

The Role of Parents in Shaping the Discipline and Achievement of Santri: A Case Study at Muharrikunnajaah Islamic Education Center

Arman Maulana Ridho¹, Mahasri Shobahiya¹, Marsekal Rahman Hakiem^{2*}

[1] Universitas Muhammadiyah Surakarta, Indonesia. [2] Qassim University, Saudi Arabia.

Abstract

This research investigates how parental roles contribute to shaping discipline and achievement of santri (Islamic boarding school students) within a pesantren environment. Using a qualitative case study approach, data were collected through in-depth interviews with homeroom teachers, musyrif (supervisors), 30 parents, and 30 santri at Muharrikunnajaah Islamic Education Center; direct observation; and documentation. Participants were selected via purposive sampling from diverse regional, educational, and socioeconomic backgrounds. Data analysis employed an interactive model consisting of data collection, reduction, presentation, and conclusion drawing, with source triangulation ensuring validity. The findings reveal that parental roles significantly impact santri discipline and achievement. The pesantren facilitates this through regular monthly telephone calls, weekly letters containing progress reports and advice, and food delivery twice a month. Of 30 santri studied, 15 who received authentic advice from parents, characterized by encouragement for worship discipline, learning motivation, and positive role modelling, demonstrated high discipline levels and superior achievement, with 15 ranking in top five of their classes and 5 winning academic and non-academic competitions. Conversely, 15 santri receiving inconsistent advice showed different outcomes: 6 received disciplinary warnings for violations, while others maintained discipline but achieved lower academic grades (70-80 versus 85-95). This research concludes that parental roles, facilitated by pesantren, are crucial in forming disciplined and achieving santri. The study contributes theoretically to understanding Islamic value transmission through families as harmonious ta'dib (Islamic education) and practically by encouraging family-pesantren collaboration to prevent moral degradation and support contemporary Islamic civilization advancement.

Keywords: Discipline in Worship; Parents; Pesantren; Achievement of Santri; Transmission of Islamic Values

Article Info

Artikel History: Submitted: 2026-01-13 | Published: 2026-03-31

DOI: <http://dx.doi.org/10.24127/gdn.v16i1.15451>

Vol 16, No 1 (2026) Page: 228 - 237

(*) Corresponding Author: Marsekal Rahman Hakiem, Qassim University, Saudi Arabia,
Email: 471116756@qu.edu.sa



This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

INTRODUCTION

Islamic boarding schools (pondok pesantren) as traditional Islamic educational institutions play a central role in shaping the character of santri through deep teaching of Islamic teachings, habituation of worship, and guidance from competent caregivers according to Muhakamurrohman, 1970 (Ihsan Faizal & Mahasri Shobahiya, 2024). However, an interesting phenomenon that attracts attention is how the role of parents contributes specifically to shaping the discipline and achievement of santri, particularly in environments such as the Muharrickunnajaah Islamic Education Center (PPIMN) which, according to internal data, accommodates 427 santri from various regions with diverse social and cultural backgrounds, where challenges such as deviant behavior resulting from daily interactions among santri or lack of internal motivation can hinder the achievement of discipline in worship and academic as well as non-academic achievement (Ihsan Faizal & Mahasri Shobahiya, 2024).

The influence of parenting styles on adolescent academic achievement has been extensively documented in educational psychology literature. Research demonstrates that parenting styles significantly affect students' academic success, with parental emotional acceptance (love, care, and warmth) positively influencing academic achievement, while parental rejection and overprotection have negative repercussions (Fute et al., 2024; Zaini & 'Azizah, 2024). Furthermore, studies indicate that students' learning engagement partially mediates the relationship between parenting styles and academic achievement, suggesting that the manner in which parents interact with their children at home is pivotal for their physical and mental health, which subsequently influences their academic performance at school (Fute et al., 2024). This finding underscores the importance of understanding how parental roles operate within the unique context of pesantren education.

