

Implementation of Parent and Teacher Collaboration in Instilling Character Values in Early Childhood: A Case Study at KB Al Farah, Seri Kembang III Village

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Parent teacher collaboration,
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Abstract: Collaboration between parents and teachers is very important in instilling personality traits in early childhood. Because currently, several things that parents are focusing on are children's character in an era of increasingly sophisticated technology. Meanwhile, early childhood is the best time to build children's character which will influence their behavior in the future. For this reason, this research aims to find out about the implementation of collaboration between parents and teachers in instilling children's character from an early age. This case study uses a qualitative descriptive method with an approach developed by Miles and Huberman, including the process of data reduction, data presentation, and conclusion. The location of this research was carried out at Kb Al-Farah, Seri Kembang III Village. With children aged 3-4 years. The research results show that collaboration between educators and parents is very important in shaping the disciplinary character of early childhood. The research results also show that open communication, regular meetings, team formation, providing positive reinforcement, and consistency in educational approaches are all important factors in shaping the disciplinary character of early childhood in Kb Al-Farah Seri Kembang III village.

Kata Kunci:

Kolaborasi orangtua guru,
Karakter, Anak usia dini

Abstrak: Kolaborasi antara orangtua dan guru sangat penting untuk menanamkan sifat pada kepribadian anak usia dini. Sebab, saat ini beberapa hal menjadi fokus orang tua adalah karakter anak di era teknologi yang semakin canggih. Sedangkan usia dini adalah waktu terbaik untuk membangun karakter anak yang akan memberikan pengaruh terhadap perilaku mereka dimasa depan. Untuk itu, tujuan dari penelitian ini adalah untuk mengetahui tentang implementasi kolaborasi antara orang tua dan guru dalam menanamkan karakter anak sejak usia dini. Studi kasus ini menggunakan metode deskriptif kualitatif dengan pendekatan yang dikembangkan oleh Miles dan Huberman, meliputi proses reduksi data, penyajian data, serta penarikan kesimpulan. Adapun lokasi penelitian ini dilakukan di Kb Al-Farah Desa Seri Kembang III. Dengan anak-anak berusia 3-4 tahun. Hasil penelitian menunjukkan bahwa kolaborasi antara pendidik dan orang tua sangat penting untuk membentuk karakter disiplin anak usia dini. Hasil penelitian juga menunjukkan bahwa komunikasi yang terbuka, pertemuan rutin, pembentukan tim, pemberian penguatan positif, dan konsistensi dalam pendekatan pendidikan adalah semua faktor penting dalam membentuk karakter disiplin anak usia dini di Kb Al-Farah Desa Seri Kembang III.

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INTRODUCTION

Early childhood is a golden period in the development of an individual's life, where physical, cognitive, social, and emotional aspects develop rapidly. (Loka et al., 2022). In this phase, instilling good character values is very important so that children have a strong foundation to grow into individuals who are responsible, have noble character, and can interact well in society (Purnomo &



Loka, 2023). Instilling character values in early childhood can be done through education carried out by parents at home and teachers at school (Suharni et al., 2023).

In early childhood education, the roles of parents and teachers cannot be separated. Parents, as the first and main educators, play an important role in providing life values that will shape children's character. In early childhood education, the roles of parents and teachers cannot be separated. Parents, as the first and main educators, play an important role in providing life values that will shape children's character (Rangkuti & Harahap, 2024). On the other hand, teachers have the responsibility to deliver educational material and accompany children in learning activities at school (R. M. Rohmah & Azizah, 2023). Therefore, harmonious collaboration between parents and teachers is very necessary to ensure that the character values instilled are consistent between the home and school environments (Saudah et al., 2022). The harmony of education carried out at school and at home is recognized by education experts as one of the factors determining the overall success of a child's education, by aligning perceptions between home activities and school programs, children's growth and development will be effective (Jannah, 2024).

However, the implementation of collaboration between parents and teachers in instilling character values still faces various challenges, such as suboptimal communication, lack of time and parental involvement, and lack of understanding of the importance of collaboration in children's character education (Herawati et al., 2024). Based on this, research is needed that can explore the extent to which collaboration between parents and teachers works in the field, especially at the Al Farah KB Seri Kembang III Village, as well as its impact on character formation in early childhood.

According to research from the Ministry of National Education (2010), the character of early childhood will be formed from interactions that occur at home, school, and the surrounding social environment. Parents, as the first and main educators, play an important role in providing life values that will shape a child's character. On the other hand, teachers have the responsibility to deliver educational material and accompany children in learning activities at school (P. A. Rohmah et al., 2024). Therefore, harmonious collaboration between parents and teachers is very necessary to ensure that the character values instilled are consistent between the home and school environments (Romika et al., 2024).

