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ORIGINAL RESEARCH ARTICLE

Teacher Collaboration in Fostering Student Morals at SMP Negeri Satu Atap 1 Rawajitu Utara

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ABSTRACT

This study aims to describe and analyze the forms of teacher collaboration in fostering student morals at SMP Negeri Satu Atap 1 Rawajitu Utara, Mesuji Regency, Lampung Province, as well as the supporting and inhibiting factors. This research employed a qualitative approach with a case study method. Data collection techniques included observation, in-depth interviews with the principal, Islamic Education teacher, subject teachers, Guidance and Counseling teacher, homeroom teachers, and students, as well as documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, with data validity tested through source and technique triangulation. The findings reveal that teacher collaboration in moral development is manifested through ten indicators: shared vision and mission in moral education, routine and open communication among teachers, joint planning of moral development programs, integrated activity implementation, collective monitoring and evaluation, consistent role modeling, cooperative handling of student issues, involvement in school communication forums, collective reinforcement and rewards, and collaboration with parents and community. Supporting factors include teacher commitment, a religious school culture, and principal support. Inhibiting factors include time constraints, diverse student backgrounds, and limited parental involvement. The impact of teacher collaboration is evident in improved discipline, courtesy, responsibility, religious awareness, and reduced negative student behavior. This study concludes that teacher collaboration plays a vital role in fostering student morals and requires continuous enhancement through synergy among educators and the entire school community.

Keywords: Teacher Collaboration, Moral Development, Junior High School

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis bentuk kolaborasi guru dalam membina akhlak siswa di SMP Negeri Satu Atap 1 Rawajitu Utara Kabupaten Mesuji Provinsi Lampung, serta faktor pendukung dan penghambatnya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam dengan kepala sekolah, guru Pendidikan Agama Islam, guru mata pelajaran umum, guru Bimbingan Konseling, wali kelas, dan siswa, serta dokumentasi. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, dengan uji keabsahan data menggunakan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa kolaborasi guru dalam pembinaan akhlak siswa diwujudkan melalui sepuluh indikator, yaitu kesamaan visi dan misi pendidikan akhlak, komunikasi rutin dan terbuka antar guru, perencanaan bersama program pembinaan akhlak, pelaksanaan kegiatan terpadu, pemantauan dan evaluasi bersama, pemberian keteladanan secara konsisten, penanganan masalah siswa secara kooperatif, keterlibatan dalam forum komunikasi sekolah, pemberian penguatan dan reward bersama, serta kolaborasi dengan orang tua dan masyarakat. Faktor pendukung kolaborasi meliputi komitmen guru, budaya sekolah yang religius, dan dukungan kepala sekolah. Adapun faktor penghambatnya antara lain keterbatasan waktu, perbedaan latar belakang siswa, dan kurangnya keterlibatan orang tua. Dampak kolaborasi guru terlihat pada peningkatan kedisiplinan, kesopanan, tanggung jawab, kesadaran religius, serta menurunnya perilaku negatif siswa. Penelitian ini menyimpulkan bahwa kolaborasi guru memiliki peran penting dalam membina akhlak siswa dan perlu ditingkatkan secara berkelanjutan melalui sinergi antar pendidik dan seluruh warga sekolah.

Kata Kunci: Kolaborasi Guru, Pembinaan Akhlak, Sekolah Menengah Pertama

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1. INTRODUCTION

Education constitutes one of the most important pillars in improving human quality (Muhammad Irsad et al., 2020). Education does not only occur in schools but also within the family and community. Education functions to shape complete human beings, encompassing cognitive, affective, and psychomotor aspects (Syaiful Sagala, 2021). Education is a primary need of society, and every individual requires education for their survival. The purpose of education is often formulated to prepare the younger generation to become independent and productive adult members of society (Abdul Sakur, Jaenullah, & Siti Roudhotul Jannah, 2022).