Contemporary research on parental autonomy support provides valuable insights into the mechanisms through which family dynamics influence adolescent motivation and discipline. Studies have found that parental autonomy support enhances adolescents' satisfaction of basic psychological needs (autonomy, competence, and relatedness), which in turn increases self-control and academic motivation (Çelik, 2024). The satisfaction of psychological needs is positively associated with both intrinsic and extrinsic motivation, while increased self-control is linked to heightened intrinsic motivation and reduced amotivation (Çelik, 2024). This theoretical framework helps explain why santri who receive consistent encouragement and positive role modeling from parents demonstrate higher levels of discipline and achievement compared to those who receive inconsistent support.

Therefore, this problem is considered important to study because the discipline and achievement of santri not only affect individual development but also contribute to shaping young generations of noble character and ready to face contemporary Islamic civilization challenges, where parents as the first educators have strong influence in providing intellectual stimulation, models of social values,

and emotional support that can prevent moral degradation such as violence or drug abuse that often occurs among teenagers (Anugrah & Shobahiya, 2024; Manshur, 2019).

The vulnerability of adolescents to moral degradation in the digital age has become a significant concern in educational research. Studies indicate that social media and digital technology exposure has been associated with deleterious effects on the mental and psychological health of children and adolescents due to subsequent impairment of longitudinal brain development (Nichani & Corno, 2023). The rise of problematic social media use among adolescents is linked to low self-esteem, high levels of depression symptoms, and elevated social media use, creating a cycle that undermines academic focus and disciplinary adherence (Bányai et al., 2017). These findings highlight the urgency of strengthening parental involvement as a protective factor against the negative influences of digital media, particularly within the structured environment of pesantren education where communication between parents and santri follows regulated patterns.

Research in non-Western educational contexts provides particularly relevant insights for understanding the role of parents in Islamic education settings. Studies conducted in Oman, a predominantly Islamic culture, reveal that mothers' parenting styles have more pronounced effects on adolescents' academic achievement and self-concept than fathers' styles (Alrajhi & Aldhafri, 2024). Moreover, academic self-concept acts as a significant mediator in the relationship between parenting styles and academic achievement, with authoritative parenting positively influencing achievement through enhanced academic self-concept (Alrajhi & Aldhafri, 2024). This cultural dimension is essential for understanding how parental roles operate within pesantren contexts where traditional Islamic values intersect with contemporary educational practices.

As demonstrated by a study at Darussalam Pesantren Labuhan Haji-Aceh where parents play a key role in shaping the mindset, motivation, and attitude of santri in learning, which in turn supports discipline in pesantren routines and increases achievement in Islamic fields as well as other achievements (Handayani et al., 2018; Saihu et al., 2019), this research is relevant to provide insights for education stakeholders in strengthening collaboration between family and pesantren to prevent young generations from falling into negative behavior triggered by online media influence or free association, with focus on the transmission of Islamic values through family as part of harmonious *ta'dib* spiritually, mentally, and physically (Shobahiya et al., 2023).

The systematic examination of family processes and their influence on adolescent outcomes reveals that the quality of parent-adolescent relationships consistently predicts behavioral outcomes regardless of family structure (Savell et al., 2023). Positive parent-child relationship quality predicts lower rates of adolescent maladaptive behavior, including disciplinary violations and reduced academic engagement (Savell et al., 2023). Additionally, research emphasizes that family-level processes such as the coparenting relationship represent significant relational contexts for the socioemotional development of adolescents, influencing their capacity for physiological emotion regulation (Romet et al., 2025). These findings support the importance of PPIMN's communication facilitation mechanisms in maintaining meaningful parental connections with santri.

