

## Analysis of Forms of Collaboration between Islamic Religious Education Teachers and Students' Parents

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### ABSTRACT

**Purpose of the study:** The purpose of this study is to find out and analyze what collaboration is carried out between Islamic religious education teachers and parents in instilling character values in students, and identify the constraints in carrying out collaboration between Islamic religious education teachers and parents.

**Methodology:** Methods of data collection in this study using observation, interviews, and documentation. The data processing and analysis techniques go through three stages, namely data reduction, data presentation, and drawing conclusions.

**Main Findings:** The results of the study showed that the forms of cooperation that existed between Islamic Religious Education teachers and parents varied, namely parenting classes, class forums, WhatsApp groups, contact books, direct meetings between teachers and parents, and home visits. The obstacle factors faced certainly vary in each collaboration carried out such as the absence of parents, the lack of understanding of parents in educating students, and the lack of openness from parents to teachers in problems faced by students.

**Novelty/Originality of this study:** he learned about the novelty of this research about Collaboration Between Islamic Religious Education Teachers and Parents in Instilling Character Values in Students in Elementary Schools.

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## 1. INTRODUCTION

The human soul develops in parallel with physical growth. The soul of a new toddler develops very little parallel to his body which is also still capable of very simple. The bigger the child, the more developed his soul will be. By going through certain stages, the child will eventually reach maturity both psychologically and physically. It is in this mental and physical development that children should learn, because at this time they are sensitive to learning, have a lot of time to study, are not yet married, not yet working, and are responsible for family life. This learning period is stratified in line with the phases of their development. Therefore, educational services for them must also be made in stages so that the lessons can be understood by children. Education is a pillar of civilization, forming character and personality and is one of the primary needs of humans to develop their uniqueness and potential [1]–[3]. Be it formal, informal or non-formal education [4]–[6]. The most urgent thing in informal education is education in the family [7]–[9]. The family is the first place where children receive education and is the basic potential for the formation of character and personality [9]–[11]. Therefore, parents should be able to educate their children and can be a good role. Children will be directed good or evil depending

on the parents. When parents are good, children will be good, and conversely, when parents are not good, children are also not good. As the following hadith of the Prophet:

Meaning: Sahih Bukhari 4402: Has told us 'Abdan Has told us Abdullah Has told us Yunus from Az Zuhri he said: Has told me Abu Salamah bin Abdurrahman that Abu Hurairah radliallahu 'anhu said: Rasulullah shallallahu 'alaihi wa sallam said : 'A baby is not born (into this world) unless he is in holiness (fitrah). Then it is his parents who will make him a Jew, Christian, or Zoroastrian. (Narrated by Bukhari). The hadith above is explained in the book of fathul baari that the word fitrah means "no change in God's nature, namely in God's religion. The customs of the former people, namely the religion of the former people)". Ath-Tabari narrated from Ibrahim An-Nakha'i about His Word in surah Ar-Rum verse 30, namely "there is no change in God's nature, namely in God's religion". So what is meant by fitrah here is Islam. However, it is not only parents who have an obligation to educate a child, but also the environment and society around them also have a social and moral responsibility to shape the character of a child in accordance with social expectations. In addition, educational institutions are of course a very important party after parents to form good children's character and be able to provide a breath of education in their daily lives. Because indeed children also spend a lot of time in school or educational institutions. Therefore, it is not wrong if we talk about educational institutions and also talk about life, because education is a process that is carried out by each individual towards a better direction in accordance with their human potential.

The following developmental tasks should always be considered carefully by parents and teachers as something that must occur naturally and at the right time. The attention of parents and teachers (especially for the school phase) is very much needed, considering the successful implementation of developmental tasks in one phase will greatly support the success of developmental tasks in subsequent phases. Unlike what is happening at the present time, where humans have lost their character as civilized and cultured human beings. We can see this from the many negative actions taken by education personnel. We start from brawls between students, student demonstrations that lead to anarchy, rampant immoral acts committed by our educational personnel, to the cultivation of corrupt practices by our highly educated human beings.

This happens because good character has been lost or eroded by an increasingly permissive environment and civilization [12]–[14]. The above occurs because there is no cooperation between parents and schools in educating students. In practice, some parents think that after the child is included in the school environment, the responsibility is completely handed over to the teacher. In fact, parents are the main educators for their children. This is something that is not realized by some people. Because of that, of course it would be better if the teacher regularly held meetings with parents of students to consult on the progress and problems faced by the child.