In Islam, the teacher as a professional holds a dual mission simultaneously: the religious mission and the scientific mission. The religious mission requires the teacher to convey religious values to students so they may live according to those norms. The scientific mission requires the teacher to convey knowledge in accordance with the developments of the era. Allah states in the Qur'an, Q.S. Ali Imran (3:164): "Certainly did Allah confer [great] favor upon the believers when He sent among them a Messenger from themselves, reciting to them His verses and purifying them and teaching them the Book and wisdom, although they had been before in manifest error." From this verse, it can be concluded that the Prophet Muhammad, in addition to being a prophet, also served as an educator (teacher). Therefore, the main duties of a teacher are: (1) Purification—influencing, cleansing, and elevating the soul toward its Creator, distancing oneself from evil, and maintaining

the natural disposition; and (2) Teaching—transferring various knowledge and beliefs to the mind and heart so they may be realized in daily conduct.

Islamic teachings do not separate faith from righteous deeds. Therefore, Islamic education is simultaneously education of faith and education of practice. Since Islamic teachings contain guidance on attitudes and behaviors for individual and collective welfare, "Islamic education is the education of individuals and society. Those initially tasked with educating were the Prophets and Messengers, followed by scholars and intellectuals who inherited this duty" (Zakiah Daradjat, 2022).

To realize better education, synergy is required to develop quality outcomes, as collaboration or synergy is an activity to gain competitive advantage. Synergy is frequently mentioned in various literatures, but its development requires in-depth study so that genuine cooperation produces synergy. Collaboration or synergy can be explained as a cooperative relationship not merely to build togetherness, but also to foster interactions that stimulate each group member's thinking to create collective creativity. Interactive relationships among group members stimulate thinking, ultimately generating new ideas through a continuous process, resulting in the development of increasingly high-quality knowledge and insights.

Based on preliminary surveys at SMP Negeri Satu Atap 1 Rawajitu Utara, preliminary data indicated that students exhibited inappropriate behavior. Students often resorted to fighting to resolve problems. Truancy and bullying were common occurrences. Their attitude toward teachers lacked respect, with some teachers even receiving threats. Students' religious understanding was minimal; many could not read Arabic script, and some had never prayed or fasted (Preliminary Survey, February 17, 2025). These moral crises, if not immediately addressed, would raise concerns among parents considering enrolling their children in the school. This phenomenon constitutes a significant loss for the school unless a solution is promptly found.

Further observations revealed several student behaviors indicating insufficient moral development: lack of courtesy toward teachers, impolite speech toward peers, and lack of discipline in following school rules. This condition demonstrates that moral development still requires more serious attention from all school stakeholders. Additionally, moral development has largely been conducted individually by certain teachers, particularly Islamic Education teachers and Guidance and Counseling teachers. Other subject teachers' involvement has not been optimal, resulting in unintegrated character development efforts. Coordination and communication among teachers in fostering student morals have been limited to specific situations, such as teacher meetings or when disciplinary violations occur. There has been no structured and sustainable collaboration system among teachers in shaping student morals.

These findings were reinforced by a teacher's statement acknowledging students' problematic behavior and the initial confusion among teachers regarding how to address it. To overcome these challenges, the principal and all teachers collaborated by organizing religious activities to guide and direct students toward becoming better individuals. These activities aimed to at least control students from engaging in activities detrimental to the surrounding environment (Interview with Mr. Hendra Mahendra, Teacher, February 18, 2025). In response to these issues, the researcher is interested in conducting research at SMP Negeri Satu Atap 1 Rawajitu Utara with the title:

"Teacher Collaboration in Fostering Student Morals at SMP Negeri Satu Atap 1 Rawajitu Utara, Mesuji Regency, Lampung Province.

2. RESEARCH METHODS

This research constitutes field research focusing "intensive and detailed attention on a case regarding the background of the current problematic situation" (S. Margono, 2021). This study employed a qualitative approach with a case study method (Cholid Narbuko & Abu Ahmadi, 2022). This empirical research used a qualitative approach, which emphasizes deep understanding of a problem using precise words to describe and explain events, conditions, and social situations (Zakiah Mawahdah, 2021).

Research informants included the Principal, teachers, and students of SMP Negeri Satu Atap 1 Rawajitu Utara. Data collection employed observation (school environment, learning activities, and student moral conditions), semi-structured interviews with the Principal, Islamic Education teacher, subject teachers, homeroom teachers, and students, and documentation (school history, geographical location, organizational structure, teacher and student numbers, facilities, and collaborative activities). Data analysis followed Miles and Huberman's interactive model: data reduction, data presentation, and verification. Triangulation of sources and techniques ensured data validity.

