

Pattern Of Integration Of Parents And Schools In Instilling Students Affective Values In Islamic Education Learning (PAI) Based On Experiential Learning At SDN Suwayuwo II

Vischa Izza Zakiah^{1*}, Achmad Yusuf², Wiwin Fachrudin Yusuf³

^{*1,2,3}Yudharta Pasuruan University, Indonesia

^{*1}email: zakiahvischa@gmail.com

²email: achysf@yudharta.ac.id

³email: maswiwinfachrudin@yudharta.ac.id

Abstract	
<p>The purpose of this study is to examine the role of the integration of parents and schools in instilling affective values in students at SDN Suwayuwo II. The method used is a case study with a descriptive qualitative approach that includes observation, interviews, and documentation. The results of the study indicate that collaboration between teachers and parents is crucial to support the character development of students. The Experiential Learning strategy in Islamic Religious Education (PAI) has proven to be an effective strategy in supporting the character development of students. This research emphasizes the importance of parental participation or involvement in the educational process to create an environment that supports the affective development of students. In conclusion, it can be stated that enhancing cooperation between the school and parents is necessary to achieve success in character education. The practical implications of these findings highlight the need for ongoing efforts to improve collaboration between schools and parents in achieving success in character education.</p>	<p>Keywords: Character Education; Islamic Religious Education; Affective Values.</p>

Abstrak	
<p>Tujuan dari penelitian ini adalah untuk menguji peran integrasi orang tua dan sekolah dalam menanamkan nilai afektif siswa di SDN Suwayuwo II. Metode yang digunakan adalah studi kasus dengan pendekatan kualitatif deskriptif yang mencakup observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kerjasama antara guru dan orang tua sangat penting untuk mendukung pengembangan karakter siswa. Strategi pembelajaran Experiential Learning dalam Pendidikan Agama Islam (PAI) terbukti sebagai strategi yang efektif dalam mendukung pengembangan karakter siswa. penelitian ini menekankan pentingnya partisipasi atau keterlibatan orang tua dalam proses pendidikan untuk menciptakan lingkungan yang mendukung dalam perkembangan afektif siswa. Kesimpulannya, dapat</p>	<p>Kata Kunci: Pendidikan Karakter; Pendidikan Agama Islam; Nilai Afektif.</p>

dikatakan bahwa peningkatan kerja sama antara pihak sekolah dan orang tua diperlukan untuk mencapai keberhasilan dalam pendidikan karakter. Implikasi praktis dari temuan ini adalah perlunya upaya berkelanjutan untuk meningkatkan kerja sama antara pihak sekolah dan orang tua dalam mencapai kesuksesan dalam pendidikan karakter.

Received : 16 January 2025; Revised: 19 February 2025; Accepted: 16 May 2025

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Program Studi Pendidikan Agama Islam
Universitas Muhammadiyah Sumatera Utara



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1. Introduction

Education is a fundamental process that not only aims to develop students' intellectual intelligence, but also instills moral and character values that form the basis for their affective and social development. (Muhammad Nur Hadi et al., 2022). In the context of basic education, character and morality are crucial aspects that must be balanced with cognitive aspects. Especially through Islamic Religious Education (PAI), character education plays an important role in the formation of attitudes and spiritual values in students which must be supported by close cooperation between the school and parents.

Character education emerged as a response to the problem of declining morals and morality in the younger generation. Character education is not just a process of memorizing exam materials and answering techniques, but rather instilling good habits that are practiced consistently to achieve ideal form and strength. (Muhammad Minan Nur Rohman & Ahmad Ma'ruf, 2020). Character education is the main goal of the learning process to instill moral and ethical values that enable students to overcome various social and moral challenges in the future.

Islamic Religious Education (PAI) is an important element in shaping human character, morals, and spiritual values based on Islamic teachings (Ida Mariana et al., 2023; Yusuf et al., 2023). It is now realized that it is important to develop the intellectual, emotional, social and spiritual intelligence of a student, especially at the primary education level. PAI is not only limited to the transfer of knowledge about religious beliefs, but also includes character building, attitudes, and moral values that become the foundation for each individual when interacting with their social environment (Fathul Amin, 2019; Kirom, 2017). Now a days, the challenge for a teacher is not only to teach cognitive aspects, but also to pay attention to the development of students' affective aspects.

