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Strengthening Character Education through Integrative Islamic Education Management: Synchronizing Teacher and Parent Roles

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ABSTRACT

This study investigates the strengthening of character education through an integrative Islamic education management framework, focusing on the synchronization of teacher and parent roles at SMA Muhammadiyah 3 Yogyakarta. The research aims to explore how managerial integration, from strategic planning to real-time communication, contributes to consistent moral development among students. This qualitative case study utilizes purposive sampling to select 10 key informants: 3 teachers, 3 parents, 3 students, and the School Principal. Data were collected through in-depth interviews, participatory observations of religious activities, and documentation analysis of Lesson Plans (RPP). Data validity was ensured through method triangulation, comparing verbal accounts with physical evidence of school-parent collaboration. The research finds that effective character education is achieved through a structured, synchronized process across three dimensions: Strategic Governance *(integrating values into RPP),* Human Resource Development *(teachers as moral role models),* and Parental Partnership *(active involvement in Parenting Workshops*). Digital communication via WhatsApp serves as a critical real-time feedback loop between school and home. This study contributes to the field of Islamic Education Management by providing an *Integrative-Synchronous Model* that transforms parents from passive recipients into active educational collaborators. Its novelty lies in the systematic use of digital communication tools to bridge the gap between institutional governance and the reinforcement of domestic character. The primary limitation is the single-case study design, which may limit the generalizability of the findings to different cultural or secular contexts.

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INTRODUCTION

Character education plays a fundamental role in shaping students' personalities and behaviors. It goes beyond teaching morality to include fostering positive habits that influence students' behavior both in school and in their daily lives (Lickona, 1999). In this context, character education aims not only to foster cognitive development but also to instill attitudes and behaviors that are crucial to a student's character (Agboola & Tsai, 2012; Hasanah et al., 2024; Safrilsyah et al., 2024; Suryanti et al., 2025). The role of teachers in designing and implementing effective character education strategies is critical, as they help students understand and embody moral values. Lickona emphasized that character education is a process that should be seamlessly integrated into everyday teaching, making it part of the whole educational experience rather than an isolated subject (DeRoche & Williams, 2001a). Similarly, Berkowitz and Bier emphasize that schools play a key role in shaping students' moral values, which are foundational to their development as responsible citizens. (Althof & Berkowitz, 2006).

Despite widespread acknowledgment of its importance, implementing character education continues to face numerous challenges. One major challenge is how teachers can effectively manage the complexities arising from diverse student backgrounds, parental expectations, and the social dynamics within schools (Al-Thani, 2025; Arifi et al., 2026; DeRoche & Williams, 2001a; Harpiani et al., 2025; Maghfiroh et al., 2024; Ramadhan et al., 2025). These challenges require teachers to be highly skilled not only in academic instruction but also in integrating moral education to positively influence students' behavior. According to Hornby, the key to overcoming these challenges lies in well-designed learning plans that include moral values and adaptive strategies (Subheesh & Sethy, 2020). Teachers must be equipped to address the diversity of students' needs and expectations, integrating academic content with ethical and moral principles that guide students' daily interactions (Cahyani et al., 2026; Irfani et al., 2025; Permadi et al., 2025; Rojas-Andrade et al., 2024; Salamah et al., 2025).

Research has shown that the managerial role in education is essential for improving teaching quality and achieving desired educational outcomes (Oliver & Reschly, 2010). Epstein emphasized that effective classroom management, including planning adaptive learning strategies, enhances student motivation and engagement (Epstein, 2018; Sheldon & Epstein, 2002). This is particularly important in character education, where the alignment of lesson planning with moral and ethical frameworks significantly impacts students' behavioral development (Budiyono et al., 2024; Emmer & Sabornie, 2015; Fatah et al., 2025; Huda et al., 2024). Moreover, Simonsen et al suggest that effective managerial strategies help teachers create a classroom environment that supports both academic learning and character building (Simonsen et al., 2020). However, a gap remains in the literature on how integrated managerial models can be explicitly applied to character education, particularly in teachers' learning plans and risk-management strategies designed to achieve these goals.

