The Dynamics of Relations Between Teacher, Student, and Parent In Learning Creed and Moral In The Era of Society 5.0

Sukandar[1✉], Sulaiman[2], Muhammadun[3]

Universitas Islam Bunga Bangsa Cirebon
Email : sukandar@gmail.com

ABSTRACT

The Society 5.0 era presents new challenges in education, particularly in the teaching of Islamic Creed and Morals (Akidah Akhlak). This study aims to analyze the dynamics of the relationship among teachers, students, and parents in the learning process of Akidah Akhlak in Grade VII at MTs Nurul Falah, as well as to examine their respective roles in enhancing the effectiveness of Islamic character education. A qualitative case study approach was employed, utilizing observation, in-depth interviews, and documentation. The research subjects included Akidah Akhlak teachers, Grade VII students, and parents who actively engaged in their children's education. The findings indicate that collaboration among the three parties significantly influences the success of learning. Teachers serve as facilitators and moral guides, students act as active subjects in internalizing moral values, while parents play a central role in reinforcing these values within the family environment. The main challenges identified were limited communication between teachers and parents and the insufficient use of technology to support the learning process. This study concludes that synergy among teachers, students, and parents is crucial to the success of Akidah Akhlak learning. More effective communication strategies and the integration of digital technologies are needed to strengthen the involvement of all stakeholders.

Keywords: *teacher-student-parent relationship, educational collaboration, Akidah Akhlak, Society 5.0*

INTRODUCTION

The development of the Society 5.0 era places technology as a key instrument in facilitating communication and collaboration between teachers, students, and parents. Online learning platforms, communication applications, and social media have proven helpful in conveying information, providing

feedback, and monitoring student progress (Wahyudi, 2023). However, utilizing this technology also presents challenges, particularly in maintaining the quality of social interactions and the involvement of all parties (Musyafak & Subhi, 2023).

This situation becomes even more complex when applied to school contexts with diverse socio-cultural backgrounds. In the seventh-grade Aqidah Akhlak (Islamic Creed) lesson at MTs Nurul Falah Durajaya, the dynamics of the relationships between teachers, students, and parents differed compared to other schools. Ineffective interactions between teachers and parents, for example, often led to gaps in understanding student development. However, good communication is believed to increase student motivation and engagement in learning (Saputra, Raharjo, & Hadjar, 2023).

From an Islamic perspective, education plays a crucial role in shaping character and morality. This is emphasized in QS. Al-Mujadilah verse 11 emphasizes the importance of knowledge and respect for teachers, and Surah Al-Baqarah verse 129 underscores the importance of education as a process of spiritual and intellectual transformation. Therefore, teachers are required to be creative, adaptive, and able to utilize technology to convey religious values contextually (Malika, 2021).

Parental involvement is equally important, as their active participation contributes to the development of children's moral understanding in everyday life (Richard Oliver in Zeithml, 2021). Furthermore, the success of Aqidah Akhlak (Islamic Creed) learning is determined not only by teacher-student interaction but also by the support of school management through policies and the provision of adequate resources (Yusmaneli, 2022).

Previous research has shown that collaboration between teachers, students, and parents in technology-based learning can strengthen engagement and create more meaningful learning experiences (Hayat & Abidin Riam, 2022). Therefore, studying the dynamics of social interaction in teaching Aqidah Akhlak in the era of Society 5.0 is crucial, particularly within the context of local culture.

Based on this, this study aims to analyze in-depth the interactions between teachers, students, and parents in teaching Aqidah Akhlak (Islamic Creed) in seventh grade. The findings are expected to contribute to the development of more holistic, integrative Islamic religious learning strategies that are relevant to the challenges of the Society 5.0 era (Sulaiman, Maulana, & Amirudin, 2023; Aisyah, 2023).

METHOD

This research used a descriptive qualitative approach with a case study method at MTs Nurul Falah. This approach was chosen because it was relevant

for exploring the dynamics of interactions between teachers, students, and parents in the learning of Akidah Akhlak in the era of Society 5.0 (Sugiyono, 2013). Data were collected through three main techniques:

1. In-depth interviews, to gain an understanding of the perceptions, experiences, and involvement of teachers, students, and parents.
2. Participatory observation, to directly observe interaction patterns in the classroom and school environment.
3. Document analysis, including the curriculum, school records, and other supporting documents.

These techniques enabled researchers to capture the social, emotional, and cultural dimensions that influence the learning process of Akidah Akhlak. The data obtained were analyzed qualitatively using data reduction, data presentation, and conclusion drawing, thus providing a comprehensive picture of the phenomenon under study (Harmawati, Abdulkarim, & Bestari, 2022).

