

The role of parents and teachers' teaching styles on the learning achievement of islamic religious education at sabuk empat state elementary school

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ABSTRACT

Islamic Education plays an important role in shaping the character and personality of students from an early age. At the elementary school level, PAI serves as the main means of instilling spiritual values and praiseworthy morals. Learning achievement in PAI subjects is influenced by several factors, one of which is the involvement of parents in assisting the child's educational process at home. In addition, the way teachers teach also has a big role in determining student success. Teachers who are able to deliver material with varied methods, use appropriate learning media, and invite students to be actively involved in learning activities can create an effective and enjoyable learning environment. This study aims to examine the extent to which the role of parents in supporting student learning at home, as well as how the teacher's teaching style in delivering PAI material can have an impact on student learning achievement. Using a qualitative approach and case study method, data were collected through observation, in-depth interviews, and documentation. The results revealed that the active involvement of parents at home as well as the teacher's ability to adjust the teaching style to the needs of students greatly influenced the success of PAI learning. Therefore, the synergy between parents and teachers is a key factor in improving student learning achievement

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Introduction

Islamic Religious Education plays a crucial role in shaping the character and personality of students from an early age, especially at the elementary school level, where PAI is the primary means of instilling spiritual and moral values (Meriyati et al., 2024). Religious education not only focuses on cognitive aspects but also on shaping religious attitudes and behaviors in daily life (Rahmadi & Hamdan, 2023). Therefore, the success of learning Islamic Religious Education (PAI) is not only measured by academic results, but also by students' ability to practice Islamic values (Sulaiman & Yusuf, 2023). One of the main factors influencing PAI achievement is parental involvement. Rahayu and Maulana revealed that parental involvement in accompanying children's learning, creating a religious atmosphere at home, and providing moral support significantly impacts students' enthusiasm and positive attitudes toward religious lessons (Ustadiyah, 2023). Additionally, the teacher's teaching style also plays an important role. Research by Maulida and Hasbullah shows that an interactive and enjoyable approach to teaching can improve students' understanding and interest in Islamic Religious Education (PAI) material (Rahmadi & Hamdan, 2023).

Teachers who utilize varied methods, appropriate learning media, and prioritize role modeling are able to create a productive and character-building learning environment.

Teachers are not only material deliverers, but also role models who have a significant influence on the formation of students' religious character (Meriyati et al., 2024). Furthermore, a harmonious relationship between teachers and parents is key to supporting the success of religious education (Rodiyah et al., 2023). Faridi emphasize that the synergy between the two will strengthen the internalization of Islamic values, both at school and at home (Faridi, 2022). However, Amalia and Nugroho revealed that challenges still exist in practice, such as a lack of communication between teachers and parents and a mismatch between teaching methods and students' needs (Syamsul Aripin & Nana Meily Nurdiansyah, 2022). As a result, student participation and understanding of Islamic Religious Education (PAI) are low. The ecological approach to education, as explained by Handayani and Prasetya states that child development is influenced by various social systems, including family and school, which are essential elements for educational success (Diana et al., 2024). Given the importance of parental roles and teachers' teaching styles, research is needed to examine their contribution to the PAI learning achievement of elementary school students (Ayunah, 2022). This research is expected to serve as a foundation for designing more effective religious education strategies and strengthening the role of the family in education, especially amidst the current moral challenges and globalization trends (Shulhan, 2021).

Method

This research uses a qualitative approach with a case study method (Khan, 2022). The research location is Sabuk Empat State Elementary School, with participants consisting of 4th and 5th-grade students, PAI teachers, and several parents selected purposively (Nyimbili & Nyimbili, 2024). Data collection techniques: 1. In-depth interviews with PAI teachers and students' parents. 2. Classroom observation during PAI lessons. 3. Documentation in the form of report card grades, learning activity records, and teachers' work programs. Data analysis was conducted thru the stages of data reduction, data presentation, and conclusion drawing, following the Miles and Huberman model. Data validity was tested thru source and technique triangulation (DEWI, 2022).

