Synergy of Parents and Teachers in Students Learning to Instill Religious and Moral Values in the Pandemic Period

Erni Munastiwi
Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia
Email: erni.munastiwi@uin-suka.ac.id

Abstract

The relationship of parents and teachers in the education unit has an important role in optimizing students' abilities. But the outbreak of the covid-19 pandemic has an impact on education services. Therefore, this study aims to determine tips on the optimization of teachers and parents in the religious and moral aspects of the children during home learning. This research employed a descriptive qualitative method at RA Ar-Rafif Kalasan Yogyakarta (n=15). The data sources of this study are teachers, principals, and parents. Research data were collected through field observations, interviews with teachers and parents, and documentation in form of photos/videos and captures of conversation between teachers and parents. The data validity is tested by using triangulation techniques. The data analysis is acquired by reducing the data that has been collected, presenting the data, and providing conclusions of the research results. The research result shows that synergy of parents and teachers can optimize children's development aspects of religion and moral obtained through various programs and activities designed by the educators.

Keywords: Religious and Moral Values, Learning, Synergy

Abstrak

Hubungan orangtua dan guru dalam satuan pendidikan memiliki peran penting dalam optimalisasi kemampuan anak didik. Namun mewabahnya pandemi covid-19 berdampak pada layanan pendidikan. oleh karena itu, penelitian ini bertujuan untuk menentukan kiat oprimalisasi guru dan orangtua dalam aspek agama dan moral anak selama belajar dari rumah. Penelitian ini menggunakan penelitian kualitatif deskriptif. Penelitian dilaksaaka di kelas TK B sekolah RA Ar-Rafif Kalasan Yogyakarta (*n*=15). Sumber data penelitian ini adalah guru, kepala sekolah, dan orangtua. Data penelitian dikplkan melalui hasil observasi lapangan, wawancara dengan guru dan orangtua dan dokumentasi berupa foto/video dan capture percakapan guru dan orang tua. Uji keabsahan data menggunakan triangulasi teknik. Analisis data dengan mereduksi data yang telah dikumpulkan, menyajikan data dan memberikan kesimpulan hasil penelitian.. Hasil penelitian ini menjukkan bahwa sinergitas orangtua dengan guru mampu mengoptimalkan aspek perkembangan agama dan moral anak melalui berbagai program dan kegiatan yang telah dirancang oleh pendidik.

Kata kunci: Nilai Agama dan Moral, Pembelajaran, Sinergitas

Introduction

At the end of 2019 the world was shocked by a new virus originating from China, namely Covid-19 or corona virus (Sebayang, 2020). The virus outbreak has caused the cessation of activities in various sectors, one of which is the education sector (Dewayani, 2020). The data from UNICEF shows that more than 60 million children in Indonesia are temporarily out of school due to the pandemic (Sikirit, 2020). Even though the COVID-19 pandemic is still present, the stimulation of children's development must still be carried out. If the stimulation stops then the children's development is worried that it will not be stimulated according to the stage of development (Sundus, 2017). One of the aspects that must be optimal is children's religion and morality.

The development of religious and moral values in children is the main foundation in behavior (McKay, 2015). Religion also acts as a basis for behavior (Baumann, 2015). This is very important to be taught from an early age, not only taught but also practiced. Children are given examples to behave well according to religious values (Sofino, 2017). The development of religious and moral values is a development that is based on the introduction of religious values, behaving honestly, doing worship, helping each other, being polite, courteous, encouraging, maintaining cleanliness, knowing the big day, having an attitude of tolerance. (Tanfidiyah, 2017). This can be carried out if there is synergy and habituation programmed at school and home (Supendi et al., 2020)

The importance of stimulating and optimizing the development of moral and religious values is able to fortify themselves from inappropriate behavior when children reach the age of teenagers-adults. There are many cases of religious moral degradation when children enter their teens-adult period, such as cheating on exams, being lazy, fighting between fellow students, engaging in promiscuity, being involved in drugs, free sex, acts of corruption, bribery, fraud, verbal-non-verbal violence and leaders who abuses position (Hamidi & Nurdin, 2020; Inanna, 2018; Nurinsani Khoirul Anam et al., 2019; Rusnadi & Hafidhah, 2019). Thus, it is an important concern for educators and parents to always provide stimulation and assistance in the morality and religious aspects of children from an early age.