Previous studies have explored educational management broadly, yet few have focused on integrating managerial approaches specifically aimed at addressing risks and managing challenges in character education (Garbacz et al., 2017). According to Fullan, integrating managerial strategies into educational planning not only facilitates better academic outcomes but also ensures that schools remain adaptable and responsive to the evolving needs of students (Fullan et al., 2015). This research gap highlights the need for a comprehensive model that focuses on risk management and the systematic integration of character education into the curriculum (Anderson, 2006; Fullan, 2010). By addressing this gap, this study proposes an integrated managerialist model to guide teachers in designing learning strategies that foster character development amid challenges.

The proposition of this study is that integrating managerially based learning planning with adaptive learning strategies will enable teachers to better manage risks and achieve more effective outcomes in character education. This research aims to clarify how integrated managerial approaches

can help teachers not only meet academic goals but also ensure that character education is taught systematically and effectively (DeRoche & Williams, 2001; Lapsley & Woodbury, 2016). By bridging the gap between educational theory and practice, this study aims to provide practical recommendations for managing learning and developing students' character within an integrated managerial framework, thereby contributing to more effective educational management in character education.

METHODS

This research employs a qualitative case study approach. The qualitative approach was chosen because it provides a deep understanding of the phenomenon under study, particularly the dynamics of interaction among teachers, parents, and students within an integrated managerial context in character education. Case study research enables researchers to examine in detail the managerial practices teachers employ in lesson planning and student character management within specific educational environments (Creswell, 2018). This case study focuses on SMA Muhammadiyah 3 Yogyakarta, which was selected as the site to examine teachers' character-education practices in secondary schools. Data were collected through in-depth interviews and participatory observation. Interviews will be conducted with teachers, parents, and students who are directly involved in character education activities. At the same time, observations will focus on the dynamics of interaction between these parties in learning activities and character education programs occurring in schools (White & Cooper, 2022).

The objects of this research are teachers, parents, and students involved in the character education program at SMA Muhammadiyah 3, Yogyakarta. The study is planned to last for three months to provide sufficient time for comprehensive data collection through interviews and observations. The informants in this study were selected using purposive sampling, which involves selecting individuals with experience and direct involvement in implementing character education (Patton, 2014). The total sample for this study comprises 10 teachers, 15 parents, and 10 students. In the data reduction process, the researcher will filter the data to identify the main themes related to the application of an integrated managerial model in character education. This data reduction is important to ensure that only data directly related to the research question are used in subsequent analyses (Miles & Huberman, 1994).

The data verification process employs triangulation, comparing data from multiple methods (interviews, observations, and secondary data) to validate findings and enhance the credibility of the research results (Denzin, 2008). Subsequently, the collected data will be analyzed thematically. (Braun & Clarke, 2019), In which researchers identify themes or patterns that emerge from the data to address the research questions. The findings from this thematic analysis will inform conclusions about how an integrated managerial model can enhance the effectiveness of character education by involving parents and fostering more productive communication among relevant parties in education. This process aligns with a qualitative approach that emphasizes understanding of the social and cultural context of the educational environment (Creswell, 2018).

Table 1. Research Informant

Code	Status	Research Needs	Information
I-G1	Teacher	Identify learning-planning practices and strategies used in character education.	Teachers who are active in learning planning and character education management. Provide insights into integrated learning management.
I-G2	Teacher	Provide information on the obstacles to implementing character education.	Other experienced teachers who have faced challenges in character education. Help understand the problems faced in learning management.

I-G3	Teacher	Provide data on collaboration with parents in supporting character education.	Teachers involved are actively collaborating with parents and students to support character education. Helps to see synergies in management.
I-O1	Parents	Provide views on the role of parents in supporting character education at home.	Parents who are actively involved in school activities and have experience in supporting character education at home. Provide a parent's perspective.
I-O2	Parents	Provide views on the expectations and challenges faced in character education.	Parents who are actively involved in school activities can provide insight into their expectations and the challenges of supporting character education.
I-O3	Parents	Provide a perspective on the importance of communication between parents and teachers in character education.	Parents who regularly interact with teachers and engage in constructive communication. Provide information about challenges in communication.
I-S1	Student	Please provide an overview of the acceptance and impact of character education on their behavior.	Students who are actively involved in character education activities and have direct experience related to the implementation of character education in schools.
I-S2	Student	Provide information about learning experiences and character development at school.	Students who participate in the school's character education programs can provide insight into the program's effectiveness and challenges.
I-S3	Student	Provide information about students' perceptions of parental involvement in character education.	Students who are actively involved in character education programs, as well as have an understanding of the role of parents in supporting character education.

