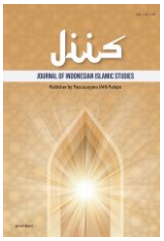
(cc) BY

e-ISSN 2808-8395

Journal of Indonesian Islamic Studies
Vol 6, No. 1, October 2026, pp. 229 - 243



JOURNAL OF INDONESIAN ISLAMIC STUDIES

https://ejournal.iainpalopo.ac.id/index.php/jiis/index

The Implementation of School–Parent Partnerships in Strengthening Students' Character: A Case Study of a Public Elementary School in Central Balikpapan

Ika Perdhani[1]✉, Ikmi Nur Oktavianti[2], Achadi Budi Santosa[3]

[1,2,3] Universitas Ahmad Dahlan Yogyakarta, Indonesia

Articles Information

History:
Received: June 8, 2026
Approved: Sept 23, 2026
Publish: October 1, 2026

Keywords:
School–Parent Partnership; Character Development; Elementary School

Abstract

This study aims to describe the implementation of school–parent partnerships in strengthening students' character at a public elementary school in Central Balikpapan. The study employed a qualitative approach using a case study design. The research participants consisted of the principal, teachers, and parents selected through purposive sampling. Data were collected through interviews and observations and analyzed using the stages of data reduction, data display, and conclusion drawing. The findings reveal that the implementation of school–parent partnerships was carried out through various collaborative programs, including morning literacy activities, skill classes, educational outings, one-day parent involvement programs, and intensive communication through meetings and WhatsApp groups. These programs contributed to the development of students' discipline, responsibility, independence, social awareness, and respectful attitudes through habituation and direct experiences. The active involvement of parents in school activities indicates that the partnership extends beyond administrative functions and serves educational and participatory purposes. Although challenges such as parents' limited time and financial constraints were identified, the school addressed these issues through coordination with the school committee and by designing simple, cost-effective programs tailored to parents' circumstances. This study highlights that school–parent partnerships constitute an important strategy for sustaining students' character development through the synergy between school and family environments.

✉ Email Correspondent:
iperdhani@gmail.com

Copyright © The Author(s)

Introduction

Elementary education represents a crucial stage in developing students' academic competencies and character. At this level, children experience rapid developmental growth, making the values, attitudes, and habits instilled during this period highly influential on their future behavior (Tohari et al., 2022). Moreover, elementary school students are generally in the concrete operational stage, where they begin to think logically while remaining closely connected to tangible experiences in their surroundings (Piaget, 1964, as cited in Lelan et al., 2025). Therefore, elementary education serves as a strategic phase for strengthening students' character development.

From the perspective of Islamic education, character formation is closely related to the development of moral conduct and akhlak in students' everyday lives. Islamic Religious Education plays an important role in character formation because character education in Islamic education is closely connected with moral education and the development of noble character. Cahyadi and Della (2021) found that character values embedded in Islamic Religious Education include religious, independent, mutual cooperation, and integrity values, demonstrating that Islamic education provides a foundation for developing students' character through both religious and social dimensions. Furthermore, their analysis shows that religious character encompasses not only an individual's relationship with God but also relationships with others and the environment, including tolerance, respect, cooperation, peace, and care for others. Thus, Islamic character development involves the internalization of religious values as well as their manifestation in students' everyday social behavior.

Students' character formation is influenced not only by learning experiences at school but also by the family environment. From an ecological developmental perspective, children's character is shaped through interactions between school and family, which constitute the closest environments to the child (Oktaviana et al., 2023; Epstein, 2010). The family has a central role in children's development and provides a strong influence on the formation of personality and character (Handayani et al., 2023). Parents function as primary educators whose parenting practices become an important foundation for children's character formation. In the context of Islamic character, Handayani et al. (2023) found that parents shape children's Islamic character through parenting practices, religious guidance, habituation, and the teaching of Islamic values within the home environment. Consequently, effective collaboration between schools and parents is essential to ensure that character development is implemented consistently and sustainably.

In educational settings, the collaborative relationship between schools and families is commonly referred to as a partnership. A partnership is understood as a collaborative and mutually supportive relationship aimed at achieving shared goals in children's education (Supardi et al., 2023). Through such partnerships, schools and parents can establish communication, coordination, and joint involvement in supporting students' development. In the context of character education, such collaboration is particularly important because values introduced at school require reinforcement through habituation and role modeling within the family environment.