However, due to the COVID-19 pandemic, there has been a change in the main learning controls, which at first teachers as the main

controllers, but now have turned into parents. Now the role of parents is getting bigger for the achievement of learning success, parents act as educators, assessors, evaluators, and controllers, (Afni & Jumahir, 2020). While the teachers are as facilitators. Thus, parents must be able to accompany their children and become a bridge between students and educators (HilnaPutria et al., 2020).

Based on the explanation of the data above, this research dissects in detail and in depth how to build parental enthusiasm to stimulate the development of children's religious and moral values, what are the forms of synergy between teachers and parents to stimulate religious and moral values in children during the covid-19 pandemic, and how to design learning that involves parents in learning during the covid-19 pandemic. The purpose of this study is to provide detailed and in-depth information regarding the synergy between teachers and parents in learning to stimulate the development of religious and moral values during the COVID-19 pandemic.

Research Method

This research uses type of qualitative research with descriptive method (Joseph, 2014). This research was conducted at RA Ar-Rafif Kalasan Yogyakarta for 3 months. The subjects were teachers of TK B class, parents, and principal. Researchers chose RA Ar-Rafif Kalasan Yogyakarta as the research location because this school has a unique program to instill religious and moral values in early childhood. This study will dig up information and examine in depth related to how the synergy of parents and teachers in learning to instill religious and moral values during the pandemic. Data collection techniques used are interviews, observation, and documentation. The data analysis technique used in this study went through 4 stages, namely data collection, data reduction, data display, and drawing conclusions (Miles et al., 1994).

In order to obtain credible research results, this study uses a data validity test using triangulation technique (Sugiyono, 2015). Triangulation technique in which researcher looks for information using interviews, observation, and documentation with the same data subjects, namely class teacher of TK B, parents, and the principal of RA Ar-Rafif Kalasan Yogyakarta (Sugiyono, 2016).

Results and Discussion

The form of synergy between teachers and parents in learning to instill religious and moral values during the pandemic

In order for learning during the COVID-19 pandemic to be carried out according to the learning objectives, then teachers, parents and the environment must work together well (Setyawan, 2019; Suparlan, 2016; Webster-Stratton & Bywater, 2015). Moreover, to instill religious and moral values in children from an early age, habituation is needed (Mubasyaroh, 2016). When children learn from home, parents are role models or good examples who can accompany children to get used to doing good behavior (Hairuddin, 2014). The following is a form of synergy between teachers and parents in learning to instill religious and moral values in children during the COVID-19 pandemic:

Table 2. Forms of Synergy between Teachers and Parents in Learning

Teacher	Parents	Synergy
Teachers report learning outcomes and documentation (offline learning)	Parents report learning outcomes at home via WA (Online learning)	Teachers and parents exchange information
The teacher opens consultation of children progress	Parents actively report the children's progress	Teachers and parents communicate each other about children's progress
The teacher conveys to parents to record children's activities such as memorizing hadith and short letters and editing the recording	Parents record their children's activities while memorizing hadith and daily prayers, praying dhuha, praying together and then sending them to the teacher.	Collaboration in the creation of youtube content
Create assignments that involve parents. Example: a task to make an iftar menu	Parents help children do the task, namely making iftar menu together	Parents help doing children's homework

From the table it can be seen that synergy between teachers and parents can be done easily. The first synergy, teachers and parents exchange information. Learning during the pandemic uses a blended learning system, meaning that learning is divided into 2, namely online

learning and offline learning (Hilli et al., 2019). Online learning itself is divided into 2, namely synchronous which includes the zoom meeting platform, google meet, WA video calls and asynchronous which includes WA messenger, google classroom (Sari et al., 2019). This shows that learning is not always done in schools, so teachers and parents must exchange information related to children's learning outcomes (Pusitaningtyas, 2017). In addition, teachers and parents are also as determinants of children's behavior(Abdillah, 2019).