The research focuses on how students' faith and moral values are taught, understood, and implemented with the support of teachers and parents. This approach also allows for exploration of emerging challenges, including the influence of technology on communication and stakeholder engagement. With this design, the research is expected to provide practical contributions in the form of strategies for enhancing collaboration between teachers, students, and parents, as well as theoretical contributions to the development of Islamic religious education in the digital era.

RESULTS AND DISCUSSION

The results of this study indicate that MTs Nurul Falah is committed to improving the quality of Islamic values-based education by utilizing technology in teaching Aqidah and Akhlak (Islamic Creed) in the era of Society 5.0. The school integrates digital learning and character building through programs such as project-based learning, interactive discussions, and Islamic digital literacy culture, to create a conducive and collaborative learning environment.

In the context of seventh-grade learning, this transitional stage from primary to secondary education is crucial for building the foundation of students' faith and character. The dynamic relationship between teachers, students, and parents in the digital era demonstrates that teachers play the role of facilitators and moral guides, students actively use digital learning media to understand moral values, and parents act as primary supporters at home despite facing engagement challenges due to busy schedules and technological limitations. The use of digital communication groups and Islamic parenting programs helps bridge this gap.

A. Dynamics of Teacher, Student, and Parent Relationships

The relationship between these three parties is influenced by technology, which serves as both a communication bridge and a challenge in learning. Teachers adapt digital learning methods such as interactive videos and quizzes to make learning more engaging and applicable. Students are encouraged to actively discuss and reflect on moral values, while being guided to use technology wisely. Parents need increased understanding and involvement through digital education and communication that allows them to easily track their children's development.

B. Strategies for Improving Integration and Communication

1. Optimal Use of Technology
   - Development of interactive and easily accessible learning media, including videos and applications.
   - Use of digital platforms such as YouTube, TikTok, Zoom, and WhatsApp for discussions and consultations between teachers, students, and parents.
   - Digital monitoring systems such as e-report cards and AI applications to monitor student progress in real time.

2. Digital-Based Islamic Parenting Program
   - Webinars and digital training for parents to enhance their role in moral education at home.
   - Regular communication groups between teachers and parents to update student progress.
   - Collaboration with educational experts and psychologists for parental guidance.

3. Interactive and Contextual Learning Methods
   - A problem-solving approach that connects moral values to real life.
   - Discussion and reflection sessions involving students and parents.
   - Gamification such as quizzes and moral value competitions to increase student motivation.

4. Teacher Capacity Building in Technology
   - Regular training in the use of educational technology and digital content.
   - Integration of blended learning (online and face-to-face).
   - Utilization of social media as a means of educating students on Aqidah Akhlak content.

5. Collaborative Activities Between Madrasahs and Parents
   - Family congregational prayer program.

➢ Family-based moral discussion communities, both online and offline.
➢ Family mentoring program to mutually support the implementation of Islamic values.

C. Discussion

Interview results indicate that intense communication between teachers, students, and parents through WhatsApp and Telegram groups is key to successful learning. Technology helps clarify material through educational videos and interactive applications, strengthening relationships that support a positive learning environment in accordance with the principles of humanistic education. This approach not only enables students to understand theory but also to implement Aqidah Akhlak values in practice.

The effective strategy developed prioritizes the role of teachers as personal educators and role models, the involvement of school principals in building an Islamic culture and synergistic communication with parents, and the role of parents in supporting children's moral education through parenting programs and digital communication. The use of technology, such as e-learning and social media, facilitates access to learning and monitoring of student development, while also overcoming communication barriers. With this synergy, the learning of Aqidah Akhlak at MTs Nurul Falah in the era of Society 5.0 is expected to produce a generation that is not only intellectually intelligent but also spiritually strong and has noble character, ready to face the demands of the times with a solid foundation of Islamic values.

CONCLUSION

This research shows that the dynamic relationship between teachers, students, and parents in learning Aqidah Akhlak at MTs Nurul Falah in the Society 5.0 era is characterized by collaborative efforts influenced by an emotional approach, the use of interactive learning methods, and the use of digital technology. Teachers act as facilitators, not only transferring knowledge but also instilling moral values through role models, dialogue, and experiential learning. Students respond positively to this approach with active involvement, while parents still need encouragement to increase their participation through Islamic parenting programs and the use of digital media.

To strengthen integration and communication, this research emphasizes the importance of a systematic strategy that includes optimizing learning technology, strengthening the role of teachers as educators and role models, supporting school management in creating an inclusive Islamic ecosystem, and increasing parental involvement as primary caregivers at home. With greater

synergy, learning Aqidah Akhlak will not only be an academic process but also a sustainable, transformative experience for students in their daily lives.