Families play a vital role in establishing children's foundational values and habits from an early age. Teachers and parents are key stakeholders in supporting student development through learning activities, habituation, and role modeling that are

consistently practiced both at school and at home (Anisa, 2023). Therefore, synergy between schools and parents is an essential component of character education. Cahyadi and Della (2021) emphasize that successful character education requires synergy among the three educational environments, namely family, school, and community. From an Islamic character education perspective, this synergy is important because character values need to be continuously reinforced through educational practices and everyday habituation.

The importance of educational partnerships has also been emphasized by Surtiati and Nugraha (2025), who argue that collaboration between schools and families should be implemented in a planned and sustainable manner. However, evidence from practice indicates that school–parent partnerships have not yet been fully optimized. Hardianto (2022) found that parental participation in elementary school partnership programs remains relatively low and that such initiatives are often not integrated into a sustainable framework. These challenges are influenced by time constraints and the lack of flexible and adaptive partnership models.

Numerous studies have demonstrated the positive contributions of school–parent partnerships to student development. Fuaddiana and Hibana (2024) reported that parenting programs and parental involvement in school activities strengthen educational synergy between schools and families. Similarly, Wari and Setiawan (2022) found that home visit programs effectively enhance communication between teachers and parents. Furthermore, parental involvement has been shown to contribute to the development of students' discipline, responsibility, and social attitudes (Yulikah et al., 2022; Mahbubi & Husein, 2023).

Recent research has further demonstrated the relevance of school–parent collaboration to Islamic character development. Putri and Juliana (2026) found that the development of Islamic character cannot rely solely on school-based instruction but requires consistent reinforcement within the home environment. Their study of a public junior high school showed that teacher–parent collaboration was implemented through structured religious habituation programs, continuous role-sharing, and a monitoring system connecting school and home. The authors further explain that Islamic character formation requires habituation, role modeling, and consistent reinforcement across school, home, and community environments. These findings strengthen the argument that school–parent partnerships can serve as an important mechanism for ensuring continuity in Islamic character formation.

In the context of character development, positive habituation, role modeling, and the integration of values into school activities have been identified as effective strategies for fostering students' social and religious character (Nizar et al., 2025; Rahman et al., 2024). Damayanti (2025) further emphasized that collaboration between schools and parents plays a significant role in cultivating moderate and tolerant attitudes among students. These findings suggest that effective character development requires consistency between educational practices at school and within the family environment. This is consistent with the findings of Handayani et al. (2023), which indicate that parents' understanding of religious knowledge, educational background, and the surrounding environment can influence parenting practices in shaping children's Islamic character. Thus, the

development of Islamic character requires not only school-based programs but also family support and appropriate parenting practices.

Although numerous studies have highlighted the significance of school–parent partnerships in supporting student development, most have focused on specific partnership activities or their partial effects on student outcomes. Research examining the comprehensive implementation of school–parent partnerships in strengthening character development at the elementary school level remains limited. Meanwhile, rapid technological advancement and evolving social dynamics require partnership models that are more adaptive, collaborative, and sustainable (Rahman et al., 2024; Amalia et al., 2024; Epstein, 2010). Previous studies have examined Islamic character from different perspectives, including the role of Islamic Religious Education in integrating character values (Cahyadi & Della, 2021), the role of family and parenting practices in developing Islamic character (Handayani et al., 2023), and teacher–parent collaboration in public schools (Putri & Juliana, 2026). However, these studies have not specifically examined the implementation of school–parent partnerships as a comprehensive strategy for strengthening students' Islamic character at the public elementary school level. Therefore, the novelty of this study lies in its effort to provide a comprehensive understanding of school–parent partnership implementation, including forms of parental involvement, program implementation processes, and school strategies for addressing challenges encountered in character development initiatives.

In practice, parental involvement in elementary education often remains administrative in nature, such as attending school meetings or collecting report cards. Ideally, educational partnerships should be implemented actively, systematically, and continuously to support students' overall development (Epstein, 2010). This situation indicates a gap between the ideal concept of educational partnerships and their implementation in practice. From an Islamic character education perspective, the challenge is not only to increase parental participation but also to establish continuity between values introduced at school and their habituation within the family. This is important because the family is the first educational environment in which children develop their basic character, while the school provides a structured environment for reinforcing these values (Handayani et al., 2023; Cahyadi & Della, 2021).

