

## Collaborative Strategy of Schools and Parents in Strengthening Character Education for Students

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### Abstract

In the era of globalization and rapid technological advancement, children are increasingly exposed to various social influences that may affect their attitudes and character development. This study aims to analyze the collaborative strategies implemented by SD Negeri 1 Kwadungan Jurang and parents in strengthening students' character education, as well as to identify the supporting and inhibiting factors affecting their implementation. The study employed a qualitative case study approach involving the principal, teachers, parents, and students as research participants. Data were collected through semi-structured interviews, observations, and document analysis, and were analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that collaborative strategies are implemented through continuous communication, parental involvement in school programs, collaborative monitoring of students' behavior, role modeling by teachers and parents, and the integration of religious and cultural values into daily educational practices. These strategies contribute to the development of positive character traits, including discipline, honesty, responsibility, respect, and cooperation among students. The study also found that the implementation of collaboration is supported by strong commitment from stakeholders, effective communication, a positive school climate, and shared moral values. However, several challenges were identified, including limited parental availability, differences in parenting approaches, technological influences, and resource constraints. The study concludes that effective collaboration between schools and parents is essential for strengthening character education and creating a consistent learning environment that supports students' moral and social development.

### Keywords

Character Education, Collaborative Strategy, Elementary School, Parental Involvement, School-Parent Partnership.



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## INTRODUCTION

Character education has become one of the central concerns in contemporary educational discourse because schools are not only responsible for developing students' academic competencies but also for fostering moral values, social responsibility, discipline, and positive behavior. In the era of globalization and rapid technological advancement, children are

increasingly exposed to various social influences that may affect their attitudes and character development. Consequently, educational institutions are expected to play an active role in shaping students into individuals who possess integrity, responsibility, empathy, and respect for others (Mulyono & Sulistyani, 2022). Character education is therefore considered an essential component of holistic education that supports students' intellectual, emotional, social, and moral growth. The successful implementation of character education requires a comprehensive approach involving not only teachers and school administrators but also families and the wider community. Parents, as the primary educators of children, have a significant influence on the formation of values and behaviors that children carry into school and society (Berkowitz & Bier, 2005; Lickona, 2012).

The effectiveness of character education programs largely depends on the synergy between schools and parents. Schools provide structured learning experiences and opportunities for students to practice positive values in educational settings, while parents reinforce these values through daily interactions at home. Research indicates that students demonstrate stronger character development when educational messages and expectations are consistently communicated across home and school environments. Collaborative partnerships between schools and parents create a supportive ecosystem that encourages children to internalize moral values and translate them into real-life behaviors. Such collaboration may take the form of regular communication, parental involvement in school activities, joint monitoring of student behavior, and participation in decision-making processes related to educational programs. Therefore, strengthening cooperation between schools and parents has become a strategic priority for educational institutions seeking to enhance character education outcomes (Epstein, 2018; Hoover-Dempsey & Sandler, 2005).

In the Indonesian educational context, character education has received significant attention through various national policies and curriculum reforms. The government has emphasized the importance of developing students who possess not only academic excellence but also noble character aligned with national values and cultural identity. The implementation of character education in elementary schools is particularly important because childhood is considered a critical stage for value formation and personality development. During this period, children are highly receptive to guidance and modeling from adults. Schools are expected to cultivate values such as honesty, discipline, responsibility, cooperation, tolerance, and respect through both curricular and extracurricular activities (Saryanto et al., 2020). However, the achievement of these objectives often faces challenges due to differences in parenting practices, limited parental involvement, and inconsistencies between school expectations and home environments. Consequently, collaborative strategies between schools and parents are increasingly recognized as essential for ensuring the sustainability and effectiveness of character education programs (Kemendikbud, 2017; Suyanto, 2010).

Elementary schools play a strategic role in facilitating collaboration with parents because they serve as formal institutions where children spend a substantial portion of their time. Teachers act as role models and facilitators who can guide students toward positive behaviors

while simultaneously engaging parents in educational activities. Effective school-parent collaboration requires mutual trust, open communication, shared responsibility, and a common vision regarding student development. Previous studies have shown that active parental involvement contributes positively to students' academic achievement, social adjustment, and character formation. Furthermore, collaborative partnerships enable schools to better understand students' backgrounds and individual needs, thereby allowing for more effective interventions and support mechanisms. As a result, schools that successfully establish strong partnerships with parents often achieve better outcomes in both academic and character development (Jeynes, 2012; Henderson & Mapp, 2002).