This research aims to analyze how the role of parents contributes to shaping

the discipline and achievement of santri at the Muharrickunnajaah Islamic Education Center (PPIMN), with focus on the interaction between family support and pesantren educational practices, so as to fill the gap of previous findings which more emphasize the internal role of pesantren, with theoretical implications enriching understanding of the transmission of Islamic values through family as part of harmonious *ta'dib* spiritually, mentally, and physically, as well as practical implications providing guidance for pesantren caregivers and parents to design collaborative strategies that increase discipline in worship and achievement of santri, thus preventing moral degradation and supporting the advancement of Islamic civilization amid contemporary challenges (Handayani et al., 2018; Saihu et al., 2019; Shobahiya et al., 2023).

Based on the above description, the research questions posed are: (1) How do parents' roles contribute to shaping the discipline and achievement of santri at the Muharrickunnajaah Islamic Education Center? (2) How does the Muharrickunnajaah Islamic Education Center facilitate parents' roles to provide motivation to santri? and (3) What is the impact of such motivation on the development of discipline and achievement of santri who receive motivational support from parents compared to those who receive less of it?

METHOD

Design

This study employed a qualitative approach with a case study design (Mulyana, 2010). The qualitative approach was selected due to its flexible, dynamic, and exploratory nature, enabling in-depth exploration of the phenomena under investigation (Nugraharani, 2014). The research is descriptive in nature, aiming to provide comprehensive descriptions regarding the role of parents in shaping the discipline and achievement of *santri* at the Muharrickunnajaah Islamic Education Center. In conducting this research, the researcher maintained a non-interventionist stance, observing and describing phenomena as they naturally occurred without manipulation (2017).

Participants

The research participants were selected using purposive sampling technique to ensure the acquisition of relevant and high-quality data from multiple perspectives, considering factors such as regional location, educational background, and research efficiency. The respondents comprised: (1) the head of *santri* affairs, school principal, homeroom teachers, and *musyrif* at the Muharrickunnajaah Islamic Education Center; (2) 30 parents of *santri*; and (3) 30 *santri*. The study was conducted at the Muharrickunnajaah Islamic Education Center, located at Ngawonggo RT.20/RW.09, Ngawonggo, Ceper, Klaten Regency, Central Java. This location was chosen because it represents a contemporary *pesantren*-based Islamic educational institution with a strong focus on character building, making it highly suitable for a case study on parental roles in shaping *santri* discipline and achievement. Data collection was carried out over a three-month period from September to November 2025.

Instruments

The study utilized primary data, defined as data collected directly by the researcher (Purwanto, 2018). Data collection techniques included in-depth interviews, direct observation, and documentation. Accordingly, the research instruments consisted of: (1) semi-structured interview guides for engaging with teachers, *musyrif*, parents, and *santri*; (2) observation guidelines for systematic field notes during direct observation at the *pesantren* and classroom settings; and (3) documentation instruments for collecting archival materials such as achievement report cards, discipline records, and *pesantren* activity archives.

Data Analysis

Data analysis in this study employed an interactive model comprising four interrelated components: data collection, data reduction, data presentation, and conclusion drawing (Sugiyono, 2008). As the initial stage of analysis (Idrus, 2009), data were gathered through in-depth interviews with homeroom teachers, *musyrif*, 30 parents, and 30 *santri*, complemented by direct observations of parental engagement at the *pesantren* and classroom, alongside a systematic review of academic and administrative documentation. Given the substantial volume of field data, the researcher conducted selective filtering to prioritize information directly aligned with the research objectives, thereby streamlining the dataset for subsequent analysis (Sugiyono, 2008). Following reduction, the refined data were organized into a structured and coherent format to enhance clarity and facilitate interpretation (Mezmir, 2020). Conclusions were then drawn inductively by synthesizing the integrated findings from all preceding stages, ensuring they remained firmly grounded in empirical evidence rather than subjective interpretation. To further guarantee trustworthiness and validity, source triangulation was rigorously applied by cross-verifying results across interviews, observations, and documentation, thereby strengthening the overall credibility and dependability of the research outcomes.