A public elementary school in Central Balikpapan has implemented various forms of communication and collaboration with parents through school activities and student development programs. Parents actively participate in several initiatives related to habituation and character development. However, the implementation of these partnerships and their contribution to character development have not been examined in depth. Therefore, it is important to explore how schools can establish partnership models that encourage meaningful parental involvement and ensure consistency between home and school environments in supporting students' character formation. This context is particularly relevant from an Islamic character education perspective because collaboration between schools and parents can provide opportunities for reinforcing religious, moral, social, and behavioral values through habituation and continuous educational practices.

Based on these considerations, this study aims to analyze and describe the implementation of school–parent partnerships in strengthening students' Islamic character at a public elementary school in Central Balikpapan. The findings are expected to enrich

the literature on educational partnerships and Islamic character education by providing practical insights for schools in developing effective collaborative strategies with parents to support sustainable character development across school and family environments.

Method

This study employed a qualitative approach using a case study design to explore the implementation of school–parent partnerships in strengthening students' Islamic character at a public elementary school in Central Balikpapan. A qualitative approach was chosen because the study sought to gain an in-depth understanding of the phenomenon within its natural setting. The case study design enabled the researcher to examine comprehensively the practices of school–parent partnerships and their contribution to students' character development within a specific educational context (Sulistyo, 2023).

The research site was selected based on the active involvement of parents in various school activities related to student character development. In addition, the school demonstrated patterns of communication and collaboration between school personnel and parents that were relevant to the research focus. The character development practices observed in the school were examined in relation to Islamic character values, particularly discipline, responsibility, independence, social awareness, cooperation, and respect for parents and others. To maintain institutional confidentiality, the school's identity is not disclosed and is referred to in this article as a public elementary school in Central Balikpapan.

The participants consisted of one principal, two teachers, and two parents selected through purposive sampling. The principal was chosen due to their role in managing school programs and partnership policies. Teachers were selected because of their direct involvement in teaching, communication with parents, and character-building activities. Parents were included because of their participation in partnership programs and their role in reinforcing character development within the family environment. Participants were selected based on their direct involvement in school–parent partnership activities and their relevant experience related to the development of students' character and moral values.

Data were collected through semi-structured interviews, observations, and documentation. Semi-structured interviews were conducted to obtain in-depth information regarding the implementation of school–parent partnerships and the ways in which parents and teachers supported students' character development. Observations were used to examine school activities related to parental involvement, habituation, role modeling, and character development. Documentation included school records, activity photographs, and other supporting documents relevant to the study (Sugiyono, 2013).

Data were analyzed using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. To ensure trustworthiness, the study employed both source triangulation and technique triangulation by comparing data obtained from interviews, observations, and documentation across different participants. The findings were subsequently interpreted from the perspective of Islamic character education, particularly regarding the development of moral and social values through habituation, role modeling, parental involvement, and continuity between school and family environments.

Results

Informants' Perspectives on Student Character Development

This study involved five participants, consisting of one principal, two teachers, and two parents from a public elementary school in Central Balikpapan. The principal was selected due to their role in managing school programs and school–parent partnership policies. Teachers were selected because of their direct involvement in classroom instruction, character education, and communication with parents. Parents were selected because of their active participation in school–family partnership activities. All participants were selected through purposive sampling based on their direct involvement in student character development programs.

Based on the interview findings, all participants shared the view that student character development cannot be achieved solely through school efforts but requires synergy among the school, family, and broader community. School–parent partnerships were perceived as an important factor in shaping students' character through continuous habituation practices carried out both at school and at home. The character values identified by the participants included discipline, responsibility, independence, social awareness, cooperation, empathy, and respect for parents, teachers, and peers.

From the perspective of the participants, these values were developed primarily through daily practices and direct experiences rather than through verbal instruction alone. This finding indicates that character formation at the studied school was closely associated with habituation, parental involvement, and consistency between school and family environments.