SD Negeri 1 Kwadungan Jurang represents an educational institution that recognizes the importance of collaboration between schools and parents in strengthening character education among students. Through various programs and communication channels, the school seeks to foster a shared commitment to developing students who demonstrate positive character traits in both school and community settings. Understanding the collaborative strategies implemented by the school and parents is important for identifying best practices and potential challenges in character education initiatives. This study therefore aims to explore the collaborative strategies employed by SD Negeri 1 Kwadungan Jurang and parents in strengthening character education among students. The findings are expected to contribute to the development of more effective partnership models that can support character formation and enhance educational quality in elementary schools (Epstein, 2018; Lickona, 2012; Berkowitz & Bier, 2005).

## **METHODS**

This study employed a qualitative case study approach to explore the collaborative strategies implemented by SD Negeri 1 Kwadungan Jurang and parents in strengthening students' character education. A case study design was selected because it enables an in-depth understanding of social phenomena within their real-life context, particularly the interactions and partnerships established between schools and families. The research participants consisted of the principal, teachers, parents, and selected students who were directly involved in character education programs. Data were collected through semi-structured interviews, participant observations, and document analysis, including school policies, activity reports, and communication records between the school and parents. The collected data were analyzed using the interactive model of data analysis, which includes data reduction, data display, and conclusion drawing/verification. To ensure the trustworthiness of the findings, triangulation of sources and methods was employed by comparing information obtained from different participants and data collection techniques. This approach enabled the researcher to gain a comprehensive understanding of how collaborative efforts between schools and parents contribute to the development and strengthening of students' character values at SD Negeri 1 Kwadungan Jurang (Yin, 2018; Creswell & Poth, 2018; Miles, Huberman, & Saldaña, 2014).

## **FINDINGS AND DISCUSSION**

### **Collaborative Strategies Between the School and Parents Implemented in Strengthening Character Education for Students at SD Negeri 1 Kwadungan Jurang**

The implementation of collaborative strategies between schools and parents in strengthening character education at SD Negeri 1 Kwadungan Jurang demonstrates the importance of shared responsibility in shaping students' moral values, behaviors, and social attitudes. Character education is not solely the responsibility of educational institutions but requires active participation from families as the first and most influential environment in a child's life. The findings indicate that the school has established a partnership model that emphasizes continuous communication, mutual commitment, and joint participation in educational activities. Through this collaborative framework, schools and parents work together to ensure that character values taught in the classroom are reinforced consistently at home. This alignment creates a supportive learning environment where students receive similar moral messages from both educational settings, enabling them to internalize positive values more effectively. Such collaboration reflects the ecological perspective of child development, which emphasizes that children's character is influenced by interactions among multiple social environments, particularly family and school (Bronfenbrenner, 1979; Epstein, 2018).

One of the primary collaborative strategies identified is the establishment of regular communication between teachers and parents. Communication occurs through parent meetings, messaging applications, student progress reports, and informal consultations regarding students' academic and behavioral development. These communication channels enable parents to stay informed about school programs, disciplinary expectations, and character-building activities implemented by the school. Furthermore, teachers can obtain valuable information regarding students' behavior at home, allowing them to understand individual needs and provide appropriate guidance. Effective communication fosters trust and transparency, which are essential elements in building successful school-family partnerships. Through continuous dialogue, both parties can monitor students' progress and address emerging behavioral issues before they become more significant challenges. Research consistently highlights communication as a critical factor in promoting parental involvement and enhancing student outcomes in both academic and character development domains (Hoover-Dempsey & Sandler, 2005; Epstein, 2018).