In the field, collaboration between parents and teachers in instilling character values often faces various challenges. A study conducted by Prasetyo (2017) found that one of the main challenges in this collaboration was the lack of effective communication between parents and teachers, which hampered the creation of a mutual agreement regarding the character education pattern being implemented. Apart from that, parents' lack of understanding regarding the importance of character education is also one of the factors that hinders maximum implementation (Suharto, 2018).

Based on data obtained at KB Al Farah Seri Kembang III village, the results of observations show that there are collaborative efforts between parents and teachers, but there are often obstacles in communication, especially in terms of agreement regarding character values applied at home and school. Parents in this village tend to have limited time to interact directly with the school due to busy work, which makes their involvement in their children's learning activities at school less than optimal.

Previous research by Putra (2019) shows that more intense collaboration between parents and teachers can increase children's understanding of character values and support the formation of better character, including in terms of discipline, responsibility, and empathy. However, according to Widyastuti (2020), although this collaboration is important, its effectiveness depends on good communication management and the active role of both parties, both parents and teachers.

Based on this background, this research aims to determine the implementation of collaboration between parents and teachers in instilling character values at KB Al Farah Seri Kembang III village, as well as identifying factors that influence the effectiveness of this collaboration. It is hoped that the results of this research can provide recommendations for improving collaboration between parents and teachers to shape children's character better in the future.

RESEARCH METHODS

This research is a case study using a qualitative descriptive approach. Data was collected through observation, interviews with teachers and school principals, as well as documentation of activities. Data analysis was carried out using the Miles and Huberman approach, which includes reduction, presentation, and concluding. The place of this research is KB Al Farah Seri Kembang III, which is located in Payaraman District, Ogan Ilir Regency, South Sumatra Province. The

research subjects were children aged 3 to 4 years. The selection of the Al Farah play group in Seri Kembang Village became the main focus due to the implementation of collaboration between parents and teachers in cultivating character in early childhood.

RESULTS AND DISCUSSION

Research result

The research was conducted at Al-Farah KB in Seri Kembang III Village for children aged 3-4 years who implemented character-based learning. The learning process at school involves a play-while-learning approach, inspirational stories, and so on with activities designed to support character formation. Some activities that teachers routinely carry out are:

1. Morning activity (circle time) The teacher invites children to discuss values such as integrity or truth, cooperation, commitment, and obligation.
2. In Group activities, children are invited to help complete tasks, such as putting together puzzles, making crafts, or playing roles, to train cooperation and empathy.
3. Inspirational stories, teachers read story books that convey moral values, such as the importance of helping each other or sharing.
4. Daily evaluation Children are invited to reflect on what they have done that day, especially regarding the good behavior shown.

Apart from that, researchers also found that teachers try to be role models or role models for children, through simple things such as coming to school earlier than students and carrying out a disciplined attitude by waiting for students to arrive at the classroom entrance by implementing the 5 S (Smile, Greeting, Greeting, Polite, Polite). Researchers found that if we want to instill character in children, of course, we can be good examples. However, the implementation of instilling character in children will not be efficient if it does not collaborate with the surrounding environment because the character in children can grow according to the circumstances and conditions of their environment.

Table 1. Children's character development achievements

NO	Student name	Indicator	Developmental Achievement
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1.	Aleysah Zahra	Able to apologize if she makes a small mistake	BSH
2.	M.Baihaqi Khaizan	Share toys or food without coercion.	BSB
3.	Viola Salsabiluna	Begins to understand the use of polite words, such as "please," "sorry," and "thank you.	BSB
4.	Septiana Maharani	Pray before eating	BSB
5.	M. Prabu samudra	Salim after coming to school	BSH
6.	Ahmad Keenan Almahendra	Has the habit of maintaining personal hygiene, such as throwing rubbish in the place	BSB
7.	Adisty	Wants to wait her turn in the game.	BSH
8.	Assyifa Haifa	Starting to understand the difference between truth and lies.	BSB
9.	Yesmin Zeea Calista	Able to follow simple routines, such as putting away toys after playing	BSB
10.	Azil Costela	wants to listen to the teacher's orders or words	BSB

Note:

BSB: Development very well

BSH: According to expectations

An in-depth analysis of the importance of instilling traits or personality in children also requires a significant role from parents, how educators and parents must work together to shape children's character. Collaborative relationships between educators and parents are the main focus of character cultivation.

The school has a routine program to ensure parental involvement in shaping children's character, including teachers holding monthly meetings

and conducting evaluations to discuss children's development, both academically and behaviorally. In addition, an online communication group (WhatsApp) is used to provide daily reports about children's behavior at school. Parents are invited to be involved in school learning, education, or parenting activities that discuss how to instill moral values. The most important thing is that teachers and parents work together to harmonize the values taught at school and home which can be applied consistently every day.