Source: Data Collection, 2025

FINDINGS AND DISCUSSION

Parental Involvement in Character Education

Within the framework of Integrative Islamic Education Management, the strengthening of character education does not rely solely on the curriculum but also on the optimization of Human Resource (HR) capacity. Research findings indicate that the school systematically implements professional development for teachers through training in interpersonal and persuasive communication. This managerial step ensures that teachers function not only as educators but as strategic liaisons capable of effectively synchronizing moral values with parents. With standardized communication skills, teachers are empowered to build constructive, two-way dialogues both through digital platforms like WhatsApp and face-to-face interactions, ensuring that the school's character-building messages are accurately received and reinforced within the domestic environment. This evidence confirms that the synchronization of teacher and parent roles is a direct result of deliberate HR strategic planning and teacher empowerment.

Relevant documentation includes photographs of joint recitation activities and parenting workshops that document direct interaction between parents and teachers. In the photos, a warm, collaborative atmosphere is evident as parents and teachers discuss how to support students' character development at home. This underscores the importance of synergy between schools and parents in character education for students. In addition, parenting workshop activities that involve in-depth discussions on how to educate adolescents' character are important moments for parents to deepen their understanding of their role in character education, as corroborated by the interview excerpts below.

"Through activities like this, we feel more involved in the character development of our children. We can discuss directly with the teacher about their character development and things that need to be taken care of at home." (I-O1).

"The active participation of parents has helped us a lot in understanding the needs of children, not only from an academic perspective, but also their character. Activities such as joint recitation and parenting workshops provide us with guidance to work together in educating them." (I-G1).

Based on these observations, interviews, and documentation, it can be concluded that the planning and implementation of parent-involved programs play a significant role in supporting students' character education. The school has successfully designed a program that not only introduces parents to school activities but also engages them in designing and actively supporting the formation of student character.



Figure 1. Parental Collaboration in Every School Activity

Based on other observations, the researcher found that *human resources (HR)* management at SMA Muhammadiyah 3 Yogyakarta focuses on teachers' professionalism in the implementation of character education. Our observations indicate that teachers serve not only as academic instructors but also as mentors of students' character development. We observed teachers actively participating in character-building activities, such as congregational prayers, morning tadarus, and recitation. In each class, time is set aside for congregational prayers, followed by morning tadarus activities to cultivate good habits in students' daily lives.

Our observations confirm that teachers not only teach the subject matter, but also instill moral values and character in students through daily activities. Meanwhile, the documentation we obtained, such as photos of morning tadarus activities and joint recitations, shows how teachers and students read the Qur'an together with great solemnity. In this activity, teachers not only serve as facilitators but also as role models in reading the Qur'an correctly. This shows the teacher's commitment to educating students' character through hands-on practice and regular habituation.

In addition, an interview with I-KS (Principal of the Informant School) highlighted the importance of human resource management, which entails periodic training and evaluation to enhance teachers' professionalism. In an interview with I-G2 (Informant Teacher 2), it was revealed that:

"As teachers, we feel we have a responsibility to not only teach lessons, but also shape students' character. Activities such as morning tadarus and congregational prayers are not only routines, but also ways for us to set a direct example for students." (I-G2).

"We always hold training for teachers related to character education, as well as provide constructive feedback on the application of character values in learning. In this way, we hope that teachers can be more professional in managing students' character education." (I-KS).