In the process of development in children, character values should be instilled from an early age [15]–[17]. Thus they will become candidates for superior human resources, as well as candidates for human character in the development of the nation and state [18]–[20]. If the cultivation of these character values is carried out since the child is at an early age, the trigger and driving force will be stronger and bigger [21]–[23]. Caring from an early age can be likened to carving in stone. This means that the impact will be more meaningful and can last a lifetime. And this is getting attention at integrated Islamic elementary school An-Nahl Kotamobagu, where at this school it is very concerned about instilling character values from an early age by holding collaborative programs carried out by the teacher and also parents so that the implementation of education for students can run well.

The reason for conducting this research is by looking at the facts that currently parents only hand over their children's education to the school, even though parents are the people who play the main role in educating their children, as explained above if parents direct their children well then the character their children become good too, conversely if the parents are not good at directing their children then the child's character is not good either. So this study aims to find out how the collaboration between islamic religious education teachers and parents in instilling character values in students in elementary schools. Then to find out what factors are the obstacles in implementing collaboration between islamic religious education teachers and people in elementary schools. The purpose of this study is to find out and analyze what collaboration is carried out between Islamic religious education teachers and parents in instilling character values in students, and identify the constraints in carrying out collaboration between Islamic religious education teachers and parents.

## 2. RESEARCH METHOD

This type of research is mixed research. This research method is a systematic research method that is used to study or research an object in a natural setting without any manipulation in it. The research design is explanatory. The sampling technique for this study used purposive sampling. The total sample in this study is 30 samples. Data collection technique is a very important stage to determine the process and research results to be studied, because the main objective of research is to obtain research results from data collection. In collecting data, researchers used observation, interview, and documentation procedures. Data analysis in this study used

descriptive statistics then to be strengthened with qualitative data with data analysis covering three stages, namely as follows: 1. Data reduction, namely selecting, focusing, simplifying, abstracting, and transforming the raw data that appears and records in the field. 2. Presentation of data, namely the researcher tries to present data from research results, as well as facts obtained at the location through observation, interviews, and documentation carried out by researchers. And trace the information that allows the conclusion of the study. 3. Drawing conclusions, namely researchers formulating research conclusions related to the main research problems and providing advice on the results of the research.

### 3. RESULTS AND DISCUSSION

In accordance with the results of the research conducted, the researchers obtained data regarding collaboration between islamic religious education teachers and parents through parenting class activities in instilling character values in students at integrated Islamic elementary school An-Nahl Kotamobagu City and CLC Hanim. In this study, researchers used the method of observation, interviews or interviews and documentation. In this section, data is presented that is in accordance with the research objectives. The following are descriptive statistics on the results of observations using collaborative observation sheets between islamic religious education teachers and parents through parenting class activities:

Table 1. Description of collaboration between islamic religious education teachers and parents through parenting class activities

| Observation result   | Interval    | F | %     | Category      | Mean | Med  | Min | Max  |
|--|-------------|---|-------|---------------|------|------|-----|------|
| Integrated Islamic elementary school An-Nahl Kota Kotamobagu | 6.0 – 10.8  | 0 | 0%    | Very Not Good | 24.6 | 23.3 | 16  | 27.4 |
|  | 10.9 – 15.6 | 0 | 0%    | Not good      |      |      |     |      |
|  | 15.7 – 20.4 | 2 | 13.3% | Enough        |      |      |     |      |
|  | 20.5 – 25.2 | 8 | 53.3% | Well          |      |      |     |      |
|  | 25.3 – 30.0 | 5 | 33.3% | Very good     |      |      |     |      |
| CLC Hanim  | 6.0 – 10.8  | 0 | 0%    | Very Not Good | 24.2 | 25.4 | 19  | 32   |
|  | 10.9 – 15.6 | 0 | 0%    | Not good      |      |      |     |      |
|  | 15.7 – 20.4 | 2 | 13.3% | Enough        |      |      |     |      |
|  | 20.5 – 25.2 | 7 | 46.6% | Well          |      |      |     |      |
|  | 25.3 – 30.0 | 6 | 40%   | Very good     |      |      |     |      |

From the results of the researcher's interviews with several participants including: Islamic Religious Education Teacher integrated Islamic elementary school An-Nahl City of Kotamobagu and CLC Hanim, two representatives of the parents of integrated Islamic elementary school An-Nahl City of Kotamobagu and CLC Hanim, and the principal of integrated Islamic elementary school An-Nahl City of Kotamobagu and CLC Hanim, the following interview results were obtained:

