



# Harmonizing Fiqh Education with Local Wisdom: Enhancing Students' Religious Awareness via Teacher-Parent Collaboration

Winda Nurul Hazizah Lubis<sup>1\*</sup>, Arlina<sup>2</sup>

Universitas Islam Negeri Sumatera Utara, North Sumatra, Indonesia

\*[winda0301191016@uinsu.ac.id](mailto:winda0301191016@uinsu.ac.id)

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## Abstract:

This research aims to determine the collaboration between fiqh teachers and parents in increasing students' awareness of worship at MTs Istiqlal Deli Tua. This research is qualitative research with a descriptive approach. This research was carried out at MTs Istiqlal Deli Tua with research subjects namely fiqh teachers, parents and students. Data collection techniques in this research were carried out using interviews, observation and documentation. Meanwhile, the data analysis used is qualitative which is carried out through several stages, namely data collection, data reduction and drawing conclusions. The results of this research are the collaboration between fiqh teachers and parents in increasing students' awareness of worship at MTs Istiqlal Deli Tua, namely teacher interaction with students, advising children, providing good role models, inviting and practicing, giving gifts as a form of appreciation and giving punishment. From the research results, it appears that fiqh teachers have a big role in guiding students in worship and providing good role models. The implication is the need to strengthen the role of fiqh teachers as models and spiritual guides for students.

**Key Words:** *Parent Collaboration, Local Wisdom, Fiqh Learning*

## Abstrak:

Penelitian ini bertujuan untuk mengetahui kerja sama guru Fiqh dengan orang tua dalam meningkatkan kesadaran beribadah siswa di MTs Istiqlal Deli Tua. Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif. Penelitian ini dilaksanakan di MTs Istiqlal Deli Tua dengan subjek penelitian yaitu guru Fiqh, orang tua dan siswa. Teknik pengumpulan data pada penelitian ini dilakukan dengan wawancara, observasi dan dokumentasi. Sedangkan analisis data yang digunakan ialah kualitatif yang dilakukan melalui beberapa tahapan, yaitu pengumpulan data, reduksi data dan penarikan kesimpulan. Hasil dari penelitian ini adalah kerja sama guru Fiqh dengan orang tua dalam meningkatkan kesadaran beribadah siswa di MTs Istiqlal Deli Tua yaitu interaksi guru dengan siswa, menasehati anak, memberikan contoh tauladan yang baik, mengajak dan mengamalkan, memberikan hadiah sebagai bentuk penghargaan dan memberikan hukuman. Dari hasil penelitian, terlihat bahwa guru Fiqh memiliki peran besar dalam membimbing siswa dalam beribadah dan memberikan contoh tauladan yang baik. Implikasinya adalah perlunya memperkuat peran guru Fiqh sebagai model dan pembimbing spiritual bagi siswa.

**Kata Kunci:** *Kolaborasi Orang Tua, Kearifan Lokal, Pembelajaran Fiqh*

## INTRODUCTION

The importance of awareness of worship is a form of human submission and servitude to Allah SWT by carrying out all commands, avoiding all His prohibitions, and harmonious relationships with other humans. Prayer is the first act of worship that will be considered in the afterlife. Prayer in Islam has a unique position compared to other forms of worship. Prayer is the first obligation for Muslims. As an obligation, orders to carry out must not be abandoned. Especially parents and where children live (Munawar, 2022; Rubini & Nuraisah, 2023). On the other hand, religious learning as carried out by students at school also often cannot be carried out properly and correctly.

It is difficult to form a person who is obedient in carrying out prayers, so it is necessary to get into the habit of carrying out prayers from school age by involving teachers when they are at school and parents when they are at home. Teachers have a vital role in improving the quality of education. Therefore, a teacher must have a good quality education in his professional field. If a teacher does not have good qualities will impact the quality of his education (Lubis & Ritonga, 2023; Efendi et al., 2022; Ritonga et al., 2022). The most crucial role of parents is to instill religious values. Instilling religious values in children is not easy; it requires a lot of time and patience, not just occasionally instilling religious values in children but must be continuous and uninterrupted because a child is created ready to accept good and evil. Coupled with the many hours children spend with their parents, parents have an essential role in children's education and development (Azizah, 2020). Teachers and parents have a responsibility towards their children. Especially in religious education. Because every teacher and parent always tries to achieve better success for their children in this world and the hereafter.