These findings provide theoretical contributions to the development of Islamic education in the digital era and offer practical implications for teachers, schools, and parents in designing effective collaborative strategies to support holistic and integrative moral education.

REFERENCES

Adolph, Ralph. 2016. "Internasionalisasi Aqidah Akhlak Dalam Upaya Membentuk Prilaku Peserta Didik Di Era Sciety 5.0." 21(1):1–23.

Afifah, Elliya Nafilatul, Dwi Astutik, Siti Masitoh, and Imro Atul Khoidah. 2024. "Pembentukan Empati Siswa Melalui Pengembangan Metode Pembelajaran Aqidah Akhlak Di Madrasah Ibtidaiyah." Social Science Academic 2(2):163–80. doi: 10.37680/ssa.v2i2.5795.

Aisyah, Neneng. 2023. "Meningkatkan Aktivitas Dan Hasil Belajar Materi Sifat-Sifat Wajib Bagi Allah Dengan Metode Make a Match." Educational : Jurnal Inovasi Pendidikan & Pengajaran 3(1):84–93. doi: 10.51878/educational.v3i1.2063.

Anon. 2019. "Peran Guru Akidah Akhlak Dalam Pembentukan Akhlak Siswa."

Asror, Moh, M. Yunus Abu Bakar, and Ah Zakki Fuad. 2023. "Modernisme Pendidikan Islam Dalam Pemikiran Mahmud Yunus : Analisis Dan Relevansinya Dalam Peningkatan Mutu Pendidikan Islam Indonesia Era Society 5.0." 8(1). doi: 10.25299/al-thariqah.2023.vol8(1).11693.

Bahan, Pengembangan, Ajar Akidah, Berbasis Tasawuf, Amali Di, Aliyah Negeri, and Rokan Hilir. 2023. "Disertasi Sakolan."

Diani, E. A., N. C. Hanum, and Z. A. Rodhiyya. 2021. "Nilai-Nilai Pendidikan Akhlak Di Era Society 5.0 Dalam Perspektif Islam." Prosiding Seminar Nasional … 347–56.

Fahri, Lalu Moh., and Lalu A. Hery Qusyairi. 2019. "Interaksi Sosial Dalam Proses Pembelajaran." Palapa 7(1):149–66. doi: 10.36088/palapa.v7i1.194.

Firdausi, Novandina Izzatillah. 2020. "Tantangan Guru Pai Dalam Menghadapi Era Perubahan Globalisasi Teknologi Industri 4.0 Di Sma n 1 Bengkulu." Kaos GL Dergisi 8(75):147–54.

Fory Armin Nawai, Ansar, Arifin. 2021. Book Chapter: Pedagogi Dalam Perspektif Pembelajaran Di Era Society 5.0.

Harmawati, Yuni, Aim Abdulkarim, and Prayoga Bestari. 2022. "Systematic Literature Review of Moral Education in Schools." Journal of Positive School Psychology 6(8):8716–28.

Hasanah, Ida Faridatul, Salma Pitri Asih, Uswatun Hasanah, Heni Verawati, and Zahra Rahmatika. 2024. "Mengeksplorasi Hubungan Kompetensi Kepribadian Guru PAI Dan Akhlak Siswa Di Era 5.0." Ta Dib Jurnal Pendidikan Islam 13(1):113–20. doi: 10.29313/tjpi.v13i1.13565.

Hayat, Naila Mafayiziya, and Zaenal Abidin Riam. 2022. "Peran Komunikasi Dakwah Di Era Digital Upaya Maksimal Pembelajaran Agama Islam." IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam 5(02):227–40. doi: 10.37542/iq.v5i02.791.

Husna, Nana Al. 2023. "Gudang Jurnal Multidisiplin Ilmu Pendekatan Kolaboratif Guru Dan Orang Tua Di Era Society 5 . 0." 1:251–58.

Ihya'ulumuddin. 2023. "Strategi Pembelajaran Pendidikan Agama Islam Di Ptkis." Alim| Journal of Islamic Education 11(2):211.

Julia, J., Encep Supriatna, I. Isrokatun, Iis Aisyah, Reni Nuryani, and Adeola Aminat Odebode. 2020. "Moral Education (2010-2019): A Bibliometric Study (Part 1)." Universal Journal of Educational Research 8(6):2554–68. doi: 10.13189/ujer.2020.080639.

Lubis, Tiara, Rahmatun Nisa, Salniati Nasution, Eka Satya, and Rizka Amanda Putri. 2024. "Januari 2024 E-Inom Nasution 6." Saila Rahma Annisa Nasution 2(1):20371.