RESULT AND DISCUSSION

This research was conducted at the Muharrickunnajaah Islamic Education Center (PPIMN), Ngawonggo RT.20/RW.09, Ngawonggo, Ceper, Klaten Regency, Central Java, with focus on the role of parents in shaping the discipline and achievement of *santri*. Data were collected through in-depth interviews with homeroom teachers and *musyrif*, 30 parents of *santri*, and 30 *santri*; direct observation at *pesantren* and classroom; and documentation such as achievement report cards, discipline records, and *pesantren* activity archives. The research results show that parental roles have a significant impact on the formation of discipline and achievement of *santri*, consistent with findings from interviews, observations, and documentation.

Parental roles generally influence the discipline and achievement of *santri*. From results of interviews with respondents, parents as primary educators at home provide the foundation for values such as obedience, hard work, and responsibility, which are then reinforced at the *pesantren*. One guardian parent stated, "*At home we always emphasize the importance of discipline in worship and studying, such as praying on time and memorizing lessons, so that our child can succeed at the pesantren.*" Observation showed that *santri* who received strong support from parents tended to be more regular in daily routines, such as waking up early for

muwajjah and evening study. Documentation of report cards also revealed that santri with parents actively involved have higher academic grades, particularly in Islamic and general subjects.

PPIMN facilitates parents to play an active role through regular communication. From results of observation and interviews, PPIMN makes monthly telephone calls to parents to discuss santri development, sends letters every Monday and Friday containing progress reports and advice, and sends food or snacks twice a month as a form of attention. The head of santri affairs stated, "*These facilities help parents stay connected with their child, so they can provide motivation from a distance.*" Documentation of archives showed that this communication increases parental participation, such as providing advice through letters or calls, which in turn supports santri discipline.

PPIMN facilitates parents to play an active role through regular communication. From results of observation and interviews, PPIMN makes monthly telephone calls to parents to discuss santri development, sends letters every Monday and Friday containing progress reports and advice, and sends food or snacks twice a month as a form of attention. The head of santri affairs stated, "*These facilities help parents stay connected with their child, so they can provide motivation from a distance.*" Documentation of archives showed that this communication increases parental participation, such as providing advice through letters or calls, which in turn supports santri discipline.

Table 1. Comparison table of the results of the consistency of parental advice to santri

	Students who receive advice consistently		Students who do not receive consistent advice	
	Number of Santri	Percentage	Number of Santri	Percentage
Number of Santri	15	50%	15	50%
Top Five in class	15	50%	0	0%
Competition winner	5	16,7%	0	0%
Break the rules	0	0%	6	20%
Average Score	85 - 95		70 - 80	

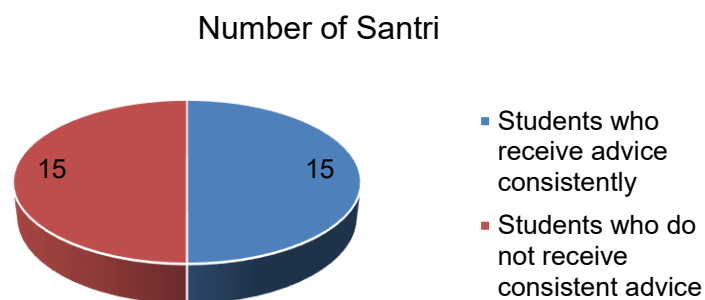


Figure 1. Results of santri interviews regarding the consistency of advice given by parents

Overall, these results were obtained through data triangulation from interviews, observation, and documentation, showing consistency that parental roles, facilitated by PPIMN, directly contribute to the formation of character in santri

who are disciplined and achieving.

The discussion of research results is linked to the introduction which emphasizes the problem of moral degradation of santri due to lack of parental roles, the importance of family-pesantren collaboration, and the literature review regarding transmission of Islamic values through family. The qualitative case study method used enabled deep exploration of this phenomenon at PPIMN, consistent with the flexible and exploratory approach as explained by (Nugraharani, 2014).