Another significant strategy involves parental participation in school-based character education programs. Parents are encouraged to attend school events, religious activities, community service projects, parenting seminars, and character-building workshops organized by the school. Such involvement allows parents to gain a deeper understanding of the values being promoted by the school and provides opportunities to support these values at home. Participation also strengthens relationships among parents, teachers, and school leaders, creating a sense of collective responsibility for student development. When parents are

actively involved in educational activities, students tend to perceive character education as an important aspect of their lives rather than merely a school requirement. This shared engagement enhances students' motivation to practice positive behaviors and increases their awareness of social and moral responsibilities. Previous studies have demonstrated that parental involvement contributes significantly to students' self-discipline, responsibility, respect, and social competence (Jeynes, 2012; Henderson & Mapp, 2002).

The school also implements collaborative monitoring practices to ensure consistency between home and school environments. Teachers and parents jointly observe students' behavior, attendance, discipline, and participation in character-related activities. Through periodic evaluations and discussions, both parties identify strengths and areas requiring improvement. For example, values such as honesty, responsibility, discipline, respect, and cooperation are monitored through students' daily behaviors at school and home. Parents are encouraged to report behavioral changes and provide feedback regarding the effectiveness of character education initiatives. This collaborative monitoring system enables schools and families to develop coordinated intervention strategies when behavioral issues arise. Consistent supervision across different environments helps students understand that character expectations are universal rather than context-specific. Such consistency is essential for fostering long-term character development and reducing conflicting behavioral messages received by children (Lickona, 2012; Berkowitz & Bier, 2005).

Role modeling constitutes another crucial aspect of collaborative strategy implementation. Teachers and parents recognize that children learn values not only through instruction but also through observation of adult behavior. Therefore, educators strive to demonstrate professionalism, honesty, respect, and responsibility within the school environment, while parents are encouraged to exhibit similar behaviors at home. The alignment of role models across both settings reinforces students' understanding of expected behaviors and facilitates the internalization of positive values. When children observe consistency between what adults teach and what they practice, they are more likely to adopt those values as part of their own character. Conversely, inconsistencies between school teachings and parental behavior may create confusion and reduce the effectiveness of character education programs. Consequently, the partnership between schools and parents emphasizes the importance of becoming positive examples for students in everyday interactions (Bandura, 1986; Lickona, 2012).

The collaborative strategy at SD Negeri 1 Kwadungan Jurang also emphasizes the integration of religious and cultural values into character education. Religious practices, moral guidance, and community traditions are incorporated into school activities and reinforced by parents at home. This approach reflects the understanding that character development is closely connected to cultural and spiritual values that shape students' identities and ethical perspectives. Through collaborative efforts, schools and families encourage students to practice respect, gratitude, empathy, cooperation, and social responsibility within their daily lives. The integration of local cultural wisdom and religious principles provides students with

meaningful contexts for understanding moral values and applying them in real situations. Research suggests that culturally responsive character education programs are more effective because they connect educational objectives with students' social and cultural experiences (Nucci & Narvaez, 2008; Berkowitz, 2011).

Furthermore, the findings reveal that collaborative strategies contribute to the development of a positive school climate that supports character education. Strong partnerships between schools and parents create a sense of belonging, mutual respect, and shared commitment among all stakeholders. Students benefit from an environment where adults work together to promote positive behavior and provide emotional support. Such a climate encourages students to engage in prosocial behaviors, develop healthy relationships, and demonstrate greater accountability for their actions. A positive school climate also reduces behavioral problems and enhances students' overall well-being, thereby creating favorable conditions for character development. The success of character education initiatives is therefore closely linked to the quality of relationships among schools, families, and students. Collaborative partnerships serve as a foundation for establishing educational environments that nurture both academic achievement and moral growth (Cohen, 2006; Thapa et al., 2013).

Overall, the implementation of collaborative strategies between schools and parents at SD Negeri 1 Kwadungan Jurang demonstrates a comprehensive approach to strengthening character education. Through effective communication, parental involvement, collaborative monitoring, role modeling, integration of religious and cultural values, and the creation of a positive educational climate, the school successfully fosters a partnership that supports students' moral and social development. These findings confirm that character education is most effective when schools and families work together toward shared goals and maintain consistent expectations across different learning environments. The collaborative model implemented by SD Negeri 1 Kwadungan Jurang provides valuable insights for other educational institutions seeking to enhance character education through meaningful school-family partnerships (Epstein, 2018; Jeynes, 2012; Lickona, 2012).

