

# The Role of Parents in Student Learning at SMA Takhasus Al-Qur'an Bulakwaru Tarub, Based on Pesantren (Islamic Boarding School)

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## Abstract

**Purpose** - This research aims to examine the role of parents in the learning process at the Islamic boarding school-based Takhasus Al Quran Bulakwaru Tarub High School. In the context of Islamic boarding school-based education, parents play an important role in supporting students' academic success and character development

**Design/Methodology/Approach** - The method used in this research is descriptive qualitative, with data collection through interviews, observation, and documentation studies.

**Findings** - The research results show that parents' involvement in their children's education includes moral support, facilitation of learning needs, and good communication between school and family. Apart from that, parents also play a role in instilling religious and ethical values in their children, which are in line with the educational goals of Takhasus Al Quran High School. This research concludes that synergy between parents and educational institutions is very important in improving the quality of learning and appreciation of the teachings of the Quran among students.

**Originality/Value** The findings are expected to provide insight for parents, educators, and Islamic boarding school managers in formulating more effective educational strategies, especially in strengthening collaboration between families and Islamic boarding school-based educational institutions.

**Keywords:** Role of Parents, Learning, Takhasus Al Quran, High School, Islamic Boarding School

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## I. INTRODUCTION

Education is a fundamental aspect of shaping human character and personality. In Indonesia, educational institutions focus not only on academic instruction but also on instilling religious and moral values. One unique form of education is the Takhasus Al-Quran Senior High School (SMA), which operates within the framework of an Islamic boarding school, or *pesantren*, such as SMA Takhasus Al-Quran Bulakwaru Tarub. This school serves not only as a place for learning general knowledge but also facilitates the teaching of religious sciences, particularly the study of the Quran and Islamic values. (Abdullah, 2017)

In the context of learning at SMA Takhasus Al-Quran, the role of parents is crucial. Parents function not only as providers of physical and emotional needs but also as educators and role models for their children. Parental involvement in the teaching and learning process significantly influences students' motivation and academic success. (Suparlan 2016) Through moral support, attentiveness to learning activities at home, and effective communication with teachers, parents can help create an environment conducive to their children's academic and spiritual development.

In the case of Islamic boarding schools (*pesantren*), the learning process is even deeper considering that the education system is organised almost for twenty-four hours where students are also students who live and study at the *pesantren*. (Maliki et al. 2022)(Maliki 2023) so that the role of parents is not as big as students or school children who live at home with their parents.

Thus, this article delves into the vital role of parents in the educational process at SMA Takhasus Al-Quran Bulakwaru Tarub and emphasizes the importance of collaboration between parents, schools, and the community in nurturing a generation that is not only intellectually capable but also morally upright. It is hoped that understanding this role will encourage parents to become more actively involved in their children's education, thereby achieving optimal educational outcomes (Azra 2003).

## II. METHOD

This study employs a qualitative approach to analyze the impact of activities at the Islamic boarding school (*pesantren*) in enhancing students' learning outcomes at SMA Takhasus Al-Qur'an Bulakwaru Tarub. This approach was chosen to explore in detail how the activities conducted within the *pesantren* influence the teaching and learning processes and the character development of the students.

### A. *Type of Research*

The research utilizes a descriptive qualitative approach aimed at exploring and understanding the role of parents in the learning process at SMA Takhasus Al-Qur'an Bulakwaru Tarub. This approach enables the researcher to gain an in-depth understanding of parents' experiences and perspectives and their influence on their children's education (Bogdan, R. C., & Biklen 1992).

### B. *Research Location and Subjects*

The study is conducted at SMA Takhasus Al-Qur'an Bulakwaru Tarub, an educational institution based on the *pesantren* system. The research subjects include:

1. Parents of students at SMA Takhasus Al-Qur'an.
2. Teachers and school administrators.
3. Students involved in the learning process.

### C. *Data Collection Techniques*

1. In-depth Interviews: Conducted with parents, teachers, and school administrators to gather information on the role of parents in supporting their children's education. Semi-structured interviews will allow the researcher to explore specific themes while giving respondents the freedom to express their views. (Patton 2015)
2. Participant Observation: Researchers will directly observe interactions among parents, students, and teachers during learning activities at school and in the home environment. This will provide a comprehensive contextual understanding of the role of parents (Sugiyono, 2019).
3. Document Analysis: Collecting documents related to educational programs, school policies, and records of activities involving parents, such as parent-teacher meetings, extracurricular activities, and parent engagement programs.

### D. *Data Analysis*

The data collected will be analyzed using a thematic analysis approach. The stages of analysis include:

1. Transcribing interviews and observation notes.
2. Categorizing data based on emerging themes, such as moral support, communication between parents and the school, and the influence on students' learning motivation.
3. Drawing conclusions and interpreting results in alignment with the research objectives.

### E. *Ensuring Data Validity*

To ensure data validity, the study will employ triangulation techniques by combining data from various sources (interviews, observations, documentation) and involving multiple researchers in the analysis process to minimize bias.

### F. *Research Ethics*

To maintain ethical standards, the researcher will obtain consent from all participants involved, ensure the confidentiality of their identities, and provide clear information regarding the research's purpose and benefits.

With this research methodology, it is expected to gain a deeper understanding of the role of parents in the learning process at SMA Takhasus Al-Qur'an Bulakwaru Tarub and its implications for the development of education within the *pesantren* framework.

