

Implementation of Discipline-Based Character Education Management Through Teacher-Parent Collaboration at Babussalam Junior High School in East Lombok

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Abstract

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This study examines the practice of collaborative discipline-based character education management between teachers and parents at Babussalam Junior High School in East Lombok, an Islamic school located in a unique socio-religious context. This study stems from the need to understand how school and family collaboration is managed in fostering student discipline, particularly in Islamic schools located in non-urban areas. The research uses a qualitative approach with a case study design. Data were obtained through in-depth interviews, participatory observation, and documentation studies, then analyzed using the interactive model of Miles, Huberman, and Saldaña. The results show that character discipline development is managed through stages of planning, implementation, and evaluation involving school actors and parents in daily managerial practices. Collaboration is realized through various forms of communication, monitoring of student behavior, and parental involvement in the character evaluation process. The research findings also reveal obstacles in the implementation of collaboration, including variations in parental participation, differences in disciplinary habits at home, and technical and administrative limitations of the school. To respond to these conditions, schools implement flexible and contextual managerial adaptation strategies. This study confirms that the management of character education in Islamic schools requires a collaborative approach that is adaptive to the dynamics of the relationship between schools and families. These findings provide empirical contributions to the study of Islamic education management, particularly in understanding teacher-parent collaboration practices in character building at the junior high school level.

Kata kunci:

Manajemen Pendidikan Islam, Pendidikan Karakter Disiplin, Kolaborasi Guru–Orang Tua, Manajemen Sekolah, Smp Islam

Abstrak.

Penelitian ini mengkaji praktik manajemen pendidikan karakter disiplin berbasis kolaborasi antara guru dan orang tua di SMP Babussalam Lombok Timur sebagai sekolah Islam yang berada dalam konteks sosial-keagamaan khas. Kajian ini berangkat dari kebutuhan untuk memahami bagaimana kolaborasi sekolah dan keluarga dikelola dalam pembinaan disiplin peserta didik, khususnya pada sekolah Islam yang berada di wilayah nonperkotaan. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa pembinaan karakter disiplin dikelola melalui tahapan perencanaan, pelaksanaan, dan evaluasi yang melibatkan aktor sekolah serta orang tua dalam praktik manajerial sehari-hari. Kolaborasi diwujudkan melalui berbagai bentuk komunikasi, pemantauan perilaku siswa, serta keterlibatan orang tua dalam proses evaluasi karakter. Temuan penelitian juga mengungkap adanya hambatan dalam pelaksanaan kolaborasi, antara lain variasi partisipasi orang tua, perbedaan pembiasaan disiplin di lingkungan rumah, serta keterbatasan teknis dan administratif sekolah. Untuk merespons kondisi tersebut, sekolah menerapkan strategi adaptasi

manajerial yang bersifat fleksibel dan kontekstual. Penelitian ini menegaskan bahwa manajemen pendidikan karakter disiplin di sekolah Islam memerlukan pendekatan kolaboratif yang adaptif terhadap dinamika relasi antara sekolah dan keluarga. Temuan ini memberikan kontribusi empirik bagi kajian manajemen pendidikan Islam, khususnya dalam memahami praktik kolaborasi guru-orang tua dalam pembinaan karakter disiplin pada tingkat sekolah menengah pertama.

INTRODUCTION

One of the important pillars in developing students is character education in discipline, whereby students as good individuals are not only academically intelligent but also have good morals and are responsible (Sakban & Sundawa, 2023; Santosa et al., 2025). Discipline as a character trait encompasses punctuality, orderliness, obedience to rules, and responsibility, all of which are crucial at the junior high school level, where the academic load increases rapidly and students are faced with increasingly complex social interactions with their peers (Albet et al., 2024; Novrianti et al., 2024). However, the formation of this disciplined character cannot be built solely by teachers or educational institutions (Albet et al., 2024; Sakban & Sundawa, 2023). Parents also have a role as primary educators in the household, which certainly determines the success of character education (Fajri, 2025; Sjamsir et al., 2024).

In the context of contemporary education, character education is no longer understood as the sole responsibility of schools, but rather as the result of synergy between the school environment, family, and community. Parents, as the first and primary educators of children, have a fundamental role in shaping religious and moral character through parenting patterns, habits, and supervision of daily behavior (Syahid & Kamaruddin, 2020). In the modern era, active parental involvement in accompanying their children's development has become increasingly important to maintain consistency in values and character between the home, school, and community environments (Istikharah et al., 2025).