The role of parents in influencing discipline and achievement of santri aligns with the theory that character is a distinctive feature that reflects values such as knowing, loving, and practicing goodness according to Kesuma, 2011 in (Nurwahyudin & Supriyanto, 2021). Discipline, as obedience to rules (Aeni, 2011), is reinforced by parents through modeling and habituation, as shown in interview and observation results. This supports the finding of (Handayani et al., 2018) that family contributes up to 83% in the development of morality, where parental support shapes the motivation and attitude of santri. At PPIMN, santri with active parents show discipline in worship and learning, which increases achievement, consistent with the theory that spiritual and moral discipline are important in Islamic teachings (Rohman, 2018). However, challenges emerge when santri interact with outside environments, such as unsupportive friends, which can weaken habituation from home.

PPIMN's facilitation of parents through monthly calls, weekly letters, and monthly snack deliveries reflects a harmonious collaboration between pesantren and family, as advocated by Syah, 2016 and Suhaimi, 2017 (Shobahiya et al., 2023). This enables parents to provide remote motivation and strengthens their role as the first educators (Andani, 2024). From observation results, these facilities are effective in building dialogical communication, which enables parents to understand santri needs and provide relevant advice, consistent with the theory that smooth communication increases achievement (Nurwahyudin & Supriyanto, 2021).

The impact of motivation from parents shows that authentic advice with modeling and motivation encourages discipline and achievement, both academic and non-academic. This aligns with the theory that parental motivation determines learning success, and modeling as effective modeling according to Charles Schaefer, 2003 and Sardiman, 2004 (Usman & Baharuddin, 2024). Of 15 santri with strong advice, 15 ranked in the top five of the class and 5 won competition prizes, showing positive impact on aspects of mental attitude and conduct attitude (Prijudarminto, 1993). Conversely, inconsistent advice caused SP1-2 and low achievement, confirming that without modeling, character formation is difficult to develop (Taufiq & Aminuddin, 2017). This also supports the finding of (Saihu et al., 2019) that parental support increases discipline at pesantren.

Theological implications emphasize that a righteous child is a blessing from Allah that becomes continuous charity for parents, both in this world and the hereafter, as explained in the Prophet's hadith about children praying for parents after death (HR. Muslim). Parents are obligated to educate children towards righteousness, as commanded in the Qur'an to protect the family from hell through prayer and piety (At-Tahrim: 6; Taha: 132). This responsibility includes religious education (teaching tawhid and prayer from age seven), morality (instilling honesty and avoiding lies), physical (halal sustenance and health), intellect (beneficial knowledge and avoiding harmful things like smoking), soul (faith in destiny and eliminating feelings of inferiority), as well as social (compassion and courage). The

shariah on marriage is also important to maintain morality and offspring, with a righteous wife being the best treasure that brings happiness, obedience, and protects herself and her husband's property. This aligns with the research finding that authentic advice from parents forms disciplined santri, because parents are responsible as family leaders (HR. Bukhari-Muslim), and neglecting children's education is a grave sin (Al-Fauzan, 2010; Al-Qahtani, 2010).

The theoretical implications of this research enrich understanding of the transmission of Islamic values through family as harmonious ta'dib according in (Shobahiya et al., 2023), with PPIMN as a mediator. Practically, these results encourage pesantren to enhance communication facilities, and parents to be consistent in advice, to prevent moral degradation and increase santri achievement. This research also fills literature gaps with focus on specific interactions of santri parents in contemporary pesantren like PPIMN. However, limitations of this research lie in the small sample (30 santri), so further research with larger samples is needed for generalization. In conclusion, parental roles, facilitated by PPIMN, are crucial in shaping santri who are disciplined and achieving, supporting the advancement of Islamic civilization in the contemporary era.

