commemorating holidays, apart from that teachers have a close relationship with each student's parents which is carried out by the school by holding meetings on certain days, namely at student development discussion meetings, submission of learning results and scientific lectures. Various forms of collaboration, such as holding parent and teacher communication forums, communicating via cellphone (WhatsApp), correspondence, parent participation in school activities, and the use of daily report books, are effective strategies in strengthening relationships and coordination between the two parties. The main supporting factors in this process include the existence of sufficient facilities and infrastructure, open communication between teachers, parents and students, and a conducive school environment.

The supporting factors in the implementation of collaboration between teaching staff and parents in forming character are that parents, guardians fully support this implementation and the school has activities that support this, including holding supporting activities such as commemorating holidays and holding meetings between teachers. once a month, where educators and employees participate and socialize with parents to fully support the implementation of this collaboration. The factors that hinder this research are parents' lack of attention to their children so that their activities are not monitored properly, parents cannot set a good example, as well as environmental problems that cause children to be influenced and carry out habits that they should not do.

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