In line with this, in Islamic education management literature, parental involvement through school management mechanisms is seen as a crucial strategy for strengthening students' religious character and discipline (Nasution et al., 2025). Various studies in Islamic schools show that the implementation of participatory management, including the formation of character teams involving teachers and parents, contributes positively to improving student discipline, responsibility, and honesty (Hakim et al., 2024; Pohan et al., 2025). These findings confirm that strengthening disciplinary character will be more effective if parental involvement is not only individual in nature, but is systematically integrated into the structure and practices of school management.

Meanwhile in the context of madrasahs, policy studies in Islamic educational institutions/madrasahs mention that formal character education policies are recommended to include aspects of religious discipline as part of the implementation of the school's vision and mission (Kartiko et al., 2024; Rohman et al., 24 C.E.). The formulation of the school's vision and mission, the scheduling of regular worship, and character evaluation through curricular and extracurricular activities in madrasahs play an important role in internalizing discipline in students (Auliya, 2023; Handoko, 2025). However, previous research results show a tendency to focus only on the context of school management or school policy. Furthermore, parental participation is only explored as a general supporting component without in-depth exploration of the collaborative practices between school management, teachers, and parents within the scope of schools and madrasahs (Wasehudin et al., 2024). As in the study conducted by (Hakim et al., 2024) at SDIT

Kota Bandar Lampung, which highlighted the importance of developing a more systematic and structured management of parental participation, due to the suboptimal involvement of parents.

On the other hand, teacher-parent collaboration in shaping student discipline has also been studied in a non-managerial context (Istamala, 2025). For example, research by (Hadi, 2025) and (Irhamah et al., 2024) found that intensive collaboration between teachers and parents in implementing discipline had a significant impact on student motivation and learning outcomes. Research on the synergy between Islamic Education teachers and parents at PAB High School also revealed that mutual agreement on disciplinary rules, regular worship routines, and regular communication are effective strategies in building student discipline (Awaliyah et al., 2025). Furthermore, collaboration between educators and guardians is often considered the “key to success” in building student character, according to (Syam et al., 2024) through the Tri-Center of Education concept (*teachers, parents, community*). In this study, effective and continuous communication between schools and families is highlighted as a central element in character education.

Therefore, this study chose Babussalam Junior High School in East Lombok as the locus of study because of its characteristics as an Islamic school in a rural area that has different social, cultural, and educational practices from Islamic schools in urban areas. This study aims to describe the planning of collaborative teacher-parent discipline character education management, analyze the forms and mechanisms of collaboration developed in its implementation, identify various challenges faced by schools in implementing collaborative discipline character education management, and explain the impact of this implementation on the formation of student discipline at SMP Babussalam Lombok Timur. Based on this focus and objective, this research was conducted using a qualitative case study approach to gain an in-depth understanding of the practice of character education management at SMP Babussalam Lombok Timur.

METHOD

This study uses a qualitative approach with a case study design, focusing on an in-depth assessment of the practice of collaborative teacher-parent discipline-based character education management at Babussalam Junior High School in East Lombok. This approach was chosen because the study seeks to understand the processes, patterns of interaction, and managerial dynamics that occur contextually in an Islamic school environment (Wahyuningsih, 2013). SMP Babussalam Lombok Timur was chosen as the research location because this school consistently implements discipline-based character building based on Islamic values and involves parents in various student discipline programs. In addition, the characteristics of the school, which is located in a rural area with a strong socio-religious background, provide a relevant context for examining character education management practices in a more contextual manner.

The selection of these informants was intended to obtain diverse and complementary perspectives on the practice of teacher-parent collaboration in character education management (Fadli, 2021). Data collection was conducted through in-depth interviews, participatory observation, and documentation studies. In-depth interviews were used to explore the views, experiences, and strategies applied by informants in planning, implementing, and evaluating character education. Participatory observation was conducted to directly observe disciplinary practices in schools, teacher-student interactions, and communication between teachers and parents during various school activities. Documentary studies included analysis of official school

documents, such as organizational structure, character development programs, student rules, school-parent communication records, and student discipline evaluation reports.