Teachers also open online and offline consulting services so that parents can inform and discuss how their children's learning outcomes at home are, whether they are appropriate or not, for example when the child has entered TK B class but the learning outcomes on the activity sheet cannot follow a straight line (still not neat and out of line) after being consulted it turns out that the fine motor skills of the child are not optimal yet. Then the teacher guides parents to stimulate the children's fine motor skills at home so that the children's fine motor skills can run according to the standard level of fine motor development. In line with the research (Susilowati, 2012) which shows that the existence of consulting services can increase children's spirit and enthusiasm when learning. All of these must be communicated between the teacher and parents in order to get a solution and follow-up (Triwardhani et al., 2020). The following is a concept map of blended learning:
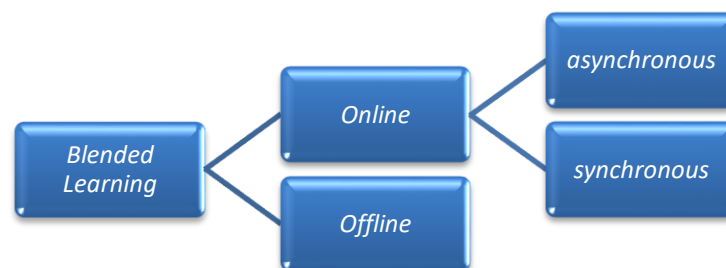
Schematic 1. Concept Map of Blended Learning

The second synergy, teachers and parents communicate with each other regarding children development. This is important to do. Besides aiming to establish good relations with parents, this communication also aims to communicate the progress of children at home by parents and at school by teachers (Roffey, 2021). This communication is also a strategy to consult for parents, the teacher serves wholeheartedly to parents (Triwardhani et al., 2020).

Third synergy, collaboration of teachers and parents in the creation of YouTube content. Nowadays social media is not only a suggestion to get information (A. Ulfah, 2020). However, during the pandemic that turns learning into online make social media and applications used as a means for learning (Handarini & Wulandari, 2020). YouTube is no exception, schools use YouTube as a learning medium, publishing learning outcomes and as a medium of information for parents in assisting children in completing assignments. It is in line with research showing that the motivation of children and parents can increase if the work is published through the media (Nurul Fadlilah, 2021). In addition, utilizing online media has a positive influence on students' learning motivation but there is a need for adult assistance (Bali & Musrifah, 2020; Irfan et al., 2019). This will grow their own pride and make them want to continue to make good and better learning outcomes. The results of the work or activities published through the YouTube platform include children's activities of memorizing daily prayers, memorizing short hadiths, memorizing short letters, dhuha prayer activities, congregational prayer activities.

Fourth synergy, parents help with children's work. At this time the Covid-19 pandemic has returned the role of mothers to their proper place (M. Ulfah & Na'imah, 2020). The role of the mother as the main school for the child and the first educator for the child. Mothers should help children's assignments at home. When the teacher designs activity assignments, the teacher designs activities in which there is parents' contribution such as the task of children's activities to make iftar menus, video recordings of memorizing daily prayers, video recordings of memorizing short hadiths, video recordings of memorizing dhuha prayers. Besides improving communication between teachers and parents, this synergy can also increase the closeness and attachment of parents to children.

Building parental enthusiasm in learning to instill religious and moral values during the pandemic

In blended learning, synergy between teachers and parents is needed (Badaruddin, Noni, Jabu, Basri, 2019). Therefore, to prevent boredom and unpreparedness of parents in accompanying children to study, the teacher takes the initiative to build parental enthusiasm. Here's how teachers can build enthusiasm for parents to support and be directly

involved in learning to instill religious and moral values in children during the COVID-19 pandemic:

1. Socializing the program

   Teachers and school principals socialize learning programs that aim to instill religious values and school morals, including the following programs: (1) Morning with Iqro', which is a school program carried out in the morning with reading Iqro' activities. (2) Duha prayer, performed every day accompanied by the teacher. However, when learning is carried out from home, this dhuha prayer is carried out at home accompanied by parents. (3) Memorizing hadith and daily prayers, done every day. This is intended so that children memorize by themselves, not only memorize but also internalize themselves to do good things according to the hadith. (4) Islamic fairy tales, Islamic fairy tales are carried out every day in order to introduce children about *akhlak mahmudah* dan *akhlak mazmumah*. (5) Role play, carried out according to the theme of the day. To instill religious and moral values, this role play is inserted with Islamic values. Educational socialization is very important because the purpose of this socialization is to make parents aware of the school program, and it is hoped that from this socialization parents can participate in supporting and succeeding the school program (Öcal & Kemerkaya, 2011).