3. RESULTS AND FINDINGS

SMP Negeri Satap 1 Rawa Jitu Utara is located in Sido Rahayu Village, Rawa Jitu Utara District, Mesuji Regency, Lampung Province. This public school was established in 2008 on 34,800 square meters of land, with internet access and PLN electricity. The school holds "C" accreditation (SK No. 132/BAN-SM/LPG/XI/2018, November 23, 2018). The school operates morning sessions six days per week and has a website and email for further information (Documentation, 2025).

Teacher Collaboration in Fostering Student Morals

Based on preliminary surveys, several student behaviors required attention. Some students demonstrated inappropriate conflict resolution, lacked discipline, and needed guidance in developing courteous behavior. Additionally, religious understanding varied, with some students requiring assistance in reading Arabic and practicing basic worship. Initially, teachers were confused by negative reports and sought solutions collaboratively. The principal and all teachers collaborated by organizing religious activities to guide students toward positive behavioral change.

Observation revealed that teachers prioritized role modeling (*uswah hasanah*)—dressing neatly, speaking politely, and being punctual—which students began to emulate. Teacher collaboration in moral development proceeded in an integrated, consistent, and exemplary manner, though challenges remained, including time constraints and limited parental involvement (Observation, August 19, 2025).

Documentation indicated that activities were not merely ceremonial but part of ongoing moral habituation and character formation: regular congregational prayers, Isra' Mi'raj and Maulid Nabi celebrations, Friday Religious programs, and Ramadan Pesantren (Documentation, August 19, 2025).

The following indicators emerged from data analysis:

a. Shared Vision and Mission in Moral Education

The principal stated: *"At our school, teacher collaboration is crucial in moral development. All teachers strive to align their vision and mission, particularly in instilling honesty, discipline, and responsibility."* (Mrs. Yeni Febriyanti, Principal, Interview, August 19, 2025)

Observation and documentation confirmed that the school's vision and mission served as the foundation for all educational activities, reflected in daily behaviors such as greeting, mutual respect, and congregational prayers. The vision and mission were documented in the School Work Plan (RKS), School Profile, and Character Education Guide (Documentation, August 19, 2025).

b. Routine and Open Communication Among Teachers

The principal explained: *"Every week, we hold small meetings to discuss student behavioral development."* (Mrs. Yeni Febriyanti, Principal, Interview, August 19, 2025)

The PAI teacher added: *"I believe teacher collaboration is very important. Student morals cannot be developed by religion teachers alone. All teachers have a moral responsibility to shape student character. Through collaboration, the approach becomes more comprehensive and consistent."* (Mr. Achmad Septian Aditia, PAI Teacher, Interview, August 19, 2025). Observation and documentation confirmed systematic communication mechanisms through formal meetings and informal discussions, enabling teachers to exchange information regarding student behavior and coordinate appropriate interventions (Observation & Documentation, August 19, 2025).

c. Joint Planning of Moral Development Programs

The principal explained that PAI teachers, BK teachers, and homeroom teachers collaborate in developing programs such as congregational prayers, religious lectures, and Islamic holiday commemorations. The PAI teacher elaborated: *"Collaboration is evident when we design programs together. I work with homeroom teachers and BK teachers to create routines for morning prayers, Dhuha prayers, and Islamic literacy activities."* (Mr. Achmad Septian Aditia, PAI Teacher, Interview, August 19, 2025)

A homeroom teacher added: *"I always discuss with the PAI and BK teachers to plan moral development activities, such as the monthly 'Exemplary Student' program."* (Mrs. Robiyati, Homeroom Teacher, Interview, August 19, 2025). Observation and documentation confirmed collaborative, systematic, and participatory planning involving all teachers in designing activities suited to student needs (Observation & Documentation, August 19, 2025).

d. Integrated Activity Implementation

The PAI teacher explained: *"In implementation, we don't work alone. All teachers support, even subject teachers remind students to maintain polite behavior in class."* (Mr. Achmad Septian Aditia, PAI Teacher, Interview, August 19, 2025). The homeroom teacher affirmed: *"All teachers are involved—homeroom teachers, subject teachers, BK teachers, even library staff. We encourage all school members to contribute to maintaining a positive moral climate."* (Mrs. Robiyati, Homeroom Teacher, Interview, August 19, 2025)