Strategies for Strengthening Student Character through School–Parent Partnerships

The findings indicate that the implementation of school–parent partnerships at a public elementary school in Central Balikpapan was carried out through various programs, including habituation activities, skill classes, educational outings (outing class), and intensive communication between the school and parents. The principal explained that character education is understood as a process of continuous habituation introduced from an early age:

"*In my view, character education is essentially about continuous habituation carried out gradually. Character will shape students into individuals who behave well and respect others*."

This statement indicates that character formation was understood by school leadership as a long-term process developed progressively through positive daily habits. The school emphasized not only academic achievement but also the cultivation of respect, courtesy, responsibility, and social awareness among students.

One form of character-building habituation was the morning literacy program. During this activity, students gathered in the schoolyard to listen to storytelling sessions, sing together, and participate in various group activities before classes began.

"*We have a morning literacy program where children gather in the schoolyard for storytelling and other activities. It serves as a way to encourage discipline among students."*

The morning literacy program provided a routine through which students were encouraged to arrive on time and participate in collective activities. According to the principal, students were motivated to arrive on time partly because they observed their peers already participating in the morning activities. In addition to discipline, the school also sought to develop respect for parents, social awareness, and anti-bullying attitudes.

The principal further explained that bullying prevention was addressed through collaboration with external stakeholders:

"*We have started reducing bullying through storytelling programs and awareness sessions conducted together with psychologists and the Women's Empowerment, Child Protection, and Family Planning Agency* (DP3KB)."

This finding shows that character development was implemented not only through classroom instruction but also through preventive activities, habituation, storytelling, and collaboration with external institutions. The school sought to develop students' awareness of respectful interaction by addressing behaviors such as mocking peers, using derogatory nicknames, and excessive teasing.

Collaborative Programs in Student Character Formation

A major form of school–parent partnership identified in this study was the skill class program. This initiative directly involved parents as mentors and instructors who taught practical life skills to students. The principal explained:

"*The trainers are the parents themselves. We design the program, and the parents become the instructors*."

The skill classes included activities such as washing dishes, folding clothes, ironing, and sewing, with tasks adjusted according to students' grade levels. The program provided opportunities for students to practice independence and responsibility through direct experiences.

This was reinforced by a parent who stated:

"*There is a program called the parent skill class where mothers come and teach the children. Students in grades one to three learn to wash dishes, while those in grades four to six learn ironing and sewing*."

The involvement of parents as instructors demonstrates that school–family partnerships were not merely administrative but also educational and participatory. Parents actively participated in the process of developing students' practical abilities and character-related habits.

The findings also revealed changes in students' behavior after participating in these activities. One parent reported:

"*At home, my child has started folding clothes independently. Sometimes after meals, they also wash their own dishes because they learned how to do it at school*."

The statement indicates that students transferred skills and habits acquired through school activities into their home environment. This finding demonstrates continuity between character-building activities at school and their application within the family.

The Role of Parents in Strengthening Student Character

School–parent partnerships were also reflected in educational outing activities conducted in collaboration with various external partners. The teacher explained that students participated in learning experiences at libraries, batik workshops, shopping centers, and restaurants.

"*Recently, they visited Batik Sahok, Gajah Mada, and Burger King*."

Through these activities, students gained direct learning experiences outside the classroom. The teacher explained that students learned to manage money, select items according to their needs, and cooperate with peers during the activities.

"*The students were asked to bring money and calculate their own purchases. They learned how to adjust their spending according to the amount of money they had*."

The findings indicate that educational outings provided opportunities for students to practice responsibility, discipline, cooperation, and decision-making through authentic experiences. These activities also involved the school committee and parents in supervising students.

Communication between the school and parents was maintained through meetings and WhatsApp groups. The teacher explained:

"*Sometimes we communicate through meetings, and sometimes through WhatsApp. Mrs. Tari frequently coordinates with the school committee*."

This finding demonstrates that communication functioned as an important mechanism for coordinating school programs and facilitating parental participation. Through regular communication, parents were informed about activities and could coordinate their involvement with the school and school committee.

Challenges in Implementing School–Parent Partnerships

Although the partnership programs had been implemented through various forms of collaboration, several challenges were identified. The principal explained that limited parental availability was a major obstacle because many parents had work commitments.

"*Parents also* have *jobs, so some can attend activities while others cannot*."

Financial considerations also posed challenges to the implementation of certain school activities. Therefore, the school attempted to design low-cost programs that did not place a financial burden on parents.