### **Factors Support and Hinder the Implementation of Collaborative Strategies Between the School and Parents in Strengthening Character Education for Students at SD Negeri 1 Kwadungan Jurang**

The success of collaborative strategies between schools and parents in strengthening character education is influenced by various supporting and inhibiting factors. At SD Negeri 1 Kwadungan Jurang, the implementation of collaborative efforts demonstrates that character development becomes more effective when educational stakeholders share common goals and actively participate in students' moral growth. Character education requires a consistent learning environment where values such as discipline, honesty, responsibility, respect, and cooperation are continuously reinforced both at school and at home. Therefore, understanding the factors that facilitate or obstruct collaboration is essential for improving the effectiveness of school-family partnerships. The findings reveal that several supporting factors contribute positively to the implementation of collaborative strategies, while certain challenges continue

to limit the optimal achievement of character education objectives. These findings align with the ecological perspective that children's development is shaped by interactions among multiple social systems, including family, school, and community environments (Bronfenbrenner, 1979; Epstein, 2018).

One of the primary supporting factors is the strong commitment demonstrated by both school personnel and parents toward character development. The principal, teachers, and parents share a common understanding that character education is as important as academic achievement. This shared commitment encourages stakeholders to actively participate in activities designed to foster students' moral values and social competencies. Teachers consistently integrate character values into classroom instruction, while parents reinforce these values through daily supervision and guidance at home. The existence of a common vision creates mutual trust and cooperation, enabling schools and families to work together more effectively. When both parties recognize their shared responsibility for student development, collaboration becomes more sustainable and meaningful. Previous research emphasizes that shared goals and mutual commitment significantly enhance the effectiveness of school-family partnerships and contribute to positive student outcomes (Epstein, 2018; Henderson & Mapp, 2002).

Another important supporting factor is effective communication between schools and parents. Regular communication channels, including parent meetings, messaging groups, school reports, and informal consultations, facilitate the exchange of information regarding students' behavior and progress. Effective communication enables teachers and parents to discuss challenges, coordinate interventions, and monitor character development collaboratively. It also strengthens relationships between families and schools by fostering transparency and mutual understanding. Through frequent communication, parents become more aware of school programs and expectations, while teachers gain valuable insights into students' home environments. This reciprocal exchange of information enhances the consistency of character education efforts across different settings. Studies have consistently identified communication as a critical element in strengthening parental involvement and improving educational outcomes (Hoover-Dempsey & Sandler, 2005; Jeynes, 2012).

The supportive school climate established at SD Negeri 1 Kwadungan Jurang also contributes significantly to the successful implementation of collaborative strategies. A positive school climate characterized by respect, trust, inclusiveness, and cooperation encourages parents to engage actively in school activities. Parents feel welcomed and valued as educational partners rather than passive observers. This sense of belonging motivates families to participate in character education programs and maintain regular communication with teachers. Furthermore, students benefit from a nurturing environment where positive values are consistently promoted by adults. Research suggests that a positive school climate strengthens social relationships, increases parental involvement, and creates favorable conditions for character formation and student well-being (Cohen, 2006; Thapa et al., 2013).

The integration of religious and cultural values serves as another supporting factor in strengthening school-parent collaboration. The local community shares common cultural traditions and moral principles that emphasize respect, cooperation, responsibility, and spirituality. These shared values facilitate the implementation of character education because parents and teachers possess similar expectations regarding appropriate behavior and moral conduct. Religious activities, community traditions, and social practices provide meaningful opportunities for students to apply character values in real-life situations. The alignment between school programs and community values reinforces character education messages and enhances students' understanding of moral responsibilities. Educational scholars argue that character education is more effective when it is connected to students' cultural and social contexts, thereby making values more relevant and meaningful in everyday life (Nucci & Narvaez, 2008; Berkowitz, 2011).