In this case, Fiqh subject teachers need to have an obligation to guide their students in developing a religious nature by teaching worship such as prayer, fasting, reading the Koran, and so on. Apart from that, Fiqh subject teachers are also responsible for providing guidance or practicing prayer because prayer is an obligation for every Muslim. In teaching this prayer, students must explain it as clearly as possible and provide daily guidance. In guiding students' prayer services, Fiqh subject teachers must carry out their role in guiding students' prayer services so that they will become people who continually maintain their prayers properly and correctly. Getting into the habit of praying is very important; as mentioned, religious exercises involve worship, such as prayer. Reading the Al-Qur'an and praying in the mosque or prayer room must be used it from an early age so that over time there will be a feeling of enjoyment in doing this worship (Aini, 2018; Hasan & Haura, 2022)

MTs Istiqlal, located in Deli Serdang, North Sumatra, is an Islamic educational institution committed to providing high-quality religious education for its students. However, to achieve this goal, it is essential to consider a holistic approach in developing students' understanding of religion and awareness of worship.

One aspect that should be addressed in religious education is the aspect of culture and local wisdom (Susanto et al., 2022; Hanafie et al., 2022). Deli Serdang, North Sumatra, has a rich Islamic history and culture. The people here have traditions, customs, and local values reflected in their daily lives. Combining Islamic religious teachings with local wisdom can be a valuable resource in forming a deeper understanding of religion and activating students' awareness of worship.

Apart from that, the role of parents must be addressed in religious education. They are essential partners in helping strengthen their children's religious understanding and sense of worship. Collaboration between Fiqh teachers at MTs Istiqlal and students' parents is critical in ensuring that the Islamic religious message is delivered consistently and effectively to students.

Collaboration between teachers and parents is part of the education system in Islam. Therefore, parents are the first school for their children. As the first school for their children, parents occupy the highest position in each child's development, both in terms of cognitive, affective, and psychomotor (Bräuninger et al., 2023). Through this collaboration, parents will gain knowledge and experience about their child's success and know what difficulties their child faces at school. Through this collaboration, teachers and parents will also face quite a few obstacles, but with clear goals as implementers and people responsible for education, this collaboration can be realized (Sari et al., 2021).

Based on several observations in the field, problems related to the cooperation between fiqh teachers and parents in increasing students' awareness of worship at MTs Istiqlal Deli Tua are still relatively low. This statement is based on the results of observations made by the author regarding the level of student attendance in the school prayer room when prayer time arrives. Some students still play on their cell phones, eat, and drink. Other data also supports the researcher's statement about students' lack of prayer awareness, namely From documentation studies it was found that quite a few students were punished for not praying.

There is at least some research related to this, as stated by Fatmawati et al. (2021), who said that low student awareness is an obstacle for jurisprudence teachers in cultivating a spirit of responsibility towards religion. The strategy used in this research also of course experienced several obstacles. Other research also revealed difficulties or obstacles in the implementation of learning Fiqh subjects, including problems experienced by the students themselves, such as students needing to be proficient in reading the Al-Qur'an which caused obstacles to learning Fiqh in the classroom (Amin et al., 2022).

Awareness and responsibility are very important in carrying out worship. If this is not followed by awareness and a sense of responsibility for carrying out prayers, it will make a person find it difficult and difficult to fulfill this obligation. A person's conscious attitude can only be seen from a high sense of religion, religious actions, and movements (Fitk & Ambon, 2022; Hezbollah et al., 2023).

The novelty of this research lies in integrating local wisdom and Islamic culture in fiqh education. This innovative approach allows students to understand religious teachings in the context of their local culture and values, creating a deeper and more relevant understanding of religion. Although this research was conducted in a specific local context, the results may have global relevance in efforts to strengthen religious education and increase religious understanding in various Islamic educational institutions throughout the world. This approach can be adapted and implemented in various contexts to improve the quality of religious education.

Based on previous research, this research will discuss optimizing cooperation between fiqh teachers and parents in increasing students' awareness of worship at MTs Istiqlal Deli Tua, Fiqh Teachers in carrying out their main role, namely as bearers of the mandate of parents to convey knowledge, instill values religious values, increasing awareness of worship for students at school with several materials that can be implemented and focused on at school, namely worship material. In this way, it is hoped that all students can get used to carrying out the prayers every Muslim recommends.