Collaboration of islamic religious education teachers and parents in instilling character values at integrated Islamic elementary school An-Nahl Kotamobagu City and CLC Hanim; islamic religious education teacher at integrated Islamic elementary school An-Nahl, Kotamobagu City and CLC Hanim As a teaching staff, a islamic religious education teacher must have a very important role and support his efforts in instilling character values in students, which in islamic religious education lessons also contain lessons about morals and related lessons. with religion. In addition, Mrs. Iri as a islamic religious education teacher is a person who also has a major role in managing the running of parenting class activities, so she knows more about the process of this parenting class activity. The following is an interview presented by the researcher in order to answer the interview questions with the islamic religious education teachers which were held in the teacher's room. "The form of cooperation is in the form of meetings between teachers and parents because when there is a meeting there will be communication, mutual consultation about children's development at school, so the form of cooperation is in the form of meetings and communication in parenting activities."

The cooperation carried out in instilling character values in parenting class activities is in the form of meetings, where communication occurs during these meetings. The form of communication can be in the form of providing materials regarding child development, insights about instilling character values and materials related to parental insights on other child development provided by the presenter.

Furthermore, after the delivery of the material is complete, parents can ask questions to the presenters about related issues. And this is where collaboration takes place in a more intense form of communication so that parents get additional knowledge in educating their children at home, such as instilling character values. Apart from parenting class activities, there are other forms of cooperation carried out by the teacher and parents, namely as follows: "Other forms of cooperation carried out by the teacher and parents such as class forums or forums, via whatsapp groups, contact books, direct meetings between teachers and parents, as well as home visits"

According to the results of the interview above, another form of cooperation that is carried out besides parenting classes is forlas (class forums), where this activity is a derivative activity from parenting class activities so that communication between teachers and parents is more intense, because the meetings only involve between teachers and parents. parents per class, then the whatsapp group here the teacher distributes information about activities at school to parents, then a contact book, in the contact book there are student activities that must be filled in by the teacher and parents. The next collaboration that was carried out was a direct meeting between teachers and parents to discuss issues related to students. The last form of collaboration is a home visit or direct visit to the house by the teacher and this home visit is carried out not using a specific schedule but according to the wishes of the student's parents themselves.

Parents of integrated Islamic elementary school An-Nahl students, Kotamobagu City and CLC Hanim. Furthermore, to support the statement from Mrs. Iri as a islamic religious education teacher, the researcher interviewed one of the parents of the students, namely Mrs. Fatimah, who at the time of conducting the interview she was participating in a forum class). And to get additional information about the collaboration carried out between islamic religious education teachers and parents, interviews were conducted in the classroom, to be precise, in the classroom. "The cooperation is well established, because there is communication between teachers and parents about children's development at school and at home. And for me this activity is very useful because the school and parents can work together in educating children, "

The cooperation that was carried out went well and was very beneficial for parents. These benefits include getting additional insight in educating their children. In addition, there is communication between parents and the school, so when their child gets the contact book, the contact book contains student activities that must be filled out by the teacher and parents. The next collaboration that was carried out was a direct meeting between teachers and parents to discuss issues related to students. The last form of collaboration is a home visit or direct visit to the house by the teacher and this home visit is carried out without a schedule I is certain but in accordance with the wishes of the guardian of the student himself. b). Parents of integrated Islamic elementary school An-Nahl students, Kotamobagu City. Furthermore, to support the statement from Mrs. Iri as a islamic religious education teacher, the author interviewed one of the parents of the students, namely Mrs. Fatimah, who at the time of conducting the interview she was participating in forlas activities (class forum). And to get additional information about the collaboration between islamic religious education teachers and parents, interviews were conducted in the classroom, to be precise, in class 4. "The cooperation is well established, because there is communication between teachers and parents about children's development at school and at home. And for me this activity is very useful because the school and parents can work together in educating their children," The collaboration went well and was very beneficial for parents.

These benefits include getting additional insight in educating their children. In addition, there is communication between parents and the school, so when their child has problems at school and at home parents can communicate it with the school and which can be followed up immediately.

Principal of integrated Islamic elementary school An-Nahl, Kotamobagu City. Furthermore, interviews with the school principal, Mrs. "Yes, one of the efforts in instilling character values is through parenting classes, because as we know the first and foremost educators are parents, therefore we involve parents so that character education runs optimally." The principal said that the main and most important educators in children's character education were the parents themselves. Therefore, the school involves parents in instilling character values in children, so that parents do not only fully surrender their children's education to the school.