CONCLUSION

This research answers the objective to analyze the contribution of parental roles in shaping the discipline and achievement of santri at the Muharrickunnajaah Islamic Education Center through interaction between family support and pesantren educational practices, which fills the literature gap by emphasizing the transmission of Islamic values as harmonious ta'dib spiritually, mentally, and physically. The new contribution to the development of Islamic psychology science lies in deep understanding of how pesantren facilitation strengthens parental motivation, which encourages discipline in worship and academic-non-academic achievement, thus preventing moral degradation among adolescents. In daily life, these findings imply the importance of collaboration between family and pesantren to shape young generations of noble character, ready to face contemporary Islamic civilization challenges, and contribute to social harmony through habituation of positive values from an early age.

REFERENCES

- Aeni, A. N. (2011). Menanamkan disiplin pada anak melalui dairy activity menurut ajaran Islam. *Jurnal Pendidikan Agama Islam-Ta'lim*, 9(1), 17–29.
- Al-Fauzan, S. F. (2010). *Tarbiyatul Aulad fii Dha'u'il Kitab Wa As-sunnah*. Dar Al-Atsariyah.
- Al-Qahtani, S. A. (2010). *Al-Hadyu An-Nabawi fii Tarbiyatil Aulad*.
- Alrajhi, M. N., & Aldhafri, S. S. (2024). Predicting Students' Academic Achievement through Teaching and Parenting Styles: Self-Concept as a Mediator. *Education Research International*, 2024, 1–13. <https://doi.org/10.1155/2024/9614992>
- Andani, M. (2024). Implementasi Pendidikan Pancasila dalam Pendidikan Toleransi di Era Digital. *Arini: Jurnal Ilmiah Dan Karya Inovasi Guru*, 1(1), 33–43. <https://doi.org/10.71153/arini.v1i1.85>

- Anugrah, A. D., & Shobahiya, M. (2024). *Upaya Meningkatkan Kedisiplinan Siswa Melalui Aktivitas Ibadah (Studi Kasus SMP Muhammadiyah 7 Surakarta)*. <https://doi.org/10.5281/ZENODO.14587229>
- Bányai, F., Zsila, Á., Király, O., Maraz, A., Elekes, Z., Griffiths, M. D., Andreassen, C. S., & Demetrovics, Z. (2017). Problematic Social Media Use: Results from a Large-Scale Nationally Representative Adolescent Sample. *PLOS ONE*, *12*(1), e0169839. <https://doi.org/10.1371/journal.pone.0169839>
- Çelik, O. (2024). Academic motivation in adolescents: The role of parental autonomy support, psychological needs satisfaction and self-control. *Frontiers in Psychology*, *15*, 1384695. <https://doi.org/10.3389/fpsyg.2024.1384695>
- Fute, A., Oubibi, M., Sun, B., Zhou, Y., Bassiri, M., & Chen, G. (2024). Parenting for Success: Exploring the Link Between Parenting Styles and Adolescents' Academic Achievement Through Their Learning Engagement. *Sage Open*, *14*(2), 21582440241255176. <https://doi.org/10.1177/21582440241255176>
- Handayani, T., Soesilowati, E., & Priyanto, A. S. (2018). Student Character Buliding Reconstruction Junior High School in District Galesong Takalar Based Values National Culture. *JESS (Journal of Educational Social Studies)*, *7*(2), 116–122.
- Idrus, M. (2009). *Metode Penelitian Ilmu Sosial (Ed. 2)*. Erlangga.
- Ihsan Faizal & Mahasri Shobahiya. (2024). Peran Bidang Kesantrian Dalam Mengatasi Santri Klepto di Pondok Pesantren. *Jurnal Ilmiah Wahana Pendidikan*, *10*(24.2). <https://jurnal.peneliti.net/index.php/JIWP/article/view/9357>
- Manshur, A. (2019). Strategi Pengembangan Kedisiplinan Siswa. *Al Ulya: Jurnal Pendidikan Islam*, *4*(1), 16–28. <https://doi.org/10.36840/ulya.v4i1.207>
- Mezmir, E. A. (2020). Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation. *Research on Humanities and Social Sciences*. <https://doi.org/10.7176/RHSS/10-21-02>
- Mulyana, D. (2010). *Metodologi penelitian kualitatif paradigma baru ilmu komunikasi dan ilmu sosial lainnya*. PT Remaja Rosdakarya.
- Nichani, S., & Corno, A. F. (2023). The social dilemma: Unravelling the disturbing impact on youth mental health. *Translational Pediatrics*, *12*(11), 2090–2092. <https://doi.org/10.21037/tp-23-426>
- Nugraharani, F. (2014). *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*. Cakra Books.
- Nurwahyudin, N., & Supriyanto, S. (2021). STRATEGI PENANAMAN KARAKTER DISIPLIN SANTRI. *Zawiyah: Jurnal Pemikiran Islam*, *7*(1), 164. <https://doi.org/10.31332/zjpi.v7i1.2757>
- Prijodarminto, S. (1993). *Disiplin: Kiat menuju sukses*.
- Purwanto. (2018). *Teknik Penyusunan Instrumen Uji Validitas dan Reliabilitas Penelitian Ekonomi Syariah*. StaiaPress.
- Rohman, F. (2018). Peran pendidik dalam pembinaan disiplin siswa di sekolah/madrasah. *Ihya Al-Arabiyah*, *4*(1), 265498.
- Romet, M., Favez, N., Ranjbar, S., Urben, S., & Tissot, H. (2025). Associations between the quality of family interactions during a mother–father–adolescent conflict discussion task and physiological emotion regulation in adolescents. *PLOS Mental Health*, *2*(3), e0000246. <https://doi.org/10.1371/journal.pmen.0000246>