2. Providing encouragement and motivation for the importance of religious and moral values

   The teacher continues to provide encouragement and motivation to parents because based on research, parents are weak in accompanying their children to play. In addition, parents are also confused about what to play with their children (Utami, 2020). Therefore, the teacher continues to motivate parents and provide educational game ideas (Tk et al., nd). That will make parents enthusiastic to accompany their children to play and learn.

3. Providing counseling services

   Counseling services are services that aim to help students through discussion and interviews (Sumarto, 1997). Consulting services are services that provide assistance to parents. During the

period of learning from home, counseling services are very important because parents at home act as implementers for the tasks and instructions given by the teacher (Wardhani & Krisnani, 2020). In conducting counseling services, teachers must use positive words to provide input, suggestions, and advice (Widyastuti, 2018). It is intended that parents accept advice with pleasure so that parents are willing to apply the advice. In addition, by using positive words, incoming messages will be stored in long-term memory (Porter & Hernacki, 1999). Therefore, this counseling service can be used as a means to communicate learning outcomes and child progress. So parents are enthusiastic to give the best for their children.

4. Uploading the results of learning or children's activities on the school's youtube channel

During the pandemic, various activities were carried out via social media, learning was also done through online media. Currently, it is appropriate for schools to have YouTube channel accounts for various purposes, including the need for school promotion, uploading school profiles, uploading learning outcomes and children's activities. It is a pride for parents and children if their learning results are uploaded on the school's social media channel. Moreover, if selected, children and parents will compete to make the best. Therefore, the social media publication system can increase the enthusiasm of parents to accompany their children to learn and participate in inculcating children's religious and moral values.

5. Giving appreciation to parents

The importance of giving appreciation to parents will increase parents' enthusiasm in accompanying children. This appreciation can be in the form of verbal appreciation or certificates for parents. Psychologically, if what is done gets recognition or appreciation, the person will do it again and do it better than before. In this case, schools use verbal appreciation more, because verbal appreciation can also be a motivation and encourage parents to be better in accompanying their children.

Learning design to instill religious and moral values during the covid-19 pandemic

Learning during the pandemic must be designed systematically, progressively, and directed because during the pandemic learning is carried out in a blended way, namely online and offline. This indicates that in carrying out learning the teacher must synergize with parents. The following is a lesson plan to instill religious and moral values during the COVID-19 pandemic.

Table 3. Lesson Plans to Instill Religious and Moral Values

Process	Teacher Activities
Planning	1. The teacher makes observations to children about things that are close and in crisis they deal with. 2. The teacher designs sustainable indicators between aspects of the development of religious and moral values to the other 5 aspects of development contained in the RPPH. 3. The teacher determines the media and learning methods that are suitable for inculcating religious and moral values.
Learning	1. The teacher welcomes to familiarize children with good behavior. 2. The teacher creates an interesting and fun atmosphere. 3. Teachers always integrate religious and moral values into children's learning and activities. 4. At the end of the lesson, the teacher recalls and conducts sounding related to *akhlak mahmudah* and *akhlak mazmumah*.
Evaluation	1. The teacher gives daily to weekly assessments. 2. Evaluate by looking for references to improve the quality of learning if the learning on that day is not optimal. 3. The teacher invites the children to review the events of the day and stimulates the children to reason so that the children are able to distinguish between what is good and what is not.

Before doing the lesson the teacher made observations to determine the theme. The theme is chosen which is closest to the children and then narrowed down into sub-themes and sub-sub themes. For example, the theme of my favorite animal is narrowed down into a sub-theme, such as four-legged animals, narrowed down in sub-sub themes into cows, goats, horses, turtles, etc. The theme is included in the RPPH, besides that the teacher also prepares learning methods and media according to the theme. In pandemic period like now, teachers still prepare RPPH and send it to parents, this is intended so that parents know the achievements on that day even though they are accompanied by parents. Learning tools and materials or media are also informed to parents so that parents prepare the media before learning, for example on the theme of vegetables, carrot as the sub-theme, parents have prepared carrots as a learning medium and as a tool to concretize children's thoughts.