Based on the results of interviews with islamic religious education teachers, parents of students and also the school principal, the authors can conclude that the collaboration between islamic religious education teachers and parents has been established and is going well. Where from this parenting class activity parents and the school get additional insight about children's education and can communicate with each other if there are problems that occur to children so that parents can work with the school to solve these problems and find solutions together. So that there is synchronization in instilling character values in children, because what is taught by teachers at school can be continued by parents at home. However, not everything goes smoothly, there are obstacles encountered in this parenting class activity, because instilling character values in students is not as easy as turning the palm of the hand especially in an era like now, where a child's character is influenced by many factors.

Obstacle factors in carrying out collaboration between islamic religious education teachers and parents based on observations and interviews with islamic religious education teachers at integrated Islamic elementary school An-Nahl Kotamobagu City and CLC Hanim, there are two factors that become obstacles in parenting class activities in instilling character values are as follows: " The absence of parents is one of the obstacles, because in collaboration there must be communication. Another inhibiting factor is when the teacher does not have much knowledge in instilling character values in children, the teacher's skills must be improved again. The inhibiting factor in parenting class activities is the absence of parents, from the results of observations made by many parents who arrive late and there are still many parents who do not participate in this activity. If parents are not present, there will not be good cooperation in the parenting class activities.

While the purpose of this parenting class activity is to provide insight to parents about children's education, so if parents are not present it can be an obstacle in instilling character values in children. In addition to the absence of parents, the lack of knowledge of teachers, especially islamic religious education teacher does not have much knowledge about how this activity will work, even though there is a separate speaker in this activity the teacher is also required to understand the course of the event parenting class. And in this activity not only parents get knowledge, but teachers also get additional insight in educating children. So it is hoped that cooperation between fellow teachers and parents in this parenting class activity will instill character values in students. well. As for the obstacles encountered in the implementation of other collaborations between islamic religious education teachers and parents obtained from the following interview results: liaison if parents do not fill out the book, then the problem with direct meetings between teachers and parents is when parents do not understand what is conveyed by the teacher, and for home visits themselves when parents are not open to teachers during visits.

From the results of the interviews above, it can be seen that for every collaboration carried out there must be obstacles encountered, the first obstacle in forlas activities is the absence of parents is the same as parenting class activities in that the main target is parents, and when parents are not present it will so constraint. The second is the obstacle in the WhatsApp group, namely when the parents don't have WhatsApp, but the teacher usually sends messages via Short Message Service (SMS). The third is the obstacle in the contact book, namely when parents do not fill in student activities in the contact book, because the book will be checked every day by the teacher. The four direct meetings are held between teachers and parents when there are problems with children, in this case the obstacles faced when the delivery from the teacher is not understood by parents and is not carried out, therefore parents must attend parenting class seminars to gain insight how to educate their children. And the last obstacle faced in home visits is if parents are not open with student guardians when carrying out visits.

Furthermore, according to the parents of one of the students, Mrs. Isnawati, the factors that became obstacles were as follows: "The obstacle is in terms of parents' time, because there are parents who work so this activity can be conditioned on parents' time." According to Mrs. Isnawati, the obstacle factor in this parenting class activity was time constraints so that parents could not attend the activity due to the busyness and work of the parents so that they could not take the time to be able to attend.

For data that is more valid and seeking confirmation from the data obtained from islamic religious education teachers and parents the author conducted interviews with the principal of integrated Islamic elementary school An-Nahl Kotamobagu City and CLC Hanim to be precise in the principal's office, as follows: "Constraints occur when parents are not present , because the targets are parents, and there are some parents who rarely attend school activities and there are children who have problems at school, the school hopes that parents can help, but the problem is if parents are not present and that becomes one of the major obstacle." The principal said that the main obstacle in this parenting class activity was the absence of parents, as the principal said, parents were the main target of this activity. In addition, if there are students who have problems at school while parents are never present at school activities, it will be difficult for communication by the school to solve the problem. From the results of the interviews from the three sources above, the main obstacle in this parenting class activity is the absence of parents, due to various activities and work of parents so that it becomes one of the factors they cannot attend to take part in this parenting class activity.

Apart from the absence of parents, the lack of knowledge of teachers, especially islamic religious education teachers in terms of instilling character values, is also an obstacle in instilling character values in students later, because islamic religious education teachers are one of the role models for parents in educating their children. So in the future it is hoped that the school and parents can condition their time as well as possible so that parents can attend this parenting class activity.