Based on the synthesis of observations, interviews, and documentation, it is concluded that the Integrative Islamic Education Management at SMA Muhammadiyah 3 Yogyakarta provides a robust foundation for character building. The strategic focus on Human Resource Development, specifically through pedagogical training and interpersonal communication workshops, ensures that teachers are not only moral role models but also effective facilitators in synchronizing values between the school and the home. This systematic approach, complemented by ongoing evaluation and supervision, transforms character education from a mere classroom activity into a unified governance system. Ultimately, this integration successfully bridges the gap between institutional objectives and parental involvement, creating a consistent and sustainable moral environment for students.

Communication Dynamics between Teachers, Parents, and Students

Based on field observations at SMA Muhammadiyah 3 Yogyakarta, effective communication among teachers, parents, and students is a core governance strategy essential to achieving character education goals. Communication within the school is not merely incidental; it is a structured managerial process mediated through formal and digital channels established by the institution. A key element of this governance is the official policy mandating class teachers to maintain a real-time 'feedback loop' with parents via WhatsApp groups. This digital synchronization enables daily reporting on student character development, bridging the gap between school-based observations and home reinforcement.

Furthermore, this digital governance is complemented by routine parenting workshops, which serve as a formal platform to align academic and moral development. During these sessions, an open, discussion-oriented atmosphere prevails, in which parents actively align the character values expected at school with those upheld at home. By integrating real-time digital reporting with periodic formal dialogues, the school ensures a consistent, unified monitoring system that turns communication into a powerful tool for character sustainability.

In addition to formal meetings, such as AAS, informal communication is also effective, primarily through WhatsApp groups created by homeroom teachers. We observed that this group became the main channel of communication between teachers and parents. Whenever there is an activity or development related to the student's character, the teacher sends a message that is immediately received by the parents, enabling them to provide input or questions about their children more quickly and more precisely. I-O1 (Informant Parent 1) in an interview said, *"We feel very helped by the existence of WhatsApp groups. We can immediately find out what is going on at school and provide feedback if needed."*

This indicates that these digital communication channels facilitate rapid communication and interaction between parents and teachers, thereby supporting students' character education. The relevant documentation we found, including photographs of parent meetings and parenting workshops, indicates an active and collaborative atmosphere between parents and teachers. In the photos, parents are observed becoming very involved in discussions about how to support their child's character development.

Photos of parenting workshops depict an atmosphere of active participation, with parents and teachers collaborating to develop solutions to challenges in children's education. This indicates that schools have successfully designed structured and effective communication channels, both formal meetings and informal digital platforms, that enable open and productive communication among teachers, parents, and students.

In another observation conducted by the researchers, we noted that although communication in schools was smooth, there were differences of opinion between parents and teachers regarding the approach to character education. One example is the difference in views on the disciplinary approach applied in schools. Some parents prefer a more assertive approach, whereas some teachers prefer a guidance approach grounded in understanding students' character.

> *"We recognize that differences of opinion are natural, and the most important thing is how we can align the vision and mission between teachers and parents. The parenting workshop provides an opportunity for us to equalize perceptions on how to educate students' character most effectively."*

We observe that these differences sometimes create tension, but the school has devised a strategy to address them constructively. In an interview with I-KS (Principal Informant), I-KS explained that schools often hold parenting workshops to educate parents on how to educate their children in a manner consistent with the school's approach. On the other hand, I-G1 (Informant Teacher 1) added that. This indicates that schools manage conflict proactively and educationally, focusing not only on problem-solving but also on improving understanding and fostering better collaboration between parents and teachers.

Figure 2. External and Internal Involvement with the Student's Parents



Relevant documentation in the form of parenting workshop photos that show the active atmosphere of parents and teachers in discussing and sharing experiences, showing how schools have succeeded in creating sustainable collaboration. Each workshop session concludes with an open discussion in which parents and teachers can discuss the challenges they face in educating students. The results of this observation indicate that the school's managerial strategy is highly effective in managing differences of opinion, fostering more productive collaboration among teachers, parents, and students, and reducing the potential for conflict that could hinder the goals of character education.