Malika, S. 2021. "Hubungan Antara Motivasi Belajar Dengan Hasil Belajar Akidah Akhlak Di Mts Nurul Falah Serpong."

Mellani, Seni. n.d. "Dinamika Hubungan Antara Guru , Siswa , Dan Orang Tua Dalam Konteks Pendidikan Sekolah Dan Ekonomi Suatu Negara . Dalam Konteks Pendidikan , Hubungan Yang Erat Antara."

Miladiyah, Fatkhiatul, Ikhrom Ikhrom, and Raharjo Raharjo. 2023. "Motivasi Belajar Siswa Dalam Pembelajaran Pendidikan Agama Islam Masa Reopening." JIIP - Jurnal Ilmiah Ilmu Pendidikan 6(10):7811–16. doi: 10.54371/jiip.v6i10.2487.

Musyafak, Musyafak, and Muhamad Rifa'i Subhi. 2023. "Strategi Pembelajaran Pendidikan Agama Islam Dalam Menghadapi Tantangan Di Era Revolusi Industri 5.0." Asian Journal of Islamic Studies and Da'wah 1(2):373–98. doi: 10.58578/ajisd.v1i2.2109.

Paduri, Wiranta. 2024. "Korelasi Sikap Ta'dzim Dengan Prestasi Belajar Pendidikan Agama Islam Siswa." 2(1):12–21.

Richard Oliver (Dalam Zeithml., dkk 2018). 2021. "Penggunaan Media Pembelajaran Guru Pasca Pandemi Dan Motivasi Belajar Siswa." Angewandte Chemie International Edition, 6(11), 951–952. 2013–15.

Rika Widianita, Dkk. 2023. "Sinergitas Peran Guru Dan Orang Tua Dalam Meningkatkan Kedisiplinan Siswa Melalui Mata Pelajaran Akidah Akhlak." At-Tawassuth: Jurnal Ekonomi Islam VIII(I):1–19.

Rodríguez, Velastequí, Maldonado. 2019. "Pola Interaksi Guru Akidah Akhlak Dalam Meningkatkan Kedisiplinan Peserta Didik Di MTs Annur Panca Mukti." 1–23.

Sapdi, Rohmat Mulyana. 2023. "Peran Guru Dalam Membangun Pendidikan Karakter Di Era Society 5.0." Jurnal Basicedu 7(1):993–1001. doi: 10.31004/basicedu.v7i1.4730.

Saputra, Wahyu Rizal, Raharjo Raharjo, and Ibnu Hadjar. 2023. "Pengembangan Media Pembelajaran Pendidikan Agama Islam Menggunakan Smarts Apps Creator (SAC) Pada Materi Haji Dan Umrah." Jurnal Ilmu Manajemen Dan Pendidikan (JIMPIAN) 3(2):89–100. doi: 10.30872/jimpian.v3i2.2272.

Shelemo, Asmamaw Alemayehu. 2023. "Strategi Guru Akidah Akhlak Dalam Membina Akhlak Mahmudah Peserta Didik Kelas VIII." Nucl. Phys. 13(1):104–16.

Sulaiman, Mohamad Ikhwan Maulana, and Amirudin. 2023. "Volume 4 Nomor 2 (2023) Pages 183-195 Permata : Jurnal Pendidikan Agama Islam Tantangan Dan Upaya Guru PAI Dalam Perubahan Era Globalisasi Revolusi Industi 4.0 Di SMP NU Babakan Gebang." Jurnal Pendidikan Agama Islam 4:183– 95.

Suseno Putri, Annisa, Masykur H. Mansyur, Neng Ulya, and Singaperbangsa Karawang JlHS Ronggowaluyo Telukjambe Timur Kabupaten Karawang. 2022. "Peran Guru Akidah Akhlak Dalam Membangun Peserta Didik Yang Berakhlakul Karimah Di Era Society 5.0." Jurnal Ilmiah Wahana Pendidikan 8(16):85.

Wahyudi, Tian. 2023. "Membangun Strategi Pembelajaran Pendidikan Agama Islam Era Revolusi Industri 4.0 Dan Society 5.0." Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan 20(1):148–59. doi: 10.46781/al-mutharahah.v20i1.670.

Yusmaneli, Y. (2022). Penerapan Metode Pembelajaran Case Studies dalam Meningkatkan Hasil Belajar Siswa Materi Sifat-Sifat Allah SWT. Al-Aulia: Jurnal Pendidikan dan Ilmu-Ilmu Keislaman, 8(2), 90-94.

Zuhri Efendi. (2021). Pendidikan Akhlak Pada Generasi Milenial. Responsitory UIN Raden Intan Lampung, 30–36.