Education is a shared responsibility between schools/teachers, parents of students, the community, and the government. Thus, all related parties must always establish a cooperative relationship in order to create good learning conditions for students. Especially in instilling the character values of parents and also the school/teacher, especially islamic religious education teachers, they must establish good cooperation so that the inculcation of character values that are instilled by teachers in schools can be instilled properly by parents at home.

As we all know that teachers and parents are the most influential people in educating children's character, especially islamic religious education teachers. Where in islamic religious education lessons, religious lessons have been incorporated, one of which is the Akidah Ahlak lesson, which is a lesson for forming ka good racket. As people who are very influential in the formation of children's character, islamic religious education teachers and parents must work together to make this happen. Because education is not just a school task, but parents are the most important and have a very important role in the education of their children. As stated by A.H. Hasanuddin that, parents are mothers and fathers who are first known by their sons and daughters, so children get their first education from their families. For this reason, collaboration between parents and teachers is needed in forming character education for students.

One of the forms of cooperation that can be carried out by Islamic religious education teachers and parents is the parenting class program at integrated Islamic elementary school An-Nahl Kotamobagu City and CLC Hanim, where this activity is a form of collaboration carried out by teachers and parents of students to be able to add their insights in terms of educating children. And from this cooperation a meeting is formed, in which the meeting occurs communication. The form of communication can be in the form of providing materials regarding child development, insights about instilling character values and materials related to parental insights on other child development provided by the presenter. The above is in accordance with the notion of parenting put forward in the 2011 Technical Orientation Guidelines for Increasing Parenting Programs, where the parenting program is a support program aimed at parents or other family members so that they have more ability to carry out social and educational functions in terms of parenting, caring for protect, and educate their children at home so that children can grow and develop optimally, according to their age and stage of development. Therefore, it would be nice if parents regularly take part in parenting class activities, because by participating in these activities parents can gain a lot of knowledge in educating their children, and with parenting classes parents realize that parents' duties are not only to give birth, feed and send them to school, but the task of parents will never run out in educating their children.

Forlas activity (class forum) is a derivative activity from parenting class activities, where in parenting class activities the scope is wider because it is attended by parents from grade one to grade six and is made every three months, so this forlas activity is made so that meetings and conversations between parents and the teacher is more intense. This forlas activity is a routine meeting between the teacher and parents, the background of this forlas activity is because intense communication between parents and teachers only occurs at the time of receiving the report cards so that conversations take a long and time-consuming time, so this forlas activity was made so that parents can meet every month to discuss about students. The date for implementation does not have to be set but according to a mutual agreement between the teacher and parents and it is carried out once a month.

In the whatsapp group, it is more about notifications about activities at school, notifications to parents to pick up students early, parents can also consult about children but via direct private chat with the teacher. Obstacles that occur when parents do not have whatsapp. The contact book is also a communication tool between teachers and parents which contains children's activities at school and at home that must be filled in by teachers and parents, such as children's prayer activities at school and at home, assignment notes from schools that are notified to parents so that parents can accompany their children in learning and other activities. The book is filled in by the teacher and parents every day and checked at the end of class. If the child does not do the activities in the book, the teacher will provide an evaluation such as giving advice to these students. The obstacle to this guidance book is if parents do not fill in the book and the teacher's effort is to inform parents through the note column for parents in the book or via WhatsApp to fill in the book.

In addition to the collaboration between teachers and parents above, another way to communicate is for parents to meet directly with teachers at school to discuss students. This meeting occurs when a problem occurs with students, so parents want to communicate directly with the teacher who is intended to get a joint solution to be able to solve the problem. But the obstacles that are faced if parents do not understand what is conveyed by the teacher and do not carry out what is conveyed by the teacher, for this reason it is hoped that parents can attend parenting class activities so that they can gain insight in educating children. In addition to meeting parents with teachers in school, there are also home visits where parents of students visit students' homes, and sometimes these visits are made when students are sick and have not attended school for a long time, and there are problems related to students that have not been resolved. For this reason, cooperation between the school and parents is very much needed, as Syamsul Kurniawan said in his book entitled *Integrated Conception & Implementation Character Education in the Family, School, Higher Education Environment*, that parents must coordinate well with the school, not just leave it up to the school. On the other hand, the school also realizes that the students they teach are a mandate from their parents so that the help and involvement of parents is still needed for the perfection of the educational process. With mutual communication and cooperation carried out by Islamic religious education teachers and parents, the inculcation of good character values in students will be realized and carried out properly.