## **RESEARCH METHODS**

This research uses a qualitative descriptive approach, case study type. The data collection methods used were observation, interviews, and documentation. Meanwhile, the data analysis technique used is qualitative, carried out through several stages, namely data collection, data reduction and concluding (Moleong, 2017; Salim, 2020; Sugiyono, 2017). The data collected from informants explained the cooperation between jurisprudence teachers and parents in increasing students' awareness of worship.

Data sources come from fiqh subject teachers, parents, and students at MTs Istiqlal Deli Tua. To determine the validity of the data, researchers used source and method triangulation techniques. Data from different sources will be analyzed using source and method triangulation techniques. Data analysis will involve several stages, including data reduction, collecting data from different sources, drawing conclusions, and creating a narrative that describes the research results.

The validity of the data will be strengthened by using source triangulation techniques, namely comparing and checking the consistency of data obtained from various sources. This will help ensure that research findings are reliable and valid. With this method, research will produce an in-depth understanding of the cooperation between fiqh teachers and parents in increasing students' awareness of worship at MTs Istiqlal Deli Tua. It can provide valuable insight for developing religious education at the school.

## **RESULTS AND DISCUSSION**

The fiqh subject in the Madrasah Tsanawiyah curriculum aims to prepare students to know, understand, appreciate, and follow Islamic law, which becomes the basis for life guidelines through guidance, teaching, practice, experience, and habits. A Fiqh subject teacher is tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students and teaching them about Islamic law, which regulates various aspects of human life, including the person, society, and human relationship with God. Fiqh learning is directed at helping students understand the basics of Islamic law and the procedures for applying it so that they become Muslims who always strictly obey Islamic law.

Parents are the first and foremost educators, and it is from parents that children receive their first education. Parents are their children's primary and first educators because they are the first children to receive education. Thus, the first form of education is family life. Family or parents are the first and foremost place in forming a child's self-concept. Parents in perfective Islam are adults responsible for assisting their children in their physical and spiritual development to reach maturity and be independent in completing their duties as servants of Allah. The fundamental outlook on life, attitudes, and behavior will naturally be embedded in children through examples and education given to children by their parents (Adawiah, 2017; Ardiyastuti, 2022)

The teacher is a professional educator whose goal is to realize education through professionalism and fulfill every community's right to obtain high-quality education, for which teachers are responsible for the implementation process.

First, teachers and parents must understand the importance of religious education and worship in children's development. They must realize that religious education is not only about lessons at school but also about real worship experiences. In this case, teachers and parents can talk and set common goals that they will achieve for their children.

Interaction between teachers and parents occurs not only when students have problems or matters of an administrative or financial nature. However, it can also happen outside school or anywhere when teachers and students meet. Interaction in a human's life is an inseparable part, especially for children entering the growth process.

The experience of interaction between teachers and parents reflects local wisdom in educational culture. In many cultures worldwide, closeness between teachers and parents is essential in shaping children's character and values. At the local level, traditional values such as cooperation, mutual respect, and a sense of family are emphasized in the relationship between teachers and parents. Creating harmonious interactions will create great potential for developing a child's personality.

On the other hand, teacher interactions with students also need to be considered. Teachers who get along well with students are the main asset in establishing good social communication. In various local communities, the

concept of "teacher" not only refers to the figure of an educator in the classroom but also to a figure who guides and provides an example to students outside of class hours. Teachers are not just imparters of knowledge but also wise figures who shape students' morals and ethics. In this case, the influence of teachers as friends and learning companions reflects values such as simplicity, friendliness, and empathy, which are valued locally in shaping children's personalities.

In addition, social interactions between teachers and students outside the school or classroom environment can create strong social ties within the community. Teachers involved in students' daily lives can also strengthen a sense of community and positive social involvement, remembering that children have social sensitivity that develops rapidly during their growth years.

Thus, the social experience between teachers and students reflects local values that encourage good social communication, the role of teachers as moral role models, and the importance of shaping children's personalities by the culture and norms of local society.