A combination of these three techniques was used to obtain rich and mutually reinforcing data (Lincoln, 2021). Data analysis was conducted thematically using an interactive analysis model that encompassed data organization, coding, theme discovery, and repeated meaning extraction. To ensure data validity, this study employed credibility checks through source and technique triangulation. Source triangulation was conducted by comparing information from various informants with different roles within the school structure, while technique triangulation was conducted by corroborating interview data with field observations and document analysis. These steps were taken to ensure that the research findings reflect the actual empirical conditions and are scientifically accountable (Rahmadi, 2011).

RESULTS AND DISCUSSION

Results

Implementation of Discipline-Based Character Education Management Through Teacher-Parent Collaboration

The results of the study show that SMP Babussalam Lombok Timur implements disciplined character education management through a structured pattern of collaboration between the school and parents. The implementation is carried out through three main managerial stages, namely planning, implementation, and evaluation, which involve teachers, homeroom teachers, school management, and parents as active partners.

In the planning stage, the school develops a student discipline program in collaboration with teachers and parents at the beginning of the school year. This formulation includes the development of disciplinary rules, daily routines, and communication mechanisms between the school and families. The involvement of parents at this stage aims to build a common understanding of the disciplinary standards to be applied, both at school and at home. The principal emphasized that discipline is positioned as part of shaping students' character, thus requiring alignment of values between the school and the family.

"We don't want discipline rules to come only from school. Since the beginning of the year, teachers and parents have sat down together to agree on programs and rules, so that habits at school are in line with those at home." (Interview with the Principal, 2025)

These findings indicate that disciplinary management planning is not top-down, but rather built through a collective agreement between schools and parents. Furthermore, during the implementation stage, teacher-parent collaboration is achieved by applying discipline habits at school and integrating them with guidance at home. At school, discipline habits are implemented through activities such as punctual attendance, congregational dhuha prayers, neatness checks, and recording student behavior in a daily discipline journal.



Figure 3.1. Regular Guidance on the Dhuha Prayer at School by Teachers

Meanwhile, at home, parents are involved in monitoring student discipline through religious guidance, study schedule management, and student preparation before leaving for school. Findings regarding the implementation of character management were obtained through interviews with the principal, homeroom teachers, and other teachers, and were reinforced by observations of discipline activities and reviews of school documents, such as character development programs and student code of conduct books.

Class teachers, who serve as the main liaison between the school and parents, play a key role in communicating student discipline progress and following up on any violations that occur. Communication is conducted continuously through WhatsApp groups, personal communication, and face-to-face meetings. One class teacher explained that parental involvement is a crucial factor in accelerating changes in student behavior.

"When there is a violation, we immediately communicate with the parents. We don't just convey the problem, but also invite the parents to accompany their child for reflection. From there, behavioral changes are usually seen more quickly." (Class Teacher Interview, 2025)

During the evaluation stage, the school monitors student discipline regularly through meetings with teachers and parents. The evaluation is conducted by reviewing discipline journals, homeroom teacher reports, and monitoring results from home. The evaluation results are used as a basis for improving programs and adjusting student discipline strategies.

Forms of Teacher-Parent Collaboration in Discipline, Character Education, and Management

The results of the study show that collaboration between teachers and parents at Babussalam Junior High School in East Lombok takes several main forms that are integrated into the practice of character and discipline management. This collaboration is not incidental, but is carried out continuously through communication mechanisms, joint habits, and routine evaluations involving both parties.

The first form of collaboration is ongoing communication between teachers and parents. This communication is the main foundation for fostering student discipline and is carried out through various media, such as class WhatsApp groups consisting of homeroom teachers and parents, personal communication by telephone for any issues related to students, and face-to-face meetings between school leaders and homeroom teachers with parents at certain times. Communication is used not only to convey information about disciplinary violations but also to discuss student behavior development and the necessary steps to take at home. Homeroom teachers act as the main liaison who coordinates the flow of information between the school and parents.

"We don't just report violations, we also explain the context. We invite parents to discuss what needs to be done at home, so that guidance doesn't stop at school." (Class Teacher Interview, 2025)

The second form of collaboration is parental involvement in instilling discipline at home. The school provides guidelines and monitoring tools that parents can use to assist students in practicing their religious duties, managing their study time, and preparing for school activities. Parents are asked to record their children's progress and any obstacles encountered at home, then report back to the homeroom teacher for joint evaluation. This practice shows that discipline building is not separated between the school and home environments, but is carried out in a complementary manner.