- Saihu, S., Rohman, B., & others. (2019). Pembentukan karakter melalui model pendidikan transformatif learning pada santri di pondok pesantren Nurul Ikhlas Bali. *Edukasi Islami: Jurnal Pendidikan Islam*, 8(02), 435–452.
- Savell, S. M., Saini, R., Ramos, M., Wilson, M. N., Lemery-Chalfant, K., & Shaw, D. S. (2023). Family processes and structure: Longitudinal influences on adolescent disruptive and internalizing behaviors. *Family Relations*, 72(1), 361–382. <https://doi.org/10.1111/fare.12728>
- Shobahiya, M., Waston, W., & Muthoifin, M. (2023). Problems of Human Civilization and Islamic Education as Alternative Solution. *Int. J. Soc. Sci. Hum. Res.*, 6(01), 52–57.
- Sugiyono. (2017). *Metode Penelitian Kualitatif, Kuantitatif dan R&D (ke-25)*. ALFABETA cv.
- Sugiyono, S. (2008). *Metode penelitian pendidikan: (Pendekatan kuantitatif, kualitatif dan R & D)* (Cet. 6). Alfabeta.
- Taufiq, M. H., & Aminuddin, F. (2017). Peran Orang Tua Dalam Membangun Akhlaq Anak Usia Dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 4(2), 118. <https://doi.org/10.21043/thufula.v4i2.2021>
- Usman, U., & Baharuddin, B. (2024). Pengaruh Peran Orang Tua Dan Guru Terhadap Kesuksesan Santri Di Dayah Darussalam. *Arini: Jurnal Ilmiah Dan Karya Inovasi Guru*, 1(2), 101–114. <https://doi.org/10.71153/arini.v1i2.186>
- Zaini, A. H., & 'Azizah, N. (2024). Dukungan Sosial Dengan Penerimaan Pada Orang Tua Yang Memiliki Anak Berkebutuhan Khusus (Social Support and Acceptance in Parents of Children with Special Needs). *Happiness: Journal of Psychology and Islamic Science*, 8(1), 12–29. <https://doi.org/10.30762/happiness.v8i1.1198>