During offline learning, the teacher sets a comfortable, safe, fun atmosphere with singing, fairy tales, and clapping. The inculcation of religious and moral values in children is not necessarily carried out in certain activities, but the cultivation of religious and moral values can be merged into one in children's activities. Even the development of children's moral values can be stimulated while playing, for example, when children have disagreements or fight over toys, the teacher accompanies and mediates. The teacher gives an understanding to the children which actions are good and which actions are not. The teacher mediates the children, so that the children wants to apologize and forgive others. After apologizing, the children plays again as before. When learning conducted from home, the parents accompany the children to do activities based on RPPH given by the teacher.

At the end of the lesson, the teacher recalls the learning that was carried out on that day. The form of recalling done by the teacher can be in the form of questions or sounding to students individually. Examples of questions include: (1) What did we learn today?, (2) What did we color earlier, kids?, (3) Do some of the children still remember which animal had four …? and other questions that are reminiscent of the material in learning. Then examples of sounding to students include: (1) What did Mba AA play?, (2) Mba BB, how are you feeling today?, (3) What did you learn Mas CC? When doing sounding to children, try to name all children so that they are not embarrassed to answer questions. Besides during

recalling the teacher also gives advise about good and bad behaviors through short stories.

Still on the same day the teacher evaluates learning based on the assessment of the diary, then it is analyzed to look for shortcomings. If the shortcomings are found, the teacher then looks for references to optimize learning.

Conclusion

From this research, it can be concluded that the COVID-19 pandemic has changed the existing learning system. Blended learning is a learning system used during the COVID-19 pandemic. In its application, blended learning requires synergy between teachers and parents. The forms of synergy between teachers and parents include: (1) Disclosure of information between teachers and parents, (2) Establishing communication relationships, (3) Collaborating to create content, (4) Commitment of parents to be actively involved in assisting children. School tips to increase parental enthusiasm are carried out by socializing the program, providing motivation, providing counseling services, publishing learning outcomes, and giving appreciation to parents. The teacher designs learning from planning, learning, to evaluation.

Suggestion

This research is limited by time so that researchers have not revealed how the assessment is carried out by schools and how the achievement of the children's progress of religious and moral values during the pandemic. Therefore, future researchers can develop this research so that it can contribute to the world of education. This research is expected to be a reference for further research for the academic community who wish to conduct further research.

References

Abdillah, H. (2019). Peranan Orangtua Dan Guru Sebagai Pendidik Dalam Membentuk Karakter Anak. *Mumtaz: Jurnal Studi Al-Qur'an Dan Keislaman*, *3*(2), 219–250. https://doi.org/10.36671/mumtaz.v3i2.42

Afni, N., & Jumahir, J. (2020). Peranan Orang Tua Dalam Meningkatkan Prestasi Belajar Anak. *Musawa: Journal for Gender Studies*, *12*(1), 108–139. https://doi.org/10.24239/msw.v12i1.591

Badaruddin, M., Noni, N., Jabu, B., Basri, M., & ... (2019). Need Analysis to Design Blended Learning Model: An Instructional Design to Create a

Dynamic, Engaging and Student-Centered Learning Environment. *Proceedings of the 1st International Conference on Advanced Multidisciplinary Research (ICAMR 2018)*. https://doi.org/https://doi.org/10.2991/icamr-18.2019.19

Bali, M. M. E. I., & Musrifah, M. (2020). The Problems of Application of Online Learning in the Affective and Psychomotor Domains During the Covid-19 Pandemic. *Jurnal Pendidikan Agama Islam*, *17*(2), 137–154. https://doi.org/10.14421/jpai.2020.172-03

Baumann, M. (2015). Personal characteristics of MPs and legislative behavior in moral policymaking. *Legislative Studies Quarterly*, *40*(2), 179–210. https://doi.org/10.1111/lsq.12072

Dewayani, T. (2020). *Bekerja dari Rumah (Work From Home) Dari Sudut Pandang Unit Kepatuhan Internal*.

Hairuddin. (2014). Pendidikan Itu Berawal Dari Rumah Hairuddin Institut Agama Islam Negeri Sultan Amai Gorontalo. *Pendidikan*, *10*, 75–91.