Through data triangulation of field observations, interviews, and documentation, it is concluded that SMA Muhammadiyah 3 Yogyakarta has successfully transformed communication into a strategic governance tool by integrating formal policy with digital real-time reporting. The establishment of both formal workshops and a mandated digital feedback loop via WhatsApp ensures that character education goals are synchronized daily between school and home. Furthermore, the school's management has implemented proactive strategies to resolve disciplinary conflicts and sustain long-term collaboration. This success is manifest in a unified communication ecosystem where parents and teachers are not merely informed but are systematically trained to jointly cultivate and monitor students' character, ensuring the sustainability of moral values across all environments.

Synergy between Schools, Parents, and Students in Building Character

Field observations at SMA Muhammadiyah 3 Yogyakarta reveal that the synergy among the school, parents, and students is the operational heart of its Integrative Islamic Education Management. This collaboration is not merely an incidental byproduct of school events but a structured result of

strategic HR development, in which teachers are specifically trained in interpersonal communication to act as bridges between institutional goals and domestic reinforcement. A prominent example of this mandated synergy was the '*Muga Menyapa Orang Tua*' event held on August 6, 2025, attended by over 116 parents. This forum served as a synchronization platform in which pedagogical planning and character-value alignment were co-determined by both educators and families. By empowering parents as active partners through these governance-led initiatives, the school ensures that character-building is not an isolated academic task but a shared mission sustained by a unified communication ecosystem.

In addition to these activities, guidance counseling became an essential component of the collaborative efforts, with parents invited to accompany their children to individual or group counseling sessions. These sessions, facilitated by school counselors, provided a space for teachers, students, and parents to discuss behavioral or emotional challenges students faced. This reflects the integrated managerial model in education, in which teachers and parents share responsibility for guiding students' personal and academic development. The documentation of this counseling process, including meeting logs and feedback forms, demonstrates parents' deep involvement in the guidance process, ensuring that students receive consistent support both at home and at school. Parental involvement in these counseling sessions is a significant step toward building a holistic support structure for students that provides both educational and moral guidance.

The role of parents in supporting social and religious activities, such as orphan care and social services, is also significant. This activity demonstrates that parents not only provide financial support but also actively participate in character-building activities. I-G2 (Informant Teacher 2) also added,

> *"We feel that by involving parents in social activities, they are more aware of how we manage student character in school, and that reinforces the values we want to instill." A quote from I-KS (Principal of the Informant School) reveals,*
>
> *"The synergy established between schools and parents is very vital. Not only do we invite parents to attend, but we also involve them in planning and supporting character activities conducted at school. In each meeting, they share ideas and provide feedback on how activities can better engage their children at home." (I-KS).*

Relevant documentation, including photographs of joint recitation activities and parenting workshops, demonstrates close collaboration between parents and teachers. These photos depict an interactive atmosphere in which parents and teachers discuss character education, including the spiritual and moral values they intend to teach students. This indicates that character activities are not only encouraged by teachers but also by parents' active participation in implementing character education programs in schools.

Furthermore, the management of *human resources (HR)* at SMA Muhammadiyah 3 Yogyakarta indicates that effective collaboration among teachers, parents, and students is highly dependent on teachers' ability to communicate and cooperate with parents and students. Based on field observations, teachers at SMA Muhammadiyah 3 Yogyakarta not only teach lessons but also shape students' character. We observed that teachers often engage in personal communication with parents, either in person during meetings or via digital platforms such as WhatsApp groups, to provide information about students' character development.

Teachers also receive communication training to enhance their skills in interacting with parents and students. In an interview with I-KS (Principal Informant), the principal explained the importance of communication training for teachers:

"We regularly conduct training on how to manage interpersonal relationships, both with parents and students, so that they can communicate well, especially in terms of character education." (I-KS). I-G1 (Teacher Informant 1) in the interview stated,

"We often communicate with parents through WhatsApp. This facilitates our ability to inform them about the character's activities and to provide immediate feedback on their child's development. Nevertheless, communication must also be done in a more personal way, so that parents feel more involved." (I-G1).

The lesson plan documentation (RPP) prepared by the teacher indicates careful planning for integrating character education. This lesson plan includes activities that focus not only on academics but also on fostering students' character, inviting parents to play an active role in this educational process. This shows that education managers (principals and education teams) have successfully managed HR by facilitating effective communication among teachers, parents, and students, thereby contributing to the success of character education in schools.