Second, Advise and make children aware that prayer is an obligation that cannot be abandoned. Parents awaken their children slowly. Parents do everything they can to prevent their children from missing their prayers. Advising children does not require costs because it is enough to give them direction and guidance so that they understand. Many parents give advice lovingly, using kind and gentle language. Parents sometimes advise their children when they are going to sleep or sitting together. Similar things have been done in previous research, which revealed that when the child goes to sleep, the child's condition is stable or not in an emotional state, so it will be easier for parents to advise the child (Ade et al., 2021).

Education is a long journey that involves many parties, including students, teachers, and parents. In this journey, the role of parents and teachers is vital. They are not only companions in the learning process but also a valuable source of advice and guidance for students. One aspect often overlooked is the importance of parents and teachers advising each other's students. This has a significant impact on the development and growth of children.

One of the main reasons why advice from both parties is essential is because students are in the middle of two different worlds: the world of school and the world of family. Parents are the ones who know best about their children's character, habits, and needs at home. Meanwhile, teachers spend most of their time with children in the school environment. The combination of knowledge and experience from these two sources is invaluable.

Mutual advising of students allows for a better understanding of child development. Teachers can provide insight into a child's academic progress, classroom behavior, and social engagement. On the other hand, parents can provide insight into behavioral changes at home, personal problems, or family life changes that may affect the child. By sharing this information, both can work together to provide appropriate and consistent support for the child.

Additionally, advice from both sources helps create consistency in educational approaches. When students know that their parents and teachers are communicating and working together, this creates a stable and supportive environment. Children feel surrounded by people who care about their development, which positively influences their motivation and confidence in the learning process.

However, it is essential to note that advising students requires open communication and cooperation between parents and teachers. It is not about blaming each other or finding fault but about working together to achieve the same goal: balanced growth and development for the child.

In conclusion, the importance of parents and teachers mutually advising students is one of the keys to success in education. They are two critical resources that, when combined, provide complete support for children. With open communication, cooperation, and a focus on children's best interests, we can help children grow and develop into good, intelligent, and characterful individuals.

Children tend to imitate what they see, especially at an early age. Teachers and parents who set examples of good behavior become an inspiration for children to follow in their footsteps. Children who see their teachers working hard, being honest, and caring about others will be encouraged to develop the same attitudes.

Set a good example. In forming good student characters, such as examples of kindness from teachers, whether related to attitudes, behavior, speech, mentality, or things related to morals and morals that are worthy of being an example for students, must be done repeatedly to get the desired results. Achievable. Role modeling from a teacher can be interpreted as a form of effort to provide an example of good and correct behavior from a teacher to students in the hope that the student can imitate this behavior and practice it in everyday life. Role modeling from a teacher is the most effective method to be used in the educational process to prepare and form students with a high moral, spiritual, and social spirit in society (Alfian, 2022).

Parents usually set good examples so that children can imitate good things. This aligns with the results of interviews to show positive things that can shape their child's character. For example, praying in front of children, praying together, and reciting the Koran after performing evening prayers. Setting a good example will make it easier for parents to motivate their children to do good. Parents often pray before their children, so they will be moved to pray, too.

The role model concept by Rasulullah can be applied to students. However, the most important thing is the role of teachers in the school environment and the role of parents when children are in the home environment to improve children's morals. Because the role of both in forming children's morals is vital, getting children to have noble morals is not only done using words or commands but must be done by providing role models from parents or

teachers. Education and psychology experts state that children will imitate what their parents and teachers do (Fatimah et al., 2022).

Apart from that, teachers and parents also invite each other and practice it with students. The essence of da'wah in Islam is an appeal, invitation, and call for humanity to believe and obey Allah SWT and return to an accurate and appropriate teaching according to Islamic religious law. One of the most effective methods of preaching, especially in education, is inviting and practicing. Getting a child used to worship from an early age is a parent's duty and responsibility because parents are the first teachers for a child who must guide and set an example in all aspects of learning.

Because worship is clear proof of whether or not a Muslim's faith is strong in believing in his Islamic creed, from an early age, children must be introduced to the values of worship both in the school environment and at home by inviting children to places of worship, showing them forms of worship, and introducing the meaning of worship.

Parents and teachers must also realize that they have a shared role in supporting students in worship. They must work together and coordinate to create an environment that supports children's spiritual development.

In the education chain, parents and teachers are essential pillars that shape the character and spirituality of students. By providing examples, open communication, relevant teaching, active support, respect for religious freedom, and strong cooperation, they can help students worship and practice religious values in everyday life. This is a valuable legacy that students can take on their journey to become responsible individuals who benefit society.