Hamidi, N., & Nurdin, I. F. (2020). Juvenile Delinquency and Its Coping Strategy: An Islamic Education Perspective. *Jurnal Pendidikan Agama Islam*, *17*(2), 187–202. https://doi.org/10.14421/jpai.2020.172-06

Handarini, O. I., & Wulandari, S. S. (2020). Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid 19. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, *8*(3), 496–503.

Hilli, C., Nørgård, R. T., & Aaen, J. H. (2019). Designing hybrid learning spaces in higher education. *Dansk Universitetspædagogisk Tidsskrift*.

HilnaPutria, Maula, L. H., & Uswatun, D. A. (2020). Analisis Proses Pembelajaran Dalam Jaringan (DARING) MasaPandemiCOVID-19 pada Guru Sekolah Dasar. *Basicedu*, *4*(4), 861–872.

Inanna, I. (2018). Peran Pendidikan dalam Membangun Karakter Bangsa yang Bermoral. *JEKPEND: Jurnal Ekonomi Dan Pendidikan*, *1*(1), 27. https://doi.org/10.26858/jekpend.v1i1.5057

Irfan, M., Nursiah, S., & Rahayu, A. N. (2019). Pengaruh Penggunaan Media Sosial (Medsos) Secara Positif Terhadap Motivasi Belajar Siswa SD Negeri Perumnas Kecamatan Rappocini Kota Makassar. *Publikasi Pendidikan*, *9*(3), 262. https://doi.org/10.26858/publikan.v9i3.10851

McKay, R. (2015). Religion and morality. *Psychological Bulletin*, *141*(2), 447–

473. https://doi.org/10.1037/a0038455

Miles, M. B., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis : A Methods Sourcebook*. Library of Congress Cataloging-in-Publication Data.

Mubasyaroh, M. (2016). Model of Religious Study and Moral Values in TK Putra Harapan Nalumsari Jepara. *Ta'dib*, *21*(2), 191. https://doi.org/10.19109/td.v21i2.1029

Nurinsani Khoirul Anam, H., Siti Sopiah, N., & Siliwangi, I. (2019). Pengaruh Perhatian Orangtua Dan Pergaulan Bebas Terhadap Perkembangan Moral Anak Pada Siswa SMP | 725. *Parole (Jurnal Pendidikan Bahasa Dan Sastra Indonesia)*, *2*(5), 725–732. https://journal.ikipsiliwangi.ac.id/index.php/parole/article/view/3431

Nurul Fadlilah, A. (2021). Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini Strategi Menghidupkan Motivasi Belajar Anak Usia Dini Selama Pandemi COVID-19 melalui Publikasi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(1), 373–384. https://doi.org/10.31004/obsesi.v5i1.548

Öcal, A., & Kemerkaya, G. (2011). *Socialization in social studies courses in turkey. June 2014.*

Porter, B. De, & Hernacki, M. (1999). *Quantum Learning* (S. Meutia (ed.); 5th ed.). Kaifa.

Pusitaningtyas, A. (2017). Pengaruh Komunikasi Orang Tua Dan Guru Terhadap Kreativitas Siswa. *Proceedings of the ICECRS*, *1*(1), 935–942. https://doi.org/10.21070/picecrs.v1i1.632

Roffey, S. (2021). *Positive Relationships in Schools Word draft*. Springer.

Rusnadi, R., & Hafidhah, H. (2019). Nilai Dasar dan Moralitas Kepemimpinan Pendidikan Islam. *Jurnal Pendidikan Agama Islam*, *16*(2), 223–244. https://doi.org/10.14421/jpai.2019.162-06

Sari, D. C., Purba, D. W., & Hasibuan, M. S. (2019). *Inovasi Pendidikan Lewat Transformasi Digital*. books.google.com.

Sebayang, R. (2020). *Alert! WHO Resmi Tetapkan Corona Pandemi*. CNBC Indonesia.

Setyawan, M. A. (2019). Penanaman Nilai Moral Anak di Lingkungan Lokalisasi (Studi Kasus TPQ Ar-Rahman Kalibanteng Kulon Kota Semarang). *Jurnal Pendidikan Agama Islam*, *16*(2), 165–188. https://doi.org/10.14421/jpai.2019.162-03

Sikirit, D. (2020). *Learning from home during the COVID-19 pandemic.*

Sofino. (2017). Pembelajaran Kewirausahaan Pada Paud. *Seminar Nasional Pendidikan Nonformal FKIP Universitas Bengkulu*, *1*(1 Juli 2017), 61–69.