Despite these supporting factors, several obstacles hinder the implementation of collaborative strategies between schools and parents. One of the most significant challenges is the limited availability of parents due to occupational and economic responsibilities. Many parents must dedicate substantial time to work and household obligations, reducing their opportunities to participate in school activities or monitor their children's character development consistently. As a result, communication between teachers and parents may become less frequent, and parental involvement in educational programs may decline. Limited parental participation can create inconsistencies between school expectations and home practices, thereby reducing the effectiveness of character education initiatives. Similar findings have been reported in numerous studies highlighting time constraints as one of the major barriers to parental involvement in education (Hornby & Lafaele, 2011; Hoover-Dempsey & Sandler, 2005).

Differences in parenting styles and educational backgrounds also constitute significant inhibiting factors. Not all parents possess the same understanding of character education or employ similar approaches to child-rearing. Some parents may emphasize discipline and responsibility, while others prioritize academic achievement without sufficient attention to character development. Variations in educational experiences and socioeconomic conditions can influence parents' perceptions of their roles in supporting school programs. These differences sometimes create challenges in maintaining consistency between the values promoted at school and those practiced at home. Inconsistent expectations may confuse students and weaken the internalization of character values. Research indicates that disparities in parental beliefs and educational practices can affect the effectiveness of collaborative educational efforts and student character formation (Eccles & Harold, 1996; Hornby, 2011).

Another challenge relates to technological distractions and the influence of contemporary social environments. Students today are increasingly exposed to digital media, social networking platforms, and various online content that may not always align with the character values promoted by schools and families. Excessive screen time, exposure to inappropriate content, and reduced face-to-face interactions can negatively affect students'

social skills, empathy, discipline, and moral reasoning. Although schools and parents attempt to guide students toward responsible technology use, monitoring digital activities remains a complex task. The rapid development of technology requires continuous adaptation and cooperation between schools and families to ensure that character education remains relevant and effective in the digital era. Educational researchers have highlighted the growing influence of digital environments on children's social and moral development, emphasizing the need for collaborative guidance and supervision (Livingstone & Helsper, 2008; Ribble, 2015).

Additionally, resource limitations may affect the implementation of collaborative programs. Schools often face constraints related to funding, facilities, and human resources needed to organize extensive parental engagement initiatives. Limited resources can reduce the frequency and scope of character education activities involving families. Teachers may also experience heavy workloads that restrict their ability to maintain intensive communication with parents. Consequently, some collaborative activities may not be implemented as consistently as intended. Educational leadership literature suggests that adequate organizational support and resource allocation are essential for sustaining successful school-family partnerships and character education programs (Fullan, 2014; Epstein, 2018).

Overall, the findings indicate that the implementation of collaborative strategies between schools and parents in strengthening character education at SD Negeri 1 Kwadungan Jurang is supported by strong stakeholder commitment, effective communication, a positive school climate, and the integration of religious and cultural values. At the same time, challenges such as limited parental availability, differences in parenting approaches, technological influences, and resource constraints present obstacles that require continuous attention. Despite these challenges, the school's efforts to maintain collaboration with parents demonstrate a strong foundation for fostering students' character development. Addressing the identified barriers while strengthening existing support systems can further enhance the effectiveness of collaborative character education initiatives and contribute to the holistic development of students as responsible, ethical, and socially competent individuals (Epstein, 2018; Lickona, 2012; Jeynes, 2012).

## **CONCLUSION**

The study concludes that the collaborative strategy between SD Negeri 1 Kwadungan Jurang and parents plays a significant role in strengthening students' character education through continuous communication, active parental involvement, collaborative monitoring, role modeling, and the integration of religious and cultural values. The partnership creates consistency between the values taught at school and those practiced at home, enabling students to develop positive character traits such as discipline, responsibility, honesty, respect, and cooperation. The effectiveness of this collaboration is supported by strong commitment from both teachers and parents, effective communication, a positive school climate, and shared cultural and moral values. However, several challenges, including limited parental availability, differences in parenting styles, technological influences, and resource constraints,

may hinder the implementation of collaborative programs. Despite these obstacles, the findings demonstrate that sustained cooperation between schools and families provides a strong foundation for character development and contributes to the formation of students who are morally responsible, socially competent, and prepared to become positive members of society.

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