Observation and documentation confirmed that integrated activities ran effectively, with all teachers participating in implementing programs that integrated academic, religious, and character development aspects (Observation & Documentation, August 19, 2025).

e. Collective Monitoring and Evaluation

The PAI teacher explained: *"We conduct regular evaluations. Every end of the month, we discuss student behavior records—who has shown improvement, who still needs special attention. When problems arise, like indiscipline, we handle them together."* (Mr. Achmad Septian Aditia, PAI Teacher, Interview, August 19, 2025). Observation and documentation confirmed that monitoring and evaluation were conducted regularly, involving all teachers, the principal, and homeroom teachers, ensuring effective and efficient moral development programs (Observation & Documentation, August 19, 2025).

f. Consistent Role Modeling

The principal emphasized: *"We agree that teacher role modeling is the key, so all teachers strive to be consistent examples for students, both in discipline and social attitudes."* (Mrs. Yeni Febriyanti, Principal, Interview, August 19, 2025). The BK teacher confirmed: *"I think this collaboration is very effective, because students see that all teachers are consistent in giving examples and guidance."* (Mr. Dwi Wahyu Saputro, BK Teacher, Interview, August 19, 2025)

A student stated: *"With these school activities, I feel more cared for, because all teachers remind us to be polite, disciplined, and diligent in worship. Every day there are morning prayers and congregational prayers, and teachers join us, so we feel more motivated."* (Robi Mahesa, Grade VIII Student, Interview, August 20, 2025). Observation and documentation confirmed that teachers demonstrated significant role modeling through daily behavior—discipline, politeness, responsibility, and worship (Observation & Documentation, August 19, 2025).

g. Cooperative Handling of Student Issues

The BK teacher explained: *"I usually receive reports from homeroom teachers or subject teachers regarding student behavior. We don't immediately impose sanctions but discuss the best approach first. For example, if a student is often late, teachers collectively give educational warnings. If necessary, we involve parents."* (Mr. Dwi Wahyu Saputro, BK Teacher, Interview, August 19, 2025)

Observation and documentation confirmed collaborative handling involving teachers, homeroom teachers, BK teachers, and the principal, seeking educational rather than punitive solutions. Documentation included meeting minutes, case reports, and parent meeting records (Observation & Documentation, August 19, 2025).

h. Involvement in School Communication Forums

A homeroom teacher explained: *"As a homeroom teacher, I serve as a liaison between students, teachers, and parents. We regularly communicate in WhatsApp groups with parents so that children's moral development is also monitored at home."* (Mrs. Robiyati, Homeroom Teacher, Interview, August 19, 2025)

Observation and documentation confirmed active teacher involvement in formal and informal forums, including teacher council meetings, weekly meetings, school deliberations, committee meetings, and parent coordination forums (Observation & Documentation, August 19, 2025).

i. Collective Reinforcement and Rewards

The BK teacher stated: *"We often give simple rewards, such as praise or certificates to students who demonstrate good behavior. This way, students feel appreciated and more motivated to improve themselves."* (Mr. Dwi Wahyu Saputro, BK Teacher, Interview, August 19, 2025). A homeroom teacher added: *"All teachers contribute input in determining students worthy of recognition, not only based on academics. When rewards are given collectively by teachers, students feel prouder and strive to maintain good behavior."* (Mrs. Robiyati, Homeroom Teacher, Interview, August 19, 2025)

A student noted: *"If someone misbehaves or violates rules, teachers don't get angry immediately but usually give advice together. I'm also happy when there are awards for students with good behavior, because it makes me more motivated to maintain good conduct."* (Hasan Al-Fikr, Grade IX Student, Interview, August 20, 2025). Observation and documentation confirmed planned reward programs involving all teachers, with awards based on discipline, honesty, responsibility, and social concern (Observation & Documentation, August 19, 2025).

j. Collaboration with Parents and Community

The principal explained: *"In fostering student morals, we also involve parents in school communication forums so that moral development continues consistently between home and school."* (Mrs. Yeni Febriyanti, Principal, Interview, August 19, 2025). Observation and documentation confirmed active collaboration with parents through routine communication, meetings, and community involvement in moral development programs (Observation & Documentation, August 19, 2025).