"We were asked to fill out a monitoring form from the school. From there, we learned what habits we needed to instill at home, and the teachers also learned about our children's development outside of school." (Parent Interview, 2025)

The third form of collaboration is regular meetings to evaluate student discipline. The school holds periodic meetings with parents, both in-class and at school forums, to discuss student discipline. In these forums, teachers share the results of their disciplinary monitoring, while parents provide feedback on their children's behavior at home. The results of these meetings serve as the basis for adjusting the discipline program.

In addition, collaboration is also realized through the formulation of rules and mutual agreements. School rules are communicated to parents at the beginning of the school year and reinforced through written agreements outlining disciplinary expectations that students must follow at school and at home. These agreements serve as a common reference for teachers and parents in enforcing discipline consistently.



Figure 3.2. School and Parent Meetings as a Coordination Forum for Strengthening Character Education and Discipline

In conclusion, these findings underscore that the collaboration between teachers and parents at Babussalam Junior High School in East Lombok has transcended conventional informative communication. This synergy has evolved into a robust and structured collaborative mechanism, where both parties act as strategic partners actively involved in overseeing the holistic development of the students.

Furthermore, the integration of this collaboration into the school's management system has proven to be a pivotal factor in strengthening character education and enforcing discipline. Consequently, this partnership model does not only support academic achievement but also fosters a consistent educational ecosystem between the school and home environments, ultimately shaping a better personality for the students.

Barriers to Teacher-Parent Collaboration in Discipline Character Building

The results of the study show that although teacher-parent collaboration in character building at Babussalam Junior High School in East Lombok has been structured, its implementation still faces a number of obstacles that affect the consistency and effectiveness of the program. These obstacles stem from variations in parent participation, differences in habits at home, and technical constraints in the implementation of collaborative management. The first obstacle relates to variations in the level of parent participation. Not all parents are able to optimally participate in collaborative activities organized by the school. Some parents have limited time due to work demands, so they are not always able to attend school meetings or respond quickly to communications from teachers. This situation results in delays in following up on student discipline issues.

“Some parents are very responsive, but others are difficult to contact. When communication is not smooth, disciplining children becomes difficult because the school and home cannot work together.” (Interview with guidance counselor, 2025)

Furthermore, there is an inconsistency in the implementation of discipline at home. Field findings show differences in parenting styles and in parents' level of assertiveness when implementing agreed-upon disciplinary measures. As a result, some students exhibit good discipline at school but are not always consistent at home. Differences in the social environment and the influence of peer groups around the students' homes also affect this consistency. These obstacles were not only identified through interviews with teachers and parents, but were also evident in the results of observations of parental attendance at school activities and analysis of attendance documents and homeroom teacher communication reports.

Meanwhile, other obstacles stem from technical and administrative constraints in implementing collaboration. Schools do not yet have written standard operating procedures (SOPs) that detail the mechanism for teacher-parent collaboration in character building. In addition, scheduling evaluation meetings often conflicts with parents' busy schedules, so attendance at evaluation forums is not always consistent.

Overall, these findings indicate that the obstacles to collaboration are not only technical but also related to family social dynamics and school management limitations. These obstacles affect the sustainability and consistency of implementing discipline-based character education management through teacher-parent collaboration at SMP Babussalam Lombok Timur.

Table 1. Summary Finding

Types of Barriers	Descriptions of Field Findings	Implications for Discipline Development
Variations in parental involvement	The level of parental involvement in school communications and meetings varies, influenced by work commitments and time constraints. Some parents are difficult to contact or are slow to respond to information from the school.	Follow-up on student discipline issues is not always consistent and prompt between schools and homes.
Inconsistency in habituation at home	The disciplinary practices implemented at home are not always aligned with school agreements, due to differences in parenting styles, parents' levels of strictness, and the influence of the environment surrounding the student's residence.	Student discipline behavior shows fluctuations, both between school and home and between monitoring periods.
Technical and administrative constraints	The lack of written standard operating procedures (SOPs) for the mechanism of teacher-parent collaboration, as well as limitations in scheduling meetings to accommodate parents' free time.	The implementation of collaborative evaluation has not been optimal, and parent participation in evaluation forums has been uneven.

Source: Data Collection, 2026

School Managerial Adaptation Strategies in Strengthening Teacher–Parent Collaboration

The results of the study show that the school, particularly the leadership and the character development team, implemented various managerial adaptation strategies to address obstacles to implementing teacher-parent collaboration. These strategies were not designed as rigid formal policies but were developed contextually to suit the social and cultural conditions and characteristics of the parents of students at SMP Babussalam in East Lombok. Among the strategies implemented is the adjustment of the school's communication patterns with parents. The school not only relies on formal meetings but also combines them with informal communication through text messaging groups and personal approaches by homeroom teachers. This pattern was chosen to reach parents who have limited time to attend school, while maintaining continuity of information regarding student discipline development.