### III. RESULT AND DISCUSSION

#### A. *Research Findings*

This study successfully gathered data from interviews, observations, and documentation conducted at SMA Takhasus Al-Qur'an Bulakwaru Tarub. Below is a summary of the findings:

1. **Emotional and Moral Support:**  
Parents demonstrated strong support in the form of emotional encouragement. Students felt more motivated to learn when they knew their parents cared about and supported their education (Apriyanto, D., & Susanto 2022).
2. **Participation in School Activities:**  
Parents actively participated in school-organized events, such as parent-teacher meetings, workshops, and religious activities. (Arnon 2015) This participation fostered a positive relationship between the school and home, enhancing collaboration in the children's education.
3. **Supervision of Learning:**  
Parents played a role in supervising their children's study time and school assignments. They created a conducive learning environment at home by providing dedicated time and space for studying, enabling students to stay focused. (Epstein 2001)
4. **Religious Education at Home:**  
Within the *pesantren* context, parents contributed by providing religious education at home. They ensured that Islamic values were implemented in daily life and supported the learning of the Qur'an, which is a core component of the curriculum at SMA Takhasus Al-Qur'an. (Hidayat 2015)
5. **Communication with Teachers:**  
Parents frequently communicated with teachers about their children's academic progress. They proactively sought information regarding their child's learning development and worked collaboratively to find solutions for any challenges faced by the students (Robinson, C. A., & Harris 2014)

#### B. *Discussion*

The role of parents in education, particularly in the context of SMA Takhasus Al-Qur'an, is highly significant. Based on the findings, several key aspects are discussed further:

1. **Emotional and Moral Support**  
Emotional and moral support not only aids students academically but also plays a vital role in character development. Within the *pesantren*-based education environment, this support strengthens the spiritual bond between parents and children, motivating students to uphold their family's and *pesantren*'s reputation (Hidayati, N., & Arifin 2017).  
Emotional support includes expressions of care, empathy, and concern, both verbally and non-verbally. This can range from helping someone connect with a therapist to offering a comforting hug. Such support makes individuals feel accepted, loved, and valued. Similarly, moral support involves encouragement and affirmations of approval for actions taken. This often involves listening empathetically to someone's concerns rather than immediately offering solutions.
2. **Family Activities and Educational Synergy**  
Parental participation in school activities demonstrates their commitment to their child's education. This active involvement fosters synergy between home and school, where values taught at school are reinforced at home and vice versa. (Widiastuti, D., & Mahendrawati 2020)
3. **Learning Environment at Home**  
Supervision and a conducive home learning environment significantly impact students' academic outcomes. When parents create a positive and supportive atmosphere, students are more focused and motivated to learn. This is particularly crucial in religious education contexts, such as those at SMA Takhasus Al-Qur'an.
4. **Religious Education as a Foundation**

Religious education at home, such as Quranic study and the application of Islamic values, complements school learning. Parental involvement in religious education strengthens students' understanding of Islamic teachings and their application in daily life. (Santosa, D. & Setiawan 2020)

Religious education at home aims to:

- a. Shape the child's personality.
- b. Teach religious values to build positive behavior.
- c. Help children understand boundaries of right and wrong in everyday life.
- d. Guide family members toward the best moral and spiritual conduct.
- e. Foster obedience to Allah SWT.

Such education is expected to yield generations with a strong foundation in faith and righteousness.

#### 5. Maintaining Communication

Effective communication between parents and teachers is critical for addressing challenges students may face. Active parental communication ensures appropriate support tailored to the child's needs. (Hidayat, D., & Amalia 2018)

Key aspects of effective communication with teachers include:

- a. **Openness and Honesty:** Building open communication between students, parents, and teachers fosters a safe environment where students can share concerns and seek help. (Nasution, I., & Hasanah 2022)
- b. **Understanding Learning Goals:** Clear communication helps students understand educational goals, success criteria, and evaluation methods, enabling them to stay focused and motivated.
- c. **Constructive Feedback:** Teachers should provide clear and constructive feedback on students' progress, highlighting areas for improvement and strategies for development.
- d. **Parental Mediation:** Regular communication between parents and teachers facilitates understanding of academic and behavioral progress. Meetings, school newsletters, and digital communication platforms enhance this dialogue.
- e. **Use of Technology:** Tools like email, messaging apps, and Learning Management Systems (LMS) streamline communication and make it more efficient.
- f. **Discussions and Consultations:** Face-to-face meetings, whether in parent-teacher conferences or individual sessions, allow for deeper dialogue and better understanding of students' needs.
- g. **Empathy and Positive Approaches:** Teachers should demonstrate empathy by understanding students' personal contexts and offering support. Students and parents should respect teachers' opinions and decisions.
- h. **Collaboration Building:** Effective communication fosters collaboration, with students actively participating in discussions and feeling invested in their learning journey.

In conclusion, effective communication among students, parents, and teachers is essential for creating a positive learning environment. Transparent and supportive communication enables all parties to work together in fostering students' academic and social development, helping them reach their full potential. (Sudirman, A., & Rahmawati 2022)

## IV. CONCLUSION

The role of parents in the learning process at SMA Takhasus Al-Qur'an Bulakwaru Tarub is crucial. Emotional support, participation in activities, study supervision, religious education, and effective communication with the school significantly contribute to students' academic success and character development. Therefore, parental involvement must be continuously encouraged and maintained to nurture a generation that is not only academically intelligent but also deeply rooted in religious values.

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