

TEACHER AND PARENT COLLABORATION IN INSTILLING MORALS IN EARLY CHILDHOOD AT TK ABA TANDOTANDO TANA TORAJA DISTRICT

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ABSTRACT

This study aims to explore the collaboration between teachers and parents in instilling moral values in early childhood at TK ABA Tandotando, Tana Toraja Regency. Instilling moral character from an early age is crucial in shaping children's personalities according to moral and spiritual values. The study uses a qualitative descriptive method with observation, interviews, and documentation techniques. The results show that collaboration between teachers and parents is established through intensive communication, parental involvement in school activities, and alignment between moral education at home and school. This collaboration is proven effective in fostering polite behavior, honesty, responsibility, and social awareness in young children. The study recommends strengthening ongoing partnerships between schools and parents as a foundation for character education.

Keywords: Collaboration, Teachers, Parents, Morals, Early Childhood

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1. INTRODUCTION

Early childhood education is an important foundation in shaping children's character and personality. At this stage, children are in a golden age, where all forms of stimulation, including moral values, are easily absorbed and strongly embedded in them. One of the most important aspects of early childhood education is the cultivation of morals, namely habituation to moral values such as honesty, courtesy, responsibility, and respect for others.

The process of instilling morals cannot be left entirely to one party alone. It takes synergy between educational institutions and the family environment, where teachers and parents have a central role. Teachers as educators at school have the responsibility

to internalize moral values through learning and exemplary approaches. Meanwhile, parents as the main educators at home must support and continue the process through consistent habituation in daily life.

TK ABA Tandotando Tana Toraja Regency is one of the early childhood education institutions that realizes the importance of collaboration between teachers and parents in shaping children's morals. This collaboration is not only limited to communication about children's development, but also includes cooperation in habituation programs, joint activities, and shared perceptions about character education.

However, in practice, there are still various challenges faced, such as the lack of effective communication between teachers and parents, differences in parenting patterns at home and approaches at school, and low parental participation in educational activities. Therefore, it is important to examine how the form and effectiveness of collaboration between teachers and parents in instilling morals in early childhood at ABA Tandotando Kindergarten.

2. METHODS

This research uses a descriptive qualitative approach that aims to describe the collaboration between teachers and parents in instilling morals in early childhood at ABA Tandotando Kindergarten. Data collection techniques were carried out through observation, interviews, and documentation. The research subjects consisted of teachers, principals, and parents. Data were analyzed using data reduction, data presentation, and conclusion drawing techniques, and tested for validity through triangulation.

3. FINDINGS AND DISCUSSION

A. Forms of Teacher and Parent Collaboration

This study found that collaboration between teachers and parents in instilling morals in early childhood at ABA Tandotando Kindergarten takes place through several concrete forms, including:

- 1) Regular communication: Teachers and parents regularly communicate, either directly or through media such as WhatsApp groups. Topics discussed include the development of children's behavior, attitudes while learning, and suggestions for instilling moral values at home.
- 2) Joint activities: Parents are involved in school activities such as parenting classes, commemoration of Islamic holidays, and children's social activities. In

these activities, moral values such as helping, honesty and responsibility are taught jointly by teachers and parents.

- 3) Value alignment: Teachers and parents try to unite perceptions in terms of moral cultivation, such as using polite language, getting children used to giving greetings, and teaching children to apologize when they make mistakes. This alignment creates consistency between education at home and at school.
- 4) Modeling and exemplification: Teachers at school model behavior for children, and parents at home continue the example. Both parties realize that moral cultivation is most effective through direct example, not just advice.

B. Supporting Factors for Collaboration

The factors that support this collaboration include:

- 1) The common vision between teachers and parents regarding the importance of moral education from an early age.
- 2) The commitment of teachers and parents to be actively involved in fostering children's character.
- 3) The support of an open and communicative school environment for parents' participation.
- 4) The religious values of the Tana Toraja community, which help strengthen the habit of moral habituation both in the family and school environment.

C. Factors inhibiting collaboration

However, there are a number of obstacles faced in the collaboration process, including:

- 1) Parents are busy working and have limited time to interact with teachers or get involved in school activities.
- 2) Lack of understanding by some parents about the importance of their involvement in their children's character development.
- 3) Differences in parenting patterns and parental backgrounds lead to dissimilarities in the way children are educated at home, which are sometimes not in line with the values taught at school.

Discussion

The findings show that close collaboration between teachers and parents is very influential in the formation of early childhood morals. Moral cultivation becomes more effective when the educational process takes place holistically, not only at school but also reinforced in the family environment. Children who receive positive

habituation from these two main environments tend to show more polite, independent and responsible attitudes.

This research is in line with Bronfenbrenner's ecological theory of education, which states that child development is influenced by various interacting environments, including the family and school microsystems. Harmonious collaboration between these two environments has a significant impact on children's character development. Thus, the collaboration between teachers and parents is not just a complement, but a major element in the success of character education in early childhood.

4. CONCLUSION

Based on the research results and data analysis, it can be concluded that:

- a. Collaboration between teachers and parents at ABA Tandotando Kindergarten takes the form of regular communication, involvement in school activities, and shared perceptions in the formation of children's morals. This collaboration shows that both parties have an important and complementary role in shaping the character of early childhood.
- b. The process of instilling morals is done through habituation of values such as honesty, responsibility, courtesy and cooperation. Teachers act as educators at school who provide examples and guide children's behavior, while parents continue the process at home by reinforcing the same values.
- c. Supporting factors for collaboration include open communication, a common vision, and the support of a responsive school environment. The inhibiting factors include parents' busy schedules, lack of awareness of the importance of character education and differences in parenting.
- d. Overall, harmonious and sustainable collaboration between teachers and parents has proven effective in instilling noble character in early childhood. Therefore, this collaboration needs to be continuously improved through more intensive communication and programs that involve the active role of parents in children's character education.

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