“If we wait for official meetings, many parents cannot attend. So homeroom teachers are more active through group communication or direct contact when there are issues that need to be addressed immediately.”
(Homeroom Teacher Interview, 2025)

The next strategy is to strengthen the role of homeroom teachers as the main link between the school and families. Homeroom teachers not only serve as class administrators, but also as coordinators of character building and discipline. In practice, homeroom teachers monitor students' disciplinary progress, report to parents, and facilitate agreements on disciplinary habits that can be applied both at school and at home. To support all of this, the school has developed a strategy of flexible management in the implementation of discipline character evaluations. Evaluations are not always conducted through formal forums, but also through periodic reports and limited discussions tailored to the circumstances of the parents. This flexibility allows the school to continue monitoring without having to rely on the physical presence of parents at every evaluation activity.

In addition, the school also applies a persuasive and cultural approach in building parents' awareness of the importance of consistent discipline. This approach is carried out by emphasizing religious values that have become a common agreement within the school community, so that the message of character building is more easily accepted and understood by parents. From all the results obtained, the managerial adaptation strategies implemented show that the success of teacher-parent collaboration is not only determined by the existence of formal policies, but also by the school management's ability to read the context, build flexible communication, and optimize the roles of key actors at the operational level.

These strategies are an important foundation in maintaining the sustainability of student discipline character building at SMP Babussalam Lombok Timur. The managerial adaptation strategies implemented by the school in responding to collaboration obstacles were identified through interviews with principals and teachers, and confirmed through observation of school activities and analysis of character development program documents.

Table 2. Summary Research Finding

Main Obstacles	Managerial Adaptation Strategy	Forms of Implementation in Schools
Variations in parental involvement	Adjustments to school communication patterns	A combination of formal communication (school meetings) and informal communication (text messaging groups, personal communication with homeroom teachers) to reach parents with limited time.
Inconsistency in habituation at home	Strengthening the role of homeroom teachers as liaisons	Homeroom teachers monitor student discipline, submit progress reports, and agree on disciplinary measures with parents.
Technical and administrative constraints	Flexibility in evaluating disciplinary character	Evaluations are conducted through periodic reports and limited discussions without reliance on formal forums.
Differences in parents' understanding of discipline	Persuasive and cultural approaches	Emphasis on religious values and normative agreements within the school as the basis for joint discipline development

Source: Data Collection, 2026

Discussion

Teacher–Parent Collaboration in the Perspective of Islamic Education Management

The findings show that collaboration between teachers and parents in character building at Babussalam Junior High School in East Lombok is integrated into school management practices, particularly in the planning, implementation, and evaluation stages of character education programs. This collaboration is not positioned as an additional activity outside the school system, but rather has developed as part of the daily education management mechanism. This indicates that character building is understood as a shared responsibility between schools and families.

From an Islamic education management perspective, the teacher-parent collaboration practices found in this study reflect the view that education is a collective responsibility that cannot be borne solely by educational institutions. Education is understood as an integrated process that takes place simultaneously in the family, school, and community environments, with the family occupying the position as the first and primary educational environment for children. This view is in line with Langgulong's idea, which emphasizes that parents bear moral and pedagogical responsibilities in shaping their children's personalities, while schools function to strengthen and direct this process systematically (Firman, 2017; Nata, 2023). Within this framework, parents are not positioned as passive recipients of school policy, but rather as strategic partners who play an active role in decision-making and the implementation of character education programs.

These findings can also be interpreted through the framework of participatory management in education, which emphasizes the importance of involving key stakeholders in decision-making and program implementation (Bush, 2007; Jaenudin, 2024). In practice at Babussalam Junior High School in East Lombok, parental involvement in communication, monitoring student behavior, and character evaluation shows that the school is trying to build an inclusive and dialogical management pattern. However, unlike the formal and structural participatory management approach, the collaboration found in this study developed contextually and flexibly, adapting to the social and cultural characteristics of the students' parents.