"*We try to* manage *our programs in a low-budget way so that parents are not burdened*."

Nevertheless, these challenges were addressed through coordination with the school committee and collaboration among parents. When some parents were unable to participate, assistance was provided by committee members or other parents. This pattern demonstrates the presence of shared responsibility in supporting school programs.

The Contribution of School–Parent Partnerships to Student Character Development

Based on the interview findings, school–parent partnership programs contributed to the development of students' character, particularly discipline, independence, responsibility, cooperation, and respect for parents and teachers. The teacher stated:

"*The children have started washing their own eating utensils after using them*."

Similarly, parents reported that students had begun applying positive habits at home after participating in school programs:

"*Sometimes after meals, the children immediately wash their dishes because they say they learned it at school*."

These statements indicate that students applied character-related habits acquired through school activities within their home environment. The findings therefore show a continuity between school-based activities and students' everyday behavior at home.

The findings also revealed emotional changes in relationships between children and parents through shared school activities. The principal explained that activities involving parents and children created opportunities for closer interaction:

"*One child said that it was the first time their mother had ever hugged them during a parent–child activity*."

This statement indicates that school–parent partnership activities provided opportunities not only for character-related learning but also for strengthening interaction and emotional closeness between students and their parents.

Discussion

Based on interviews with the principal, teachers, and parents, the implementation of school–parent partnerships at a public elementary school in Central Balikpapan was conducted through a range of collaborative initiatives designed to strengthen students' character. These initiatives were realized through daily habituation practices, active parental participation in school-based programs, and cooperation with external stakeholders. The findings related to the implementation of school–parent partnerships in character development are presented in Table 1.

Table 1. Findings on the Implementation of School–Parent Partnerships in Strengthening Students' Character

No.	Partnership Program	Form of Implementation	Character Traits Developed
1	Morning Literacy Program	Storytelling, singing, and gathering activities before classes begin	Discipline, courtesy, and responsibility
2	Bullying Prevention Program	Awareness campaigns with psychologists and the Women's Empowerment, Child Protection, and Family Planning Agency (DP3KB), supported by character-based storytelling	Social awareness, empathy, and mutual respect

3	Skill Classes	Parents serve as mentors and instructors in practical skills such as dishwashing, folding clothes, ironing, and sewing	Independence and responsibility
4	One Day with Parents	Parents accompany students in learning and recreational activities at school	Emotional closeness, cooperation, and respect for parents
5	Educational Outings (*Outing Class*)	Learning activities outside school involving teachers, school committee members, and parents	Cooperation, discipline, and social skills
6	School–Parent Communication	Coordination through meetings and WhatsApp groups	Parental participation and support for character education programs

As shown in Table 1, the implementation of school–parent partnerships was realized through various habituation programs and collaborative activities. Among these initiatives, skill classes, morning literacy activities, educational outings, and parent involvement programs provided opportunities for direct interaction among schools, students, and parents in the character-building process. These findings indicate that character development at the studied school extends beyond academic achievement and emphasizes the cultivation of positive habits through the active involvement of families and the school community. Interviews with the principal, teachers, and parents revealed that these programs were planned and implemented through the involvement of members of the school community.

From the perspective of Islamic character education, the character values developed through these activities can be understood as part of the cultivation of moral and social conduct (akhlak) in students' everyday lives. Islamic character is not limited to students' understanding of religious concepts but is also reflected in how students behave toward parents, teachers, peers, and their surrounding environment. Cahyadi and Della (2021) explain that character values in Islamic education encompass religious, independent, mutual cooperation, and integrity values, while religious character also includes relationships with other people and the environment. Therefore, activities that encourage responsibility, cooperation, respect, independence, and social awareness provide relevant contexts for the development of character values when interpreted from an Islamic educational perspective.

Activities such as morning literacy sessions, skill classes, and educational outings served as vehicles for fostering discipline, responsibility, independence, and social awareness through experiential learning. These findings align with the concept of educational management strategy, which views strategy as a planned process for directing organizational resources toward achieving specific goals effectively (Faujiah et al., 2023). In this context, the principal plays a central role not only as a program coordinator but also as a facilitator of collaboration among the school, parents, and the wider community in supporting student character development.