The relationship between Islamic Religious Education (PAI) and formal education in Indonesia has been guaranteed in strengthening character education in formal education units in the Regulation of the Minister of Education and Culture (Permendikbud) of the Republic of Indonesia Number 20 of 2018 article 2, which contains regulating the implementation of Character Strengthening Education (PPK) in formal education units by emphasizing the application of Pancasila values. These values include being religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, national spirit, love for the country, respect for achievement, communication,

peace-loving, fond of reading, environmental care, social care, and responsible (Anan, 2018; Yusuf, 2021). All of these values embody five interrelated core values, namely religiosity, nationalism, independence, mutual cooperation, and integrity, which are integrated into the curriculum to shape student character. This shows that education does not only focus on the intellectual aspect, but also on character building and morality (Permendikbud, 2018). Therefore, education must be able to create an environment that can develop students' affective aspects such as attitudes, emotions, and values that will be applied by students.

The name of the Islamic faith for the prophets is based on the words of Allah, namely:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا ءَامِنُوا بِاللَّهِ وَرَسُولِهِ ءَ وَالْكِتَابِ الَّذِي نَزَّلَ عَلَيَّ رَسُولِهِ ءَ
وَالْكِتَابِ الَّذِي أَنزَلَ مِن قَبْلُ ءَ وَمَن يَكْفُرْ بِاللَّهِ وَمَلَائِكَتِهِ وَكُتُبِهِ وَرُسُلِهِ ءَ
وَالْيَوْمِ ءَ الْآخِرِ فَقَدْ ضَلَّ ضَلَالًا بَعِيدًا

Meaning: O you who believe, keep believing in Allah, His Messenger (Prophet Muhammad), the Book (Qur'an) sent down to His Messenger, and the book He sent down before him. Whoever disbelieves in Allah, His angels, His books, His messengers, and the Last Day has indeed gone very far astray (QS. An-Nisa'; 136).

In various circumstances, there are many challenges for Islamic Religious Education (PAI) teachers in instilling affective values in students at school, which are affected by several factors. One of the main factors is the mindset of parents who tend to consider their responsibilities as limited to meeting the basic needs of their children's education and survival (Pratiwi, 2019). The real role of parents is to guide their children so that they have the freedom to know themselves, so that they can become independent individuals in all respects. Likewise, parents must educate and supervise their children, such as in monitoring the implementation of the five daily prayers, doing other religious activities, helping and supporting each other with all their friends, and teaching their children about religious teachings (Achmat Mubarok, 2020).

The description above shows the challenge for teachers to optimize the affective aspects and personality of students, especially in PAI learning at the elementary school level. In developing students' attitudes in elementary schools, a teacher is required to have appropriate and effective strategies. For example, a more interactive and fun approach, which prioritizes students' efforts to enjoy learning, and can increase students' motivation and interest to learn more about their behavior and personality development through PAI learning (Eni Aisyah et al., 2022).

Before identifying and planning a learning strategy, the first step that teachers can take is to regularly monitor students' behavior during learning, both when learning in the classroom and learning outside the classroom. Therefore, PAI learning requires approaches and strategies that not only focus on students' knowledge, but can also foster positive attitudes, moral values, and behaviors in

students. The right learning strategy can be a solution to improve the quality of PAI learning and can shape students' character and personality more effectively (Aziz et al., 2021).

One of the effective PAI learning strategies, regarding the use of more interactive methods in PAI learning to optimize a student's values and character, is an experiential learning strategy (Cherry, 2019). This strategy has a significant impact on the development of students' religious attitudes in Islamic religious education. Through direct experience related to religious teaching, students can internalize religious values more deeply, raise awareness, and apply those values in their daily lives. This approach not only provides theoretical understanding, but also forms a more stable and applicable religious character for students' lives (Utari, 2023).

Apart from school, the role of parents in children's education at home is very important as a complement to the education received from school. Parents are positioned as direct observers and mentors who help their children internalize the values that have been taught at school into family and community life (Samsudin, 2019). Therefore, educational institutions should design positive integration patterns where parents are actively involved in their child's education (Hasibuan, 2023).