Discussion

The Role of Parents in the PAI

Learning Process The role of parents in a child's education is a key element that influences learning success in school, including in the subject of Islamic Religious Education (Putra, 2018). As the first educators, parents are responsible for guiding their children morally, spiritually, and academically. In PAI learning, parental support includes supervising learning, continuously instilling religious values, and actively communicating with teachers. Parental involvement can increase students' learning motivation and achievement (Salsabila et al., n.d.). Support in the form of attention, time, and learning facilities can foster a child's self-confidence and interest in learning religion. This also contributes to the formation of religious character, which is one of the main goals of Islamic Religious Education in elementary schools (Elvira, 2021).

Parents at Sabuk Empat Public Elementary School play a key role in educating and guiding their children in daily religious practices, such as prayer and Quran reading at home, which strengthen their understanding of Islamic Religious Education (PAI). They also provide motivation through prayer, emotional attention, and enrolling their children in additional Islamic Religious Education (TPQ) classes to deepen their religious knowledge. Research shows that parental attention significantly improves PAI learning achievement, although inhibiting factors such as work commitments sometimes hinder this.

Religious education at home plays a role in reinforcing the values learned at school (Sastriyani, 2018). Synchronization between religious education in the family and school environments will help children understand and practice religious teachings more comprehensively. Therefore, parental involvement becomes an important bridge in supporting

children's religious education. However, various constraints such as time limitations, low religious knowledge, and economic factors can hinder parents' role in supporting their children's education. Therefore, good cooperation between parents and teachers is essential for the PAI learning process to remain effective (Hasanah & Sapri, 2024).

The interview results show that most parents actively accompany their children in learning Islamic Religious Education (PAI) at home, especially in helping them memorize prayers and read the Quran. They also set an example in worship, which has a positive impact on children's religious motivation and attitudes. As one parent stated: "I always encourage my child to pray in congregation, and we make it a habit to read short surahs every night." However, there are also parents who are not fully involved due to work commitments.

Teaching Style of Islamic Education (PAI) Teachers

A teacher's teaching style refers to the way the teacher delivers material and interacts with students during the learning process (Yusron et al., 2023). This style plays an important role in creating a positive learning atmosphere and motivating students to be active, including in Islamic Education (PAI) classes (Sari, 2021). According to Syafitri and Maulana, a democratic teaching style one that encourages student participation through discussions, Q&A sessions, and group work can enhance students' interest and understanding of PAI material. This style allows students to think critically and relate the lessons to everyday life, making learning more meaningful (Lukman et al., 2024).

In addition, teachers need to adapt their teaching style to the characteristics of the students and the classroom situation (Iman et al., 2024). Zahra and Santoso emphasize the importance of using creative methods such as storytelling, visual media, and educational technology to clarify religious concepts and attract students' attention (Nurzen, 2022). Rahmawati also adds that teachers who can create a fun learning environment and provide positive feedback can encourage students to perform better. On the other hand, a rigid and monotonous teaching style can make students passive and unmotivated.

Islamic Religious Education teachers at this school employ a variety of teaching styles, such as group discussions and the use of animated media, to make lessons more engaging for early childhood students (Nasution, 2023). This approach positively impacts achievement because it adapts to the characteristics of elementary school children, emphasizing moral development and understanding basic Islamic concepts. Similar studies confirm that Islamic Religious Education (PAI) teachers' innovative teaching styles contribute significantly to improved student grades.

At SDN Sabuk Empat, PAI teachers implement a varied and communicative teaching style, such as using contextual approaches, storytelling methods, group discussions, and digital media like Islamic animated videos. Observations show that students are more enthusiastic when learning is done through active participation and hands-on practice, such as role-playing Islamic figures or practicing congregational prayer in the mosque. "The children understand better when they are engaged in dialogue or watch stories of the prophets through interesting images and videos," said the PAI teacher. This flexible and empathetic approach creates a comfortable and enjoyable learning environment, thereby increasing students' enthusiasm and involvement in the learning process (Hasan & Juhannis, 2024).