When compared to previous studies, the findings of this study reinforce the results of research that emphasizes the importance of the role of parents in character education, particularly in maintaining consistency of values between the school and home environments (Epstein, 2011;

Garbacz et al., 2018). A number of previous studies have shown that parental involvement contributes positively to the formation of discipline, responsibility, and prosocial behavior in students. However, some of these studies still position parents as supporting partners who are outside the school management structure. In contrast to this tendency, this study shows that teacher-parent collaboration is established as a managerial practice that is part of everyday school life, even though it has not been fully formalized in written policy.

In the context of Islamic education, this kind of collaboration has a deeper meaning because it is based on shared religious values between the school and the family. These shared values facilitate the process of internalizing discipline, because the educational messages conveyed by the school do not conflict with the norms and beliefs that apply in the family environment. This is in line with the view that character education in Islam is more effective when it is built through role modeling, habituation, and consistent value agreements between various educational environments (Ramayulis, 2015; Tafsir, 2014).

Thus, the teacher-parent collaboration found in this study can be understood as a relational and contextual practice of Islamic education management. This collaboration not only serves as a means of technical coordination, but also as a medium for internalizing disciplinary values rooted in Islamic teachings. These findings enrich the study of Islamic education management by showing that the effectiveness of character building is highly dependent on the school's ability to build meaningful partnerships with families, rather than solely on the strength of regulations or formal organizational structures.

School Managerial Adaptation as a Response to Collaboration Barriers

The findings show that the implementation of teacher-parent collaboration in character building at Babussalam Junior High School in East Lombok is not without obstacles, including limited parental participation, differences in family practices, and technical and administrative constraints at the school. This situation requires the school to not only rely on formal policies, but also to develop managerial adaptation strategies that are capable of responding to the social dynamics faced.

Within the framework of educational management theory, these conditions can be understood through the concept of adaptive management, which is the ability of educational organizations to adjust their structure, processes, and management strategies to changes in the internal and external environment (Bush, 2007; Hoy & Miskel, 2013). Adaptive management emphasizes flexibility, responsiveness, and optimal utilization of human resources, especially when organizations face structural limitations. The findings of this study indicate that schools respond to collaboration barriers not by tightening rules, but by adjusting communication patterns and evaluation mechanisms to remain relevant to the conditions of students' parents.

The communication pattern adjustment strategy implemented by the school reflects the principles of effective managerial communication in education. The use of a combination of formal and informal communication shows that the school recognizes the importance of information accessibility for parents (Mulyasa, 2017). This approach is in line with the view that the success of school-family collaboration is greatly influenced by the quality of communication, not merely by the frequency of formal meetings (Epstein, 2018). In the context of non-urban Islamic schools, flexibility in communication is an important strategy for maintaining sustainable cooperation between teachers and parents.

Strengthening the role of homeroom teachers as the main link between schools and families can also be understood as a form of managerial adaptation at the operational level. In educational management theory, actors at the middle level have a strategic role in translating policies into actual practice (Hoy & Miskel, 2013). The findings of this study indicate that

homeroom teachers not only function as policy implementers but also as mediators who align the expectations of schools and parents regarding character building and discipline. This role is in line with previous studies that emphasize the importance of distributive leadership in education, where managerial responsibilities are functionally divided among key actors in schools (Spillane, 2006).

In addition, flexibility in implementing character discipline evaluation shows that schools avoid rigid and bureaucratic management approaches. Evaluation is carried out through various mechanisms tailored to the conditions of parents, so that it remains possible to monitor student character development without causing resistance or fatigue in participation. This approach is in line with the view that evaluation in character education should be formative and continuous, not merely administrative (Lickona, 2012). From the perspective of Islamic education management, the managerial adaptation strategies found in this study reflect the application of the values of wisdom and balance in education management. Schools strive to balance the demands of discipline and the real conditions of students' parents, so that the policies implemented are still based on the values of justice and benefit (Nata, 2016; Ramayulis, 2015). The persuasive approach based on religious values also shows that managerial adaptation is not only technical but also normative, placing Islamic values as a reference in building a shared awareness.

Compared to previous studies, the findings of this study broaden our understanding of managerial adaptation in character education. A number of previous studies have emphasized the importance of formal regulations and structured programs in character building (Afandi, 2011; Hallinger & Heck, 2010; Hidayat et al., 2022). However, this study shows that in certain contexts, particularly Islamic schools in non-urban areas, the success of disciplinary character management is determined by the school's ability to build flexible and contextual relationships with parents. Thus, school managerial adaptation can be understood as a key strategy in maintaining the sustainability of teacher-parent collaboration. This adaptation allows schools to continue to carry out their disciplinary character building functions effectively, even when faced with structural limitations and complex social dynamics. These findings confirm that disciplinary character education management is not static, but rather develops through a process of continuous adjustment to the context and needs of the school community.