Previous research, such as that conducted by (Ramadhani, 2023), entitled *Implementation of Experiential Learning Model in Islamic Religious Education Subjects at Ungaran Nature Elementary School*. The results showed that the implementation of the Experiential Learning model in Islamic Religious Education subjects at Ungaran Nature Elementary School was successfully carried out through gardening activities, which allowed students to learn directly from experience. This activity not only improves students' understanding of religious concepts, but also encourages their active involvement in the learning process. Supporting factors such as the natural school environment and support from creative teachers played an important role, while challenges arose from the different abilities of students which made classroom management more complex. Overall, the model proved effective in creating an enjoyable and immersive learning experience for students.

The difference between this research and the research conducted by previous researchers is the focus on the application of experiential learning strategies through the gardening method, where students are involved in planting and maintaining plants and presenting them. Meanwhile, researchers will use the practice method with storybook media both online and offline. Students can practice stories that reflect good behavior so that they can instill affective values in students.

In addition, there are studies that have been researched by (Aini, 2018), entitled *Development of Affective Aspects in PAI Learning at SMKN 5 Jember*. This study explains how to instill positive behavior to students through the method of reading and discussing the Quran. In this study, the development process of affective aspects is divided into five levels; namely accepting, responding, appreciating, organizing, and characterizing. However, there are challenges related to the lack of facilities and infrastructure, such as lack of books

and media, and in the end it becomes an obstacle to the process of student development.

The difference with the research under study lies in the method that focuses on the Qur'an, which is through religious habituation, such as reading the Koran before the learning process and discussion activities involving students. While in this study using the literacy method with storybook media that will be practiced in front of the class.

Then in the article researched by (Astuti et al., 2021), entitled Synergy between Teachers and Parents in Integrating Character Values in Online Learning during the Covid-19 Pandemic. It has explained about the proven good synergy between teachers and parents in providing character guidance to children during online learning. Both parties synergize with each other to support student character development, and the active role of parents in accompanying their children to study at home is very important, especially in the integration of character values. Parental involvement determines the success of character education. This study highlights that collaboration between teachers and parents is crucial in developing students' character in online learning.

The difference between these studies is in the implementation of online learning which involves cooperation between parents and schools in monitoring students' learning process. Meanwhile, the researcher applies cooperation between parents and schools in the context of hands-on learning, where parents can guide children's learning at home.

2. Methods

This research uses a case study approach method, with a descriptive qualitative research type (Bogdan & Bilken, 1992; Creswell & Poth, 2018). This research uses three data collection techniques, namely observation, interviews, and documentation. Then data analysis will be carried out through 3 stages of data analysis, namely data reduction, data presentation, and drawing conclusions in order to organize so that it can collect more important data to be included (Miles, M.B, Huberman, A.M, dan Saldana, 2014). After data analysis, the validity of the findings (data) will be checked using two main approaches to data triangulation, namely source triangulation and technical triangulation. This research was conducted at Suwayuwo II Elementary School, which is located in Suwayuwo, Sukorejo Subdistrict, Pasuruan Regency.

3. Result and Discussion

Indicators of success in learning Islamic Religious Education (PAI) ideally cover three main aspects, namely cognitive, affective, and psychomotor. These three aspects interact with each other and contribute to character building and understanding of religious teaching by students. Fulfillment of the affective aspects in students should also involve good cooperation between teachers and parents to observe the factors that influence the character development of each individual. Each student will be influenced by a number of factors that can change their behavior, which is part of character building. Thus, these factors need to be integrated in every learning process (Hasibuan, 2023).

As for the results of research and findings that have been conducted at Suwayuwo II Elementary School, this research reveals a collaborative integration model between parents and schools based on experiential learning in instilling students' affective values in PAI learning. The uniqueness of this finding lies in the direct learning approach through the media of moral value storybooks, which not only overcomes student boredom but also facilitates the internalization of good values through daily practice. In addition, this study found that the active involvement of parents in designing school activities resulted in creative ideas that enriched the learning process. Adequate infrastructure support and the enthusiasm of all stakeholders create a holistic education ecosystem. The main challenges come from external factors such as the dominant cognitive-psychomotor focus, the negative influence of gadgets, and parents' lack of awareness of their role in character education at home. The findings offer a new strategy in PAI based on experiential learning by strengthening the synergy of the three centers of education (school, family, and community), while providing concrete solutions to overcome the challenges of 21st century learning.

a. Patterns of Teacher and Parent Integration in Instilling Students' Affective Values at Suwayuwo II Elementary School

Fulfilling the affective aspects in students involves good cooperation between teachers and parents to observe the factors that affect the development of each individual's character. Each student will be influenced by a number of factors that can change their behavior, which is part of character building. Thus, these factors need to be integrated in every learning process (Hasibuan, 2023).