Collaboration between parents and teachers through regular meetings and communication about children's Islamic Religious Education (PAI) development at Sabuk Empat Public Elementary School strengthens learning effectiveness. Parents complement school instruction with home learning supervision, while teachers provide input for family guidance. This collaboration has been shown to improve achievement holistically, as evidenced by studies of similar collaborations in public schools.

Learning Motivation in Islamic Education

Learning motivation is the internal drive or external influence that encourages students to actively and consistently engage in learning activities (Charismana et al., 2022). In the context of Islamic Education (PAI), this motivation not only affects students' activeness in class but is also closely related to their seriousness in understanding and applying Islamic teachings in daily life.

Santoso and Yuliani state that learning motivation can be improved through engaging teaching approaches that are relevant to students' experiences, as well as through positive support in the form of praise from teachers and parents. Motivated students tend to be more disciplined, diligent, and enthusiastic in learning. Therefore, the involvement of teachers and parents in building motivation is an important aspect in promoting better academic achievement in PAI.

Influence on Learning Achievement

Students' academic achievement in Islamic Education (PAI) is influenced by several interrelated factors. Among these, the most prominent are the role of parents, the teacher's teaching style, students' intrinsic motivation, and a supportive learning environment. These four factors do not stand alone; instead, they complement each other in forming an optimal learning process. Good learning achievement in PAI is not only marked by high academic scores, but also reflected in students' ability to understand religious concepts and apply them in daily behavior such as in worship, manners, and social interactions that reflect Islamic values.

Findings based on documentation of learning outcomes and in-depth interviews show that students who receive strong support from parents at home and learn under the guidance of teachers who use engaging teaching styles generally perform better. Parental support includes assisting children in studying, paying attention to their academic progress, and having active communication about what is being learned at school. Meanwhile, teachers who can create a positive learning environment such as through stories of the prophets, worship practice, and emotional engagement can foster students' interest and emotional connection to religious education.

One 5th-grade student expressed that he enjoys PAI classes because the teacher does not only deliver the material verbally, but also involves students in engaging activities such as storytelling and worship practice. At home, his mother also shows interest by asking what he learned at school. This shows the continuity between the home and school environments in the learning process, which directly influences the student's enthusiasm and understanding of PAI material.

A teaching style that is flexible, communicative, and empathetic has been proven to create a classroom atmosphere that is emotionally safe and comfortable. Students feel appreciated, heard, and encouraged to actively participate. This condition greatly supports the development of high learning motivation and consistency in the learning process. Thus, it can be concluded that success in learning PAI is strongly influenced by the synergy between the role of parents, the teacher's teaching approach, students' internal motivation, and a conducive learning environment.

Analysis shows that the combination of supportive parents and adaptive teacher teaching styles resulted in higher Islamic Religious Education (PAI) achievement at Sabuk Empat Public Elementary School, with an increase in students' average grades. Factors such as parental motivation and interactive teacher methods mitigated the low learning interest caused by environmental influences. However, challenges such as the lack of home learning facilities still need to be addressed for optimal learning.

Conclusion

The research results show that the role of parents and the teaching style of teachers significantly influence students' academic performance in Islamic Education (PAI). Active parental involvement, such as accompanying children during study time at home and instilling religious values, greatly helps in shaping students' understanding of the subject matter. On the other hand, a communicative and engaging teaching style adapted to the characteristics and needs of the students also encourages increased interest and comprehension of Islamic teachings. To create a harmonious and sustainable learning environment, consistent collaboration between teachers and parents is necessary. Good communication between the two parties can align educational patterns at home and school, making it easier for students to understand and practice the religious values being taught.

In addition, learning motivation also plays an important role in supporting student success. This motivation can be nurtured through fun, contextual, and relevant teaching approaches. Support in the form of appreciation or positive reinforcement from teachers and parents whether verbal or through concrete actions can increase students enthusiasm for learning. When students feel valued and supported, they tend to be more motivated, disciplined, and consistent in participating in the learning process. Therefore, the involvement of teachers and parents in fostering learning motivation is a crucial factor in promoting students' success in Islamic Education.

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