The implementation of partnership programs also reflects a systematic educational strategy encompassing planning, implementation, and evaluation stages. The principal,

together with the school committee, designed programs that focused not only on academic learning but also on character formation through positive behavioral habituation. This finding is consistent with Budio (2019), who argues that educational strategies function as guidelines for determining policies and programs that align with a school's vision and objectives. Furthermore, the continuous reflection and adjustment of programs based on the needs of students and parents demonstrate the adaptive nature of the strategies employed.

The school–parent partnerships identified in this study also reflect Joyce Epstein's concept of overlapping spheres of influence. According to Epstein (2010), children's development is shaped by the interconnected influences of family, school, and community environments. The findings reveal that parents were not treated merely as passive supporters but were actively involved in educational activities such as skill classes, educational outings, and school communication programs. This level of involvement created a collaborative relationship that enabled students to receive consistent educational support both at school and at home.

The forms of partnership identified in this study correspond to several types of parental involvement proposed by Epstein (2010), particularly communication, volunteering, learning at home, and decision-making. Communication between schools and parents was maintained through meetings and WhatsApp groups used to disseminate information about school programs. Parents also served as volunteers in skill classes by teaching practical life skills to students. These activities simultaneously provided opportunities for learning at home, as students applied skills learned through the programs, such as washing dishes, folding clothes, and assisting with household chores, within their family environment. Meanwhile, the involvement of the school committee in program planning demonstrates parental participation in educational decision-making processes.

The findings further indicate that school–parent partnership strategies contribute to the development of students' character, particularly discipline, independence, responsibility, social awareness, and respect for parents and teachers. These findings are consistent with Thomas Lickona's theory of character education, which emphasizes that character education should not only impart knowledge of moral values but also cultivate students' commitment to and practice of virtuous behavior in daily life (Lickona, 2019). Habituation through routine activities such as morning literacy sessions, collaboration with parents, and life-skills training illustrates that character formation occurs continuously through authentic experiences.

From an Islamic character education perspective, the importance of habituation is particularly relevant because character formation involves the transformation of values into consistent patterns of conduct. The activities identified in this study provided opportunities for students to practice responsibility, respect, cooperation, independence, and care for others rather than merely receiving information about these values. Such practices are closely related to the formation of akhlak through repeated actions and social interaction. In this regard, character development requires not only the delivery of moral knowledge but also opportunities for students to practice moral behavior in their daily environments.

Family involvement further reinforces the role of the home environment in sustaining students' character development. Handayani et al. (2023) emphasize that the family

functions as an important environment for character formation, with parents contributing through guidance, habituation, and the teaching of Islamic values. In the present study, parents did not only participate in school activities but also reinforced students' habits in the family environment. This was reflected in students' experiences of helping with household chores, maintaining cleanliness, and demonstrating greater responsibility after participating in skill-class activities. Thus, the partnership between school and family provides continuity between character-related experiences at school and their application in everyday family life.

The findings are also consistent with the study of Putri and Juliana (2026), which demonstrates that teacher–parent collaboration can support Islamic character development in a public-school context. Their study highlights the importance of religious habituation, role modeling, communication with parents, and monitoring that connects school and family environments. Although their research was conducted at the junior high school level, the finding is relevant to the present study because both studies demonstrate the importance of collaboration between educational institutions and families in sustaining students' character development. In the present study, the partnership was manifested through parent involvement, communication, habituation, and practical activities that provided opportunities for students to practice positive values in both school and family settings.

The findings also suggest that role modeling and continuity between school and family environments are important dimensions in strengthening students' character. Teachers and parents occupy different educational contexts but share responsibility for providing consistent examples and reinforcement. Lickona (2019) argues that character education becomes more effective when the values promoted at school are supported within the family. From an Islamic perspective, this continuity is relevant to the development of akhlak, because moral values become more meaningful when students encounter consistent expectations and examples in their daily lives. Therefore, school–parent partnerships can function not only as an administrative mechanism but also as a means of creating continuity in students' moral and social development.

The study also demonstrates that challenges to school–parent partnerships, such as parents' limited availability and financial constraints, can be addressed through effective coordination and the implementation of programs tailored to community conditions. Rather than requiring parents to participate in complex or costly activities, the school developed relatively simple forms of involvement that allowed parents to contribute according to their circumstances. This finding demonstrates that strengthening students' character does not necessarily depend on extensive resources but can be supported through consistent collaboration, habituation, parental involvement, and meaningful everyday experiences.