To overcome the problems that arise in the younger generation, it is necessary to form a religious character in them, and for this, cooperation from parents and schools is needed (Astuti et al., 2021). Because besides at home, students also spend a lot of time at school. Therefore, schools play an important role in shaping the character of students by instilling characters that are in accordance with the teachings of Islam to them (Rohmah et al., 2022).

To instill affective aspects in students, when students are in the family environment, they have been equipped through activities such as reciting the Qur'an at the Qur'an Education Park (TPQ) and madrasah diniyah (madin) from an early age, with the aim of growing into individuals who have good character according to the teachings of Islam and are devoted to Allah SWT (Hasan & Sholikhudin, 2019).

When children enter the right age for school, parents play an important role in enrolling their children in a trusted school to form noble morals. At school, teachers can instill affective values in learning, especially PAI learning. In instilling students' affective values, cooperation between teachers and parents is very important, because it takes support and also parental guidance when students are in the family environment to improve the learning process at school, and ensure that students' positive values

and characters can be applied properly in daily life in accordance with Islamic teachings (Abu Kholish et al., 2022).

Based on the research findings at SDN Suwayuwo II, several efforts have been made to optimize affective values in students, one of which is cooperation between the school and parents. Some of the activities that have been carried out are:

1) Each homeroom teacher creates a group with student guardians

A group of homeroom teachers and student guardians is one important medium for teachers and parents to exchange information in relation to student development. This group allows efficient communication for coordination between the school and parents, and allows parents to know the development of their child's behavior, both at home and at school (Agnes, 2020; Sopwandin et al., 2024). If a student has behavioral problems, the school and parents can work together to find the best solution. In addition, the group will also support parents' involvement in supporting their children's education, encourage participation in school activities, and create transparency in the education process.

2) Establish an association group between teachers and parents

The concept of teachers' and parents' association as a forum for cooperation in organizing school activities such as graduation, competitions, and other important events is in line with the School-Family Partnership Theory developed by Joyce L. Epstein (2018). Epstein emphasizes that collaboration between schools and families can increase parental participation, which in turn supports student success (Epstein, 2018). In this context, the association group functions as Volunteering and Collaborating with Community, where parents are not only passive participants, but also actively involved in planning and implementing activities.

Although the association model is effective, some parents may still be less active due to time constraints or the perception that education is entirely the responsibility of the school. To overcome this, schools can implement appreciation strategies and role flexibility to get more parents involved without feeling burdened (Lehman-Frisch, 2011).

3) Organize meeting meetings

This meeting aims to convey the process of character development and student learning and provide important information related to the learning that occurs. In this forum, it gives teachers space to discuss student progress and challenges in detail to develop more effective strategies that can support student character development. This meeting has a different focus compared to the report card distribution meeting, as it emphasizes more on the aspects of character development and learning interaction.

b. Experiential Learning-Based PAI Learning Strategy to Optimize Students' Affective Value at Suwayuwo II Elementary School

In the context of PAI, the affective aspect is important because it is directly related to the development of good personalities in students. Good personalities such as honesty, responsibility, and concern for others are reflected in their daily attitudes and actions. The development of students' affective aspects in education cannot be separated from students' learning experiences (Sari, 2022).

According to Krathwohl, the affective domain describes learning objectives that emphasize a child's feeling tone, emotions, and levels of acceptance or rejection. Affective goals vary from simple attention to a chosen fact to complex but internally consistent qualities of character and conscience. Krathwohl's opinion in his book entitled *Taxonomy of Educational Objectives (Affective Domain)* (Bloom & Krathwohl, 1956), who said that the affective aspects are:

“objectives which emphasize a feeling tone, an emotion or a degree of acceptance or rejection. Affective objective, vary from simple attention to selected and conscience. It expressed as interest, attitudes, appreciations, values and emotional sets or biases.”