After conducting interviews with research sources, the authors found two obstacles encountered in this parenting class activity, namely as follows; The obstacle from the first Parenting class was the absence of parents in this activity, from the results of the interviews, the absence of parents was due to time problems due to the parents' work and their busyness, even though they really wanted to take part in this parenting class activity. From the results of the observations that the author made, many parents arrived late and there were still many parents who did not participate in these activities and the efforts of the school besides inviting via written invitations also invited parents via WhatsApp.

The second is the teacher's lack of knowledge in educating children, as a teacher, especially Islamic education teachers, knowledge in educating children is very important, how can they educate and instill character values in students if they themselves do not know how to educate students. Therefore the school recommends

every teacher to always develop their potential by participating in activities to improve teacher skills, one of which is with this parenting class activity.

The obstacle of Forlas activities is the absence of parents in these activities, because the main targets in this Forlas activity are parents. The obstacle from the Whatsapp Group is that it occurs when parents don't have WhatsApp, but the effort from the teacher to parents who don't have WhatsApp is by sending information via SMS. The obstacle of the contact book is that when parents do not fill in the book, because with this contact book teachers and parents can communicate about students' activities at home, and the teacher's efforts to parents who do not fill in the contact book are to inform parents through the column notes for parents in the book or via WhatsApp to fill in the book. Obstacles from direct meetings are when parents do not understand what is conveyed by the teacher due to a lack of parental knowledge and the obstacle in home visits is the lack of openness between parents and student guardians when student guardians visit the home.

From the results of existing research it is known that there has been collaboration between islamic religious education teachers and parents at integrated Islamic elementary school An-Nahl City of Kotamobagu and CLC Hanim, the forms of cooperation that have been carried out are also varied. Therefore, it is hoped that the school and parents can carry out this collaborative activity as well as possible so that education and instilling character values can be carried out properly, because students do not only get character values instilled at school but also at home.

From the results of previous research, it was found that there was (1) an increase in the creativity of islamic religious education teachers in Bawen District Public Elementary Schools in using learning media as a means of effective material delivery methods, such as PowerPoint, audio and also learning videos, (2) the archiving of learning instruments was more neatly organized, such as syllabus, lesson plans and learning methods. (3) The existence of several supporting factors, such as: Islamic education technical guidance, representative classes and varied methods [24]. The results of this previous study are in line with the results of the current study. So this research can be a generalization of previous research. The impact of this research is that it becomes an evaluation and consideration for teachers to be able to educate children optimally through several activities such as parenting classes, Forlas, and others.

#### 4. CONCLUSION

The conclusions from this study are: Collaboration of islamic religious education teachers and parents in instilling character values at integrated Islamic elementary school An-Nahl Kotamobagu City and CLC Hanim, namely; First with parenting class activities where in this activity parents will be given insight on how to educate students and instill character values in students; The second is forlas activities, this activity is a meeting between student guardians and parents to discuss school activities and students; The third is the WhatsApp group, in this group the teacher will provide information about school activities and parents can also communicate with the teacher via private chat regarding the issues they wish to communicate; Fourth is the connecting book through this book, parents can work together with teachers by filling in children's activities in the book while simultaneously controlling what children do at school and at home; The fifth is a direct meeting with parents, when there are problems regarding students, parents can meet directly with the teacher to find joint solutions to problems faced by students, and the last is cooperation through home visits, where the homeroom teacher will visit home to meet with parents and students. Furthermore, the factors that become obstacles in carrying out collaboration between islamic religious education teachers and people at integrated Islamic elementary school An-Nahl Kotamobagu City and CLC Hanim, namely: a. The obstacle from the first Parenting class is the absence of parents in activities. The second is the teacher's lack of knowledge in educating children, as a teacher, especially a islamic religious education teacher; Therefore the school recommends every teacher to always develop their potential by participating in activities to improve teacher skills, one of which is this parenting class activity; b. The obstacle for Forlas's activities was the absence of parents in these activities; c. The obstacle from the Whatsapp Group is that it occurs if the parents don't have a WhatsApp group; d. The constraints of the contact book are that there is in this guidance book if parents do not fill in the book and the teacher's effort is to notify parents through the note column for parents in the book or via WhatsApp to fill in the book; e. Obstacles from Direct Meetings are when parents do not understand what is conveyed by the teacher due to a lack of parental knowledge and the obstacle in Home Visits is that there is no openness between parents and guardians of students.

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