The results of observations and evaluations show that the children at this school have significant character development. Some visible indicators of character are: (Honesty) Children begin to have the courage to admit their mistakes, for example when they accidentally break a toy. (Cooperation) Children can work together and help their friends in completing group assignments without significant conflict. (Discipline) Children are used to following class schedules and rules, such as putting away toys after use. (Empathy) Children develop caring attitudes, such as helping friends who are in trouble or sharing food.

This success factor is supported by good synergy between educators and parents. When the values provided by educational institutions are reinforced at home, children show consistent positive behavior. The research results show that collaboration between educators and parents is very significant in cultivating good character traits in children. The learning process at school which is integrated with the involvement of fathers and mothers at home has a positive impact on the formation of children's character. The success of this program confirms that education fosters good character, not only the responsibility of the school but also the family as the child's first environment.

Continuous efforts to improve communication and cooperation between educators and parents are needed to ensure that character values are firmly embedded in children's lives. In this way, children can develop into individuals with good character, ready to face future challenges.

Discussion

Character education in early childhood is very important because this period is a critical phase in forming personality and basic values that will persist

into adulthood (Dahlia et al., 2023). Children who receive character guidance from a consistent environment—both at home and at school—will find it easier to internalize positive values such as discipline, honesty, empathy, and responsibility (Ghifari & Rahmat, 2024). According to Lickona (1991), effective character education must involve all parties who influence children, including families and schools. Teachers have a role as facilitators in character learning through structured activities, while parents act as main role models who apply these values in daily life at home (Saputri et al., 2024). Therefore, collaboration between teachers and parents is the main key to the success of character education in early childhood (Rahayu et al., 2023).

Collaboration between teachers and parents can take various forms, including:

1. Open Communication: Teachers and parents must establish effective communication regarding children's development, both academically and socially-emotionally. This can be done through regular meetings, contact books, or communication groups such as WhatsApp to share information and provide feedback (Ahmadi & Gunarti, 2023).
2. Joint Activities: Schools can hold activities that involve parents, such as parenting seminars, inspiration classes, or joint activities at school that aim to instill certain character values (Arifin, 2023).
3. Alignment of Parenting Styles: Consistency in applying character values is very important. Parents and teachers need to have the same understanding of the principles of discipline, responsibility, and respect for the rules so that children do not experience confusion in understanding the norms that are applied (Dhiu et al., 2023).
4. Periodic Evaluation: Schools and parents can carry out joint evaluations regarding children's character development, including obstacles faced and strategies that can be improved to support children's development optimally (Amri & Awalunisah, 2023).

Based on the results of research and case studies conducted, several recommendations for increasing the effectiveness of collaboration between teachers and parents in early childhood character education are as follows:

1. Increase parental awareness: Schools can hold seminars or parenting training to help parents understand the importance of character education from an early age (Asmawati, 2024).

2. Optimizing Communication Media: Utilizing technology such as WhatsApp groups or school applications can help increase parent involvement in their child's education (Dewi et al., 2024).
3. Develop a sustainable collaborative program: Schools need to have a structured collaborative program with parents, such as parenting activities, inspirational classes, or character values-based parenting projects (Cici & Supriadi, 2024).
4. Providing Appreciation for Active Parents: Schools can provide awards or appreciation to parents who actively participate in school activities to encourage wider involvement.
5. Align parenting styles between school and home: Teachers and parents need to work together to develop harmonious parenting strategies so that children do not experience confusion in understanding the norms and values being taught.

Based on several important points above, the implementation of parent-teacher collaboration has an important role in cultivating children's character. The special character in question is the character of early childhood at KB Al Farah, Seri Kembang III village.

CONCLUSION

Collaboration between teachers and parents is very important to instill character in young children. The process of forming a child's character cannot be separated from the roles of the two parties, because both have complementary responsibilities in shaping the child's personality. In the context of PAUD, children's character develops through intense interactions between family and school. Parents as initial and main teachers have a role in providing examples of good behavior, while teachers as professional educators play a role in directing and educating children in a more formal environment. When these two parties work together in a good collaborative framework, they can provide consistent examples, strengthen the values taught, and optimize children's character development.

The importance of open and regular communication between teachers and parents is also strongly emphasized in this research. Regular meetings and sharing information about children's development are one of the keys to the success of this collaboration. Apart from that, forming a team that involves parents and teachers in school and outside school activities strengthens the synergy between the two. With close collaboration, children not only gain an understanding of not only having a good personality but also have the desire to apply these principles in everyday life.

Applying a consistent approach in educating children regarding moral and social values is very important so that children can develop the character of discipline, responsibility, and honesty. Positive reinforcement and providing good examples from both parties greatly influence the process of internalizing these values in children.

Overall, solid collaboration between educators and parents has a direct effect on the formation of positive children's character. This collaboration not only influences children's character development, but also helps create an environment that allows them to develop and develop, both academically and in terms of social behavior. Thus, character education in early childhood is very dependent on good cooperation between educators and parents to provide a comprehensive and sustainable learning experience.

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