Sugiyono. (2015). *Cara Mudah Menyusun Skripsi, Tesis, dan Disertasi* (A. Nuryanto (ed.); 3rd ed.). Alfabeta.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (24th ed.). Alfabeta.

Sumarto. (1997). *Pengembangan Model Layanan Konsultasi dalam Setting Sekolah.* 121~128.

Sundus, M. (2017). The Impact of using Gadgets on Children. *Journal of Depression and Anxiety*, *07*(01), 1–3. https://doi.org/10.4172/2167-1044.1000296

Suparlan, H. (2016). Filsafat Pendidikan Ki Hadjar Dewantara Dan Sumbangannya Bagi Pendidikan Indonesia. *Jurnal Filsafat*, *25*(1), 56. https://doi.org/10.22146/jf.12614

Supendi, P., Palah, & Hasanah, A. (2020). Development of Character Education Models in Madrasas Through the Establishment of the Tahajud Prayer. *Jurnal Pendidikan Agama Islam*, *17*(2), 101–118. https://doi.org/10.14421/jpai.2020.172-01

Susilowati, A. (2012). Implementasi Layanan Konsultasi Dalam Meningkatkan Prestasi Belajar Peserta Didik. *Hisbah: Jurnal Bimbingan Konseling Dan Dakwah Islam*, *9*(1), 125–150. https://doi.org/10.14421/hisbah.2012.091-07

Tanfidiyah, N. (2017). Perkembangan Agama dan Moral yang tidak Tercapai pada AUD: Studi Kasus di Kelas A1 TK Masyitoh nDasari Budi Yogyakarta. *Nadwa*, *11*(2), 199. https://doi.org/10.21580/nw.2017.11.2.1810

Tk, D. I., Immanuel, K., & Sungai, I. I. (n.d.). *Peran Guru dalam Melatih Kemandirian Anak Usia 5-6 Tahun di TK Immnuel II Sungai Raya Brigita Ellsa Paruha, Aswandi, Desni Yuniarni Pendidikan Guru Pendidikan Anak*

Usia Dini FKIP UNTAN, Pontianak. 1–10.

Triwardhani, I. J., Trigartanti, W., Rachmawati, I., & Putra, R. P. (2020). Strategi Guru dalam membangun komunikasi dengan Orang Tua Siswa di Sekolah. *Jurnal Kajian Komunikasi*, *8*(1), 99. https://doi.org/10.24198/jkk.v8i1.23620

Ulfah, A. (2020). Pemanfaatan media sosial sebagai media pembelajaran bahasa Indonesia di masa pandemi. *Prosiding Seminar Nasional Bahasa Dan Sastra …*, *4*, 410–423.

Ulfah, M., & Na'imah. (2020). Peran Keluarga dalam Konsep Psikologi Perkembangan Anak Usia Dini. *Aulad : Journal on Early Childhood*, *3*(1), 20–28. https://doi.org/10.31004/aulad.v3i1.46

Utami, E. W. (2020). Kendala dan Peran Orangtua dalam Pembelajaran Daring Pada Masa Pandemi Covid-19. *Prosiding Seminar Nasional Pascasarjana …*.

Wardhani, T. Z. Y., & Krisnani, H. (2020). Optimalisasi Peran Pengawasan Orang Tua Dalam Pelaksanaan Sekolah Online Di Masa Pandemi Covid-19. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, *7*(1), 48. https://doi.org/10.24198/jppm.v7i1.28256

Webster-Stratton, C., & Bywater, T. (2015). Incredible partnerships: Parents and teachers working together to enhance outcomes for children through a multi-modal evidence based programme. *Journal of Children's Services*, *10*(3), 202–217. https://doi.org/10.1108/JCS-02-2015-0010

Widyastuti, A. (2018). Bahasa Positif Guru Dalam Bimbingan dan Konseling Membentuk Karakter Positif Anak Usia Dini. *Jurnal Fokus Konseling*, *4*(1), 107. https://doi.org/10.26638/jfk.525.2099

Yusuf, A. M. (2014). *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan* (Suwito (ed.); 1st ed.). PRENADAMEDIA GROUP.