3. Impact of Teacher Collaboration on Student Moral Development

The impact of teacher collaboration was evident in several areas. First, students developed greater awareness of the importance of good morals through consistent messages from all teachers, not

just PAI or BK teachers. Second, the integration of educational approaches created a unified environment, reducing indiscipline and increasing student understanding of behavioral boundaries. Third, collaborative programs—morning prayers, congregational prayers, greetings, and Islamic literacy—provided direct experience for students to practice good morals. Fourth, student participation in religious and social activities increased. Fifth, collective monitoring created effective behavioral control, making students more cautious and conscious of their conduct. Sixth, teacher role modeling proved more effective than verbal advice alone. Seventh, cooperative handling of student issues—involving teachers, BK, parents—resulted in more humanistic, educational approaches. Eighth, structured forums ensured systematic implementation. Ninth, collective rewards motivated students to maintain positive behavior. Tenth, collaboration with parents ensured continuity of moral development between school and home. Specific improvements included increased discipline, courtesy, responsibility, religious awareness, reduced behavioral violations, and improved student-teacher relationships.

4. DISCUSSION

The findings demonstrate that teacher collaboration at SMP Negeri Satu Atap 1 Rawajitu Utara operates through systematic coordination and effective communication. This aligns with organizational communication theory (Effendy, 2021; Kurniawan, 2021), which posits that effective information exchange enables shared perception and aligned work orientation. Through intensive communication, the shared vision of moral development becomes a collective guide. Coordination theory (Hasibuan, 2020; Fadli, 2023) explains that coordination integrates various activities and roles so they operate harmoniously toward established goals. In this context, teachers' shared vision indicates effective coordination in implementing moral development programs.

The study identified ten collaborative indicators: shared vision, open communication, joint planning, integrated implementation, collective evaluation, role modeling, cooperative problem-solving, forum involvement, rewards, and parent-community synergy. These indicators align with character education theory (Lickona, 2020), which emphasizes moral knowing, moral feeling, and moral action. Collaborative programs engaged these three aspects through learning activities, prayers, and social activities.

Joint planning involving PAI teachers, BK teachers, and homeroom teachers ensured programs were relevant to student needs. This aligns with participatory decision-making theory, where effective communication enables consideration of multiple perspectives. Sari & Hidayat (2023) found that collective moral development by all teachers is more effective than individual approaches, as students receive value reinforcement from multiple sources and contexts.

Role modeling emerged as the most significant factor, consistent with social learning theory (Bandura, 1977), which posits that individuals learn through observing and imitating models. Students observed teachers' discipline, patience, and empathy, internalizing these values through concrete examples rather than abstract advice. One student expressed: "I feel more motivated when I see teachers joining us in congregational prayers." This confirms that teacher presence in

religious activities demonstrates that moral development is a shared practice, not merely instruction.

The use of WhatsApp groups for parent-teacher communication reflects the integration of technology in educational collaboration. This aligns with studies on digital communication in education (Sari & Hidayat, 2022), showing that technology enhances coordination and information sharing. However, limitations such as time constraints and varied parental involvement remain challenges requiring continuous improvement.

This study confirms that teacher collaboration is essential for effective moral development. Consistent, collaborative approaches across all subjects create a coherent moral environment that shapes student character more effectively than isolated interventions. Schools should institutionalize collaborative mechanisms, strengthen teacher role modeling, and enhance parent-community partnerships to sustain and deepen moral development outcomes.

5. CONCLUSION AND SUGGESTIONS

Based on the research findings, several conclusions can be drawn: Teacher collaboration is proven effective in fostering student morals at SMP Negeri Satu Atap 1 Rawajitu Utara, as it is conducted consistently, in a directed manner, and involves all teachers regardless of subject specialization. The impact of collaboration is evident in increased discipline, courtesy, responsibility, religious awareness, and decreased negative behavior among students. Teacher role modeling emerges as the primary factor influencing student behavior, as students tend to imitate teachers' concrete actions rather than merely listen to advice. The impact is also seen in students' enhanced awareness of moral and spiritual values—they become more compliant with school rules, more active in religious activities, and demonstrate mutual respect. Furthermore, relationships among teachers, students, and parents have become closer, built on cooperation and shared concern for character development.

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