The Role of Principals and Homeroom Teachers in Collaborative Management

The findings show that the success of teacher-parent collaboration in character building at Babussalam Junior High School in East Lombok is inseparable from the role of the principal and homeroom teachers as key actors in the school's managerial structure. Both play complementary roles, with the principal functioning at the strategic and cultural level, while homeroom teachers play a role at the operational and relational level. From an educational management perspective, the principal is understood as an institutional leader who is not only responsible for administrative aspects, but also for shaping the culture and policy direction of the school (Bush, 2011). The findings of this study show that the principal creates a policy climate that supports parental involvement by providing space for collaboration, legitimizing the role of homeroom teachers, and strengthening religious values as the basis for character building and discipline. This role is in line with the concept of educational leadership that positions the principal as a culture builder and value leader in educational organizations (Hoy & Miskel, 2013).

In the context of Islamic education, school principal leadership has a strong normative dimension. Principals not only act as organizational managers, but also as moral role models (*uswah hasanah*) who guide educational practices in accordance with Islamic values (Nata, 2016; Tafsir, 2014). The findings of this study indicate that religious values are used as a basis for building

communication with parents, so that school policies are more easily accepted as part of a shared responsibility in educating children.

Meanwhile, homeroom teachers play a strategic role at the operational management level. Homeroom teachers serve as the main link between the school and families, as well as coordinators of character building and discipline at the classroom level. In educational management theory, this role is in line with the concept of distributive leadership, which emphasizes the division of leadership responsibilities among actors at the implementation level (Spillane, 2006). The findings of this study show that homeroom teachers not only carry out instructions but also make adjustments and mediations according to the conditions of students and parents.

The role of homeroom teachers as mediators is important in reconciling differences in expectations between schools and families regarding discipline. In practice, homeroom teachers convey school policies to parents, while also communicating the circumstances and limitations of parents to the school. This mediating function strengthens the effectiveness of collaboration, as potential conflicts or miscommunications can be managed in a more personal and contextual manner. These findings are in line with previous studies that emphasize the importance of interpersonal relationships in the success of character education management (Lickona, 2012).

When compared to previous studies, these findings broaden our understanding of the role of school actors in collaborative management. A number of studies emphasize the dominant role of the principal in the success of character education programs, while this study shows that this role cannot be separated from the contribution of homeroom teachers as the main implementers in the field. The synergy between the strategic leadership of the principal and the operational leadership of the homeroom teacher is key to maintaining the sustainability of teacher-parent collaboration. From the perspective of Islamic education management, this synergy reflects the principles of *ta'awun* (cooperation) and *musyawarah* (deliberation) in education management. Principals and homeroom teachers work within a framework of complementarity, rather than a rigid hierarchy, so that character building can be carried out in a more humane manner and oriented towards the formation of good character. These findings confirm that collaborative management in Islamic education requires leadership that is not only structurally effective but also morally and relationally strong.

Thus, the roles of the principal and homeroom teacher in this study show that collaborative management between teachers and parents is not the result of a single policy, but rather of continuous interaction between strategic leadership and operational practices at the classroom level. This understanding makes an important contribution to the study of Islamic education management, particularly in formulating the roles of school actors in the management of sustainable character education.

Social-Religious Context and Its Implications for Discipline Character Management

The findings show that the practice of character education management at Babussalam Junior High School in East Lombok cannot be separated from the socio-religious context of the surrounding community. The school is located in an environment with relatively strong religious and social ties, so Islamic values become a common reference in the educational process. This condition influences the way the school builds collaboration with parents, especially in a persuasive and normative approach to character building.

From an Islamic education perspective, the socio-religious context is an important factor in the process of internalizing values. Character education is not only understood as the transfer of rules or the instilling of habits, but as a process of forming moral awareness that is in harmony with the religious and cultural values of society (Ramayulis, 2015; Tafsir, 2014). The findings of

this study indicate that schools utilize shared religious values as social capital to strengthen collaboration with parents, so that discipline is not perceived as institutional pressure, but as part of a shared religious responsibility.