Which means “Tujuan-tujuan yang lebih mengutamakan pada perasaan, emosi atau tingkat penerimaan dan penolakan. Tujuan afektif mengubah perhatian dari yang sederhana menuju yang rumit untuk memilih fenomena serta menanamkan fenomena itu sesuai dengan karakter dan kata hatinya. Ranah afektif meliputi sikap, minat, apresiasi, nilai dan emosi atau prasangka”.

The main focus of this research is on the application of Experiential Learning-based learning strategies in learning Islamic Religious Education (PAI) at Suwayuwo II Elementary School. This strategy is implemented through several systematic steps carried out by the teacher, and is aimed at increasing student participation and increasing understanding of the moral values learned. These steps include:

- 1) Media Preparation
Teachers Prepare Learning Media in the form of online and offline storybooks that contain moral stories and good behavior.
- 2) Story Introduction
Students are introduced to the selected story, then the teacher explains the context and moral values contained in the story.
- 3) Class Discussion
After reading the story, the teacher invites students to discuss moral messages and good behavior that can be taken from the story.
- 4) Behavioral Practices
Students are asked to practice the good behavior that has been discussed in daily life stories, such as acting with their friends, then expected to be applied at school and at home.

- 5) Reflection and Feedback
Students are invited to reflect on their experiences in implementing good behavior and share their experiences and challenges.
- 6) Evaluation
The teacher evaluates students' understanding of the moral values that have been taught, and provides feedback for further development of students' behavior.

In learning PAI based on Experiential Learning, and with the approach described above, it can allow students not only to understand in theory, but also to apply with real actions in everyday life. (Kolb, 1984; Villamil & King, 2024). This Experiential Learning method will encourage students to actively participate in the learning process which is reflected in their learning outcomes. Students learn through direct experience and are free to express their opinions. The role of the teacher is very important because it accompanies students throughout the learning process.

As explained in the theory coined by (Kolb, 1984), which proposes four learning style concepts:

- a) *Concrete Experience* (Pengalaman Konkrit)
At this stage, students learn through real-world experiences that involve emotions and interactions with others. They are fully open to new experiences and are able to adapt to change.
- b) *Reflective Observation* (Tahap Aktif dan Reflektif).
At this stage, students try to recall and reflect on their previous experiences. They look for the cause of an event and reflect on it to improve their understanding.
- c) *Abstract Conceptualization* (Tahap Konseptualisasi)
At this stage, students begin to use logical thinking and analysis to make sense of the problems they face. They reflect deeply on their experiences and look for ways to handle the situation.
- d) *Accommodator* (Tahap eksperimen aktif)
This type combines emotion and action. Students prefer to apply their knowledge to new situations to solve problems. They tend to pay more attention to the human side rather than technical analysis and learn better through hands-on experience.

c. Activities at School that have been Implemented to Optimize Affective Values in Students of Suwayuwo II Elementary School

At SDN Suwayuwo II, teachers have implemented several activities to optimize affective values in students. Some of these activities include:

- 1) Shaking Hands with Teachers when Entering the School Environment
Every morning, when students arrive, all teachers are behind the gate to welcome students. All students who come are required to shake hands with the teacher. This activity not only creates a warm and friendly atmosphere, but also teaches students how important it is to honor and respect others.
- 2) Using Group Methods in Learning

Many of the teachers at SDN Suwayuwo II use the group method during learning. This method aims to help students understand the importance of cooperation and helping each other in fulfilling a specified task. Working in groups also teaches students to communicate, collaborate and respect the opinions of their peers.

3) Participating in Extracurricular Activities

SDN Suwayuwo II has several extracurricular activities, two of which are dance and scouting. These extracurricular activities teach students the meaning of time discipline, mental strengthening, and also becoming a person who never gives up. These activities not only develop students' physical and social skills, but also shape positive personalities and instill moral values in students.