Overall, the findings indicate that school–parent partnerships at the studied public elementary school provide a context for strengthening students' character through habituation, parental involvement, role modeling, communication, and continuity between school and family environments. When viewed through the perspective of Islamic character education, these practices are relevant to the development of akhlak and social-moral values such as responsibility, independence, respect, cooperation, empathy, and care for others. Thus, the contribution of school–parent partnerships is not limited to supporting

school programs but also extends to creating continuity in the formation and practice of students' character across educational environments.

Conclusion

The findings indicate that the implementation of school–parent partnerships at a public elementary school in Central Balikpapan was carried out through various collaborative programs, including morning literacy activities, skill classes, educational outings, one-day parent involvement programs, and intensive communication through meetings and WhatsApp groups. These initiatives demonstrate synergy between the school and family in supporting students' character development, particularly in fostering discipline, responsibility, independence, social awareness, cooperation, empathy, and respect for parents, teachers, and peers. From the perspective of Islamic character education, these practices represent the development of moral and social values (akhlak) through habituation, direct experience, parental involvement, and continuity between school and family environments. Despite challenges related to parents' time constraints and financial considerations, the programs were implemented through coordination among the school, parents, and school committee.

The findings suggest that school–parent partnerships provide an important context for strengthening students' Islamic character by connecting character-building practices at school with their application in the family environment. Thus, the partnership extends beyond administrative cooperation and contributes to the continuity of students' moral and social development in their everyday lives.

This study is limited to a single public elementary school and a relatively small number of participants. Future research is recommended to involve a larger number of schools and informants and to examine the long-term development of students' Islamic character through sustained school–parent partnerships.

References

Amalia, F., Suriansyah, A., & Rafianti, W. R. (2024). Peran Orang Tua dalam Pendidikan Anak: Membangun Kolaborasi Efektif dengan Sekolah. *MARAS: Jurnal Penelitian Multidisiplin*, *2*(4), 2217-2227. https://doi.org/10.60126/maras.v2i4.593

Anisa, Y. (2023). Sinergi Pendidikan: Membangun fondasi kokoh melalui kolaborasi guru dan orang tua dalam pembelajaran anak usia dini. *Journal of Chilhood Education, Development and Parenting*, *3*(1). https://doi.org/10.28926/bocil.v1i3.1283

Budio, S. B. S. (2019). Strategi manajemen sekolah. *Jurnal Menata: Jurnal Manajemen Pendidikan Islam*, *2*(2), 56-72.

Cahyadi, A., & Della, D. A. (2021). The Character Education in Learning of Islamic Education: An Analysis of Character Values in Islamic Education Textbook for V Grade Islamic Elementary School. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, *9*(2), 83-98. https://doi.org/10.21093/sy.v9i2.3555

Damayanti, I. (2025). Kolaborasi Sekolah dan Orang Tua dalam Membentuk Sikap Keagamaan Moderat Siswa. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *8*(9), 10448-10456. https://doi.org/10.54371/jiip.v8i9.9194

Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi delta kappan*, *92*(3), 81-96. https://doi.org/10.1177/003172171009200326

Faujiah, S., Syaifudin, M., & Andriani, T. (2023). Implementasi Manajemen Strategi dalam Lembaga Pendidikan. *Jurnal Ekonomi Manajemen Sistem Informasi (JEMSI)*, *4*(3). https://doi.org/10.31933/jemsi.v4i3

Fuaddiana, A. D., & Hibana, H. (2024). Kemitraan Sekolah dengan Orang Tua dalam Meningkatkan Pembelajaran Partisipatif di TK Kusuma 1 Kab. Sleman. *Mitra Ash-Shibyan: Jurnal Pendidikan dan Konseling*, *7*(02), 113-126. https://doi.org/10.46963/mash.v7i02.2051

Handayani, R., Yaumas, N. E., & Mardiana, P. D. (2023). Phenomenology of parenting patterns in forming children's character in muslim families. *Ahlussunnah: Journal of Islamic Education*, *2*(3), 126-133. https://doi.org/10.58485/jie.v2i3.211

Hardianto, D. (2022). Analisis program dan model kemitraan blended partisipatif sekolah dan orang tua. *Jurnal Inovasi Teknologi Pendidikan*, *9*(2), 204-216. https://doi.org/10.21831/jitp.v9i2.54117

Lickona, T. (2019). *Pendidikan karakter: Panduan lengkap mendidik siswa menjadi pintar dan baik*. Nusa Media.