The persuasive approach based on religious values applied by schools reflects the principles of Islamic education management that emphasize wisdom and *mau'izhah hasanah* in guiding students. In practice, schools do not emphasize sanctions as the main instrument of discipline, but rather prioritize dialogue, exemplary behavior, and consistent habituation. This approach is in line with the view that character education in Islam is more effective when carried out through gradual and contextual internalization of values, rather than through coercive control (Langgulung, 2003; Nata, 2016).

When linked to previous studies, the findings of this study complement the results of research that emphasizes the importance of social context in the success of character education. A number of studies show that character education programs often face obstacles when the values instilled by schools are not in line with the norms that apply in the family and community environment (Jeynes, 2016; Lickona, 2012). In contrast to this context, this study shows that the alignment of socio-religious values between schools and the community is actually a supporting factor in managing disciplinary character.

These findings also have important implications for the management of Islamic schools in non-urban areas. The relatively homogeneous socio-religious context allows schools to develop a more relationship- and trust-based managerial approach. However, reliance on shared values also requires caution so that disciplinary character management does not run informally without clear direction and evaluation. Therefore, the findings of this study suggest the importance of a balance between a cultural approach and targeted managerial management.

From a broader perspective, the findings of this study indicate that disciplinary character education management in Islamic schools needs to be designed contextually, taking into account the socio-religious characteristics of the community where the school is located. A context-sensitive approach enables schools to build more meaningful and sustainable teacher-parent collaboration, while maintaining the relevance of character education to the real lives of students.

Thus, the socio-religious context not only serves as the backdrop for the implementation of disciplinary character education management, but also as a factor that actively shapes the school's strategies, approaches, and collaborative practices. This understanding enriches the study of Islamic education management by emphasizing that the effectiveness of disciplinary character building is greatly influenced by the school's ability to integrate religious and social values into its managerial practices.

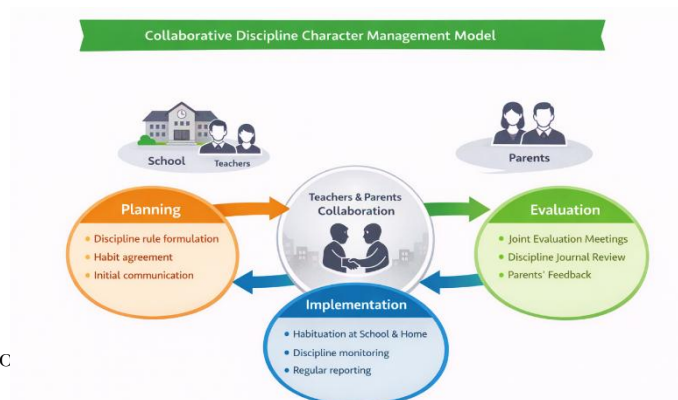


Figure 3.3. Collaborative Discipline Character Management Pattern

In summary, this visualization illustrates a comprehensive framework of collaborative practices between teachers and parents, spanning from the initial planning stages to final evaluation. This structured flow highlights the synergy required to foster effective character development, emphasizing that the process is a shared responsibility that demands consistency and mutual commitment from both the school and the home environment.

These insights are grounded in field findings that demonstrate a robust exchange of information and active parental involvement across various school management activities. By integrating parents into these strategic processes, the school establishes a more transparent and inclusive management system, ultimately creating a more supportive and unified ecosystem for nurturing students' moral and ethical growth.

CONCLUSION

This study concludes that character education management at Babussalam Junior High School in East Lombok is fundamentally rooted in a synergistic relationship between the school and families. The findings demonstrate that teacher-parent collaboration has evolved beyond mere administration to a contextual and adaptive managerial practice that aligns with the community's social dynamics and religious values. In this school, discipline is not viewed as a rigid enforcement of rules, but rather as a continuous process of habit formation that requires harmony between the home and school environments. This relational approach, characterized by managerial flexibility and persuasive communication, proves that the effectiveness of character building depends heavily on the school's ability to maintain a dynamic and responsive partnership with parents.

However, this study is limited by its single-case design, which means the findings may not be directly generalizable to all Islamic educational contexts. Additionally, the research did not delve deeply into the perspectives of the students themselves, the primary subjects of character building, leaving their personal experiences of this collaboration largely untouched. Based on these limitations, it is recommended that future research incorporate student voices and conduct comparative studies across different types of Islamic schools and regional settings. Further investigation could also focus specifically on the role of school leadership in orchestrating and sustaining these collaborative management strategies over the long term.

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