From some of the activities above, it is possible to develop the affective aspects of students, so that they can grow into individuals who have a sense of empathy, mutual help, and responsibility for themselves and others.

d. Supporting and inhibiting factors in instilling affective values in students at SDN Suwayuwo II

In instilling affective values in students, it is important to understand several factors that can influence the process. Given that affective values that include attitudes, emotions, and behaviors related to morals and ethics are very important for character building in students. In its implementation, there are several supporting factors that will strengthen the process, and there are also inhibiting factors that make it possible to hinder the achievement of goals in instilling affective values in students. The following supporting factors and inhibiting factors have been found in the research at Suwayuwo II Elementary School:

1) Supporting Factors

a) Adequate Facilities

Suitable facilities such as adequate classrooms, projectors, and other facilities that can support an effective learning process. The existence of excellent facilities can bring a sense of learning comfort to students and they can easily absorb the affective values they have learned.

b) A Moderately Responsive Islamic Education Teacher

Teachers who are able to understand students' characters and emotions can provide a more personal approach, so that students will feel cared for and valued. Therefore, students can be more open to accepting and internalizing the moral values they have learned.

c) Diverse School Activities

Various school activities, including extracurriculars, competitions, and social events, provide students with opportunities to interact and collaborate with their peers. Through these activities, students can learn about cooperation, empathy, and responsibility. These various

activities can also help students discover their interests and talents, which can boost their self-confidence and self-worth.

d) **Integration of Parents and School Parties**

Good collaboration between parents and the school is an important supporting factor in communicating students' affective values. By involving parents in the educational process, whether through regular meetings or joint activities, students will feel supported by both parties. In this way, positive energy will be instilled in the moral values learned at school, which can be reinforced at home, making it easier for students to incorporate these values into their daily lives.

2) Hindering Factors

a) **Social Environment**

Based on research conducted at SDN Suwayuwo II, it shows that the social environment of students falls into the category of hindering factors in instilling students' affective values. This is evidenced by students interacting with peers who exhibit negative behaviors; they are more easily influenced and adopt attitudes that do not align with the character education planned at school. An unsupportive social environment can reduce the effectiveness of internalizing moral values, making it difficult for students to apply these values in their daily lives.

b) **Social Media and Gadgets**

The influence of social media and excessive use of gadgets can hinder the development of students' affective values. Negative content and harmful trends on social media can affect students' attitudes and behaviors. Additionally, addiction to gaming can lead students to lose motivation for learning and neglect their responsibilities. This addiction to gadgets results in a lack of social interaction, which should serve as a bridge for instilling good moral values in individual students.

c) **Parents' Mindset**

Many parents hold the mindset that their responsibility is limited to providing material needs, such as pocket money and formal education, without giving sufficient attention to the outcomes of their children's learning processes at school. A lack of parental guidance and emotional support can lead students to feel neglected regarding their character development. Additionally, personal issues faced by parents, such as stress and expressed conflicts, can have negative effects on their children, thereby disrupting the process of internalizing the expected affective values.

The conclusion that can be drawn is that several factors can hinder the cultivation of affective values in students at SDN Suwayuwo II. A negative social environment, such as friends who exhibit bad behavior, can influence students' attitudes. Additionally, excessive use of social media

and gadgets often leads students to encounter negative content and frequently neglect their learning responsibilities. Furthermore, parents' focus solely on their children's material needs, without considering their personality development, also obstructs the child's personal growth. To address these issues, it is important for schools, parents, and the community to work together. Schools can organize programs that involve parents and the community in supporting the positive values of these programs. Parents also need to be more active in supporting, guiding, and fostering good communication with their children.

As explained by Samsudin (2019), the role of the family in shaping a child's personality is very important. This is because the family is the first environment that influences a child's personality development from an early age. Parental support and guidance help children adapt and face challenges both now and in the future. The way parents raise their children has a strong impact on their thinking and behavior. Therefore, the process of personality development from an early age is crucial, as it can affect the child's life in adulthood. For instance, children who grow up with positive values are likely to exhibit positive behavior, which results from parental influence in shaping their personality early on (Samsudin, 2019).

4. Conclusion

This research shows that the cooperation between parents and the school at SDN Suwayuwo II plays a very important role in instilling affective values in students. A good partnership between teachers and parents greatly supports the development of students' personalities through various activities held. The results of this study indicate that the Experiential Learning strategy in Islamic Education (PAI) has been proven effective in enhancing students' understanding of moral values, demonstrating that students can not only understand the theory but also apply it in their daily lives.

These findings emphasize that active parental involvement can strengthen the affective development needed for students to shape their own personalities, both at home and at school. Therefore, it is important to enhance cooperation between the school and parents to ensure the success of character education. This can create an environment that supports students in growing into individuals with excellent moral character, capable of facing future challenges.

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