Lelan, A., Rizal, S. S., & Nurunnisa, E. C. (2025). Meningkatkan Perkembangan Kognitif Anak Usia 4-5 Tahun Melalui Pemanfaatan Media Pop-Up Book (Penelitian Tindakan Kelas di RA Al-Furqon Kecamatan Kawali Kabupaten Ciamis). *Arunika Widya: Jurnal Pendidikan Dasar dan Menengah*, *1*(2), 53-59. https://doi.org/10.59966/ygpsvy72

Mahbubi, M., & Husein, S. (2023). Sinergitas guru dan orangtua dalam membentuk karakter disiplin dan rasa hormat peserta didik. *Jurnal Cendekia Media Komunikasi Penelitian Dan Pengembangan Pendidikan Islam*, *15*(02), 194-209. https://doi.org/10.37850/cendekia.v15i02.533

Nizar, A. R., Putra, A. S. Z., Al-Fawwaz, A. C., Anggriani, F. L., Damayanti, Z. A., & Asitah, N. (2025). Strategi pengembangan karakter siswa sekolah dasar di luar jam sekolah: Peran guru dan orang tua dalam era digital. *Nusantara Educational Review*, *3*(1), 44-50. https://doi.org/10.55732/ner.v3i1.1579

Oktaviani, S., Tunru, A. A., & Deran, K. K. (2023). Analisis Kemitraan Guru Dan Orang Tua Siswa Dalam Pembentukan Karakter Disiplin Pada Siswa Kelas Iva Di Sdn 023 Samarinda Utara. *Pendas Mahakam: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, *8*(2), 182-188.

Putri, S. A., & Juliana, R. (2026). Teacher–Parent Collaboration in Fostering Islamic Character Development among Junior High School Students. *Tafkir: Interdisciplinary Journal of Islamic Education*, *7*(4), 1078-1089. https://doi.org/10.31538/tijie.v7i4.3219

Rahman, A., Idhar, I., Amin, A., & Fitasari, F. (2024). Analisis strategi guru dalam penguatan pendidikan karakter siswa sekolah dasar. *Jurnal Evaluasi Dan Kajian Strategis Pendidikan Dasar*, *1*(1), 27-34. https://doi.org/10.54371/jekas.v1i1.356

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.*

Sulistiyo, U. (2023). *Metode penelitian kualitatif*. PT Salim Media Indonesia.

Supardi, S., Qurtubi, A., & Fatoni, H. (2023). Kemitraan Sekolah dan Komite Sekolah Dalam Meningkatkan Mutu Pendidikan di SMP IT Raudhatul Jannah Cilegon. *Journal on Education*, *5*(4), 11196-11203.

Surtiati, T. R., & Nugraha, H. (2025). Strategi Membangun Kemitraan Sekolah Dengan Orang Tua Siswa Dalam Mengembangkan Karakter Siswa Tk Aisyiyah Qurrota Ayyun. *Jurnal Tahsinia*, *6*(7), 1078-1093. https://doi.org/10.57171/jt.v6i7.722

Tohari, A. B., Wulandari, M. D., & Darsinah, D. (2022). Tahapan dan Karakter Perkembangan Belajar Siswa SD. *Jurnal Ilmiah Wahana Pendidikan*, *8*(12), 20-24. https://doi.org/10.5281/zenodo.6943229

Wari, P. D. A., & Setiawan, E. (2022). Sinergitas guru dan orang tua dalam manajemen proses pendidikan anak usia dini. *Journal of Education Research*, *3*(1), 28-34. https://doi.org/10.37985/jer.v3i1.73

Yulikah, N. N. A., Aâ, K., Khamidah, A., Adiba, Z. T., & Hanik, E. U. (2022). Sinergitas orang tua dan guru dalam menumbuhkan prestasi peserta didik di SD Istiqamah. *INSTRUKTUR: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *2*(1), 34-43. https://doi.org/10.51192/instruktur.v2i1.338