Give gifts as a form of appreciation. Giving awards is a form of appreciation to students or anyone. The free reward is according to the teacher's wishes, whether material or non-material (Tang, 2023). As long as the aim of giving the award is to raise the enthusiasm of children who have completed what the teacher instructed. Subconsciously, anyone who has completed an order always wants to be rewarded, which is part of human psychology as a creature.

Awards are essential in teaching students to behave according to the ethics and norms that apply in society; namely, awards have educational value. They are a form of motivation and enthusiasm for students. Then, it can be ensured that a positive reward will increase student productivity in their work, and it is also hoped that this will prevent various forms of violations that might occur.

When children are good at performing prayers in everyday life and have even made prayer their obligation to Allah, of course, it becomes a matter of pride for their parents. There are many things that parents do so that their children maintain these good habits. Giving gifts and praise is a motivational tool that can guide children to study harder.

Parents and teachers need to have a shared understanding of how and why punishment is administered (Wolf, 2020; Warnick & Scribner, 2020). This includes an understanding of school rules, codes of conduct, and applicable



norms of behavior. When parents and teachers have a consistent view of punishment, it helps students understand the consequences of their behavior (Oord & Tripp, 2020). Punishment here can be given to students so that they know and then become aware of the mistakes they have made. Punishment is a form of retribution given to students when they violate a mutually agreed rule. The purpose of giving this punishment is as a form of learning for students to realize the mistakes they have made and then be able to take responsibility for them (Rozi et al., 2020).

After punishment is given, parents and teachers need to discuss solutions together. This may include an agreement about the behavior changes expected of the student, the actions that will be taken to support those changes, and ways to prevent similar behavior in the future. Parents and teachers must work together to support students in their efforts to change behavior. This could mean providing positive reinforcement when students comply with rules, extra help with studying when needed, or exploring factors influencing student behavior. Strong collaboration between parents and teachers in handling student punishment is critical to creating a practical and pedagogical approach. This sends a message to students that they are supported by both parties in their journey to become individuals of responsibility and character.

Awareness of worship has a vital role in realizing an Islamic society. Increasing awareness of worship carried out from an early age with continuous direction and supervision from parents, and teachers will develop children's potential so that children can reach the stage of maturity and realize the importance of worship in life. It will not be separated from the obstacles and problems faced in an educational process, including increasing students' awareness of worship.

From the findings mentioned above, this research provides theoretical and practical contributions, especially in strengthening the Islamic identity of the archipelago by combining local wisdom with religious education. It recognizes and appreciates the diversity of cultures and traditions in Indonesia while promoting a deeper understanding of the Islamic religion. This research provides an example of how local culture can be integrated into Islamic religious education. This illustrates that Islam can coexist with local values and traditions without compromising the integrity of religious teachings.

The concept of active collaboration between teachers and parents applied in this research creates opportunities for parents to participate in their children's religious education process actively. This is in line with the principles of Islam Nusantara, which emphasize the role of the family in forming a child's character. Through the approach proposed in this research, students become more aware of the correct worship procedures, resulting in more profound and meaningful worship practices. This supports a more qualitative and meaningful Islamic practice.

## CONCLUSION

Integrating local wisdom in Islamic religious education is a significant step in creating a deeper and more relevant understanding of religion for students. This allows students to relate religious teachings to their local culture and values, enriching their understanding of Islam. Meanwhile, active collaboration between teachers and parents proves that the role of these two entities is vital in shaping students' character and awareness of worship. Teachers guide in the context of formal education, while parents provide support and supervision at home, creating a balanced educational ecosystem.

The research results show that this holistic approach has positively contributed to increasing students' understanding of religion and awareness of worship. Students are more aware of the procedures for worship and the meaning of spirituality in their lives. Although this research was conducted at MTs Istiqlal Deli Tua, Deli Serdang, North Sumatra, the resulting findings and methods have the potential to be adapted and applied in various Islamic educational institutions throughout the world. Collaboration between formal education, local culture, and the role of parents can be a valuable guide for strengthening religious education globally. Thus, this research provides valuable insight into how Islamic religious education can be improved through harmonization with local culture and close collaboration between teachers and parents. This can inspire other Islamic educational institutions to strengthen religious education and increase students' understanding of religion in this modern era.

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