In evaluating the collaboration, we observed that SMA Muhammadiyah 3 Yogyakarta conducted an assessment of the effectiveness of synergy among teachers, parents, and students in supporting character education. This evaluation is conducted not only at the activity level but also includes feedback from all parties on the impact of character activities on student development.

In an interview with I-KS (Principal Informant), the principal explained that the evaluation was conducted on an ongoing basis, using parent satisfaction surveys and *focus group discussions (FGDs)* to collect feedback from all parties.

"We regularly conduct surveys and discussions with parents and teachers to assess the extent to which they feel involved in students' character education. We also encourage them to provide input so that we can continue to improve this collaboration."

The evaluation results showed that activities such as joint recitation and parenting workshops, as well as interactive counseling guidance, have strengthened collaboration among teachers, parents, and students in developing students' character. However, in some cases, we also observed challenges in aligning parents' and schools' views, particularly regarding disciplinary approaches. This evaluation provides insight to help the school adjust communication policies and improve collaboration, thereby enhancing effectiveness.

In conclusion, the research at SMA Muhammadiyah 3 Yogyakarta demonstrates that the synergy between the school and parents is a deliberate outcome of Integrative Islamic Education Management. By transforming the school's internal governance specifically through Strategic HR Development that empowers teachers as communicative liaisons, the institution has successfully bridged the gap between academic instruction and domestic character reinforcement. This integrated approach ensures that programs like *'Muga Menyapa Orang Tua*' and routine parenting workshops are not merely ceremonial but serve as platforms for synchronization, where moral values are co-defined and consistently monitored by both educators and families.

Furthermore, this study finds that the sustainability of character education depends heavily on a unified communication ecosystem. The integration of digital real-time feedback via WhatsApp with formal pedagogical planning creates a continuous 'feedback loop' that maintains student discipline across both environments. This Integrative-Synchronous Model shifts parents' role from passive recipients to active collaborators in education. Ultimately, by aligning institutional policies with parental partnership, the school provides a holistic and resilient framework for character building that can adapt to the complex challenges of modern student development.

Table 2. Summarizing the Research Findings

Focus	Subtheme	Research Findings
Parental Involvement in Character Education	Program Planning and Implementation	Parents are actively involved in school activities, including Muga Meets Parents, joint recitations, and parenting workshops. The collaboration between the school and parents in planning character-building activities is significant.
	Human Resource Management (HRM)	Teachers serve as role models in character education. Activities like morning recitations and congregational prayers demonstrate teachers' commitment to instilling character in students.
	Parental Communication and Involvement	Communication between teachers and parents is facilitated by WhatsApp groups and regular meetings, enabling discussions about students' character development and supporting character education at home.
Communication Dynamics between Teachers, Parents, and Students	Effective Communication Management	Structured communication channels (e.g., parent meetings, WhatsApp, and face-to-face interactions) strengthen relationships among teachers, parents, and students and support character education.
	Conflict Management and Collaboration Strategies	The school addresses conflicts through open dialogue and parenting workshops, enabling constructive resolution of differences between parents and teachers.
Synergy between School, Parents, and Students	Cross-Party Collaboration	Active parental involvement in social activities, recitations, and parenting workshops demonstrates strong synergy in supporting students' character education.
	Human Resource Management and Communication	Teachers and parents collaborate through digital communication and face-to-face interactions to strengthen students' character development. Communication training for teachers enhances their ability to interact effectively with parents and students.
	Collaboration and Synergy Evaluation	Periodic evaluations of collaboration among parents, teachers, and students show positive effects but also identify challenges in aligning parents' and the school's views. These evaluations are crucial to improving the quality of collaboration.

Source: Field Data, 2025

Discussion

The findings of this study offer a significant advancement in character education by operationalizing the Integrative-Synchronous Model within Islamic education management. The core of this integration lies in the deliberate synergy between Strategic HR Development and Parental Partnership. Unlike conventional models in which school and home operate in silos, this approach treats teachers as professional liaisons who are systematically empowered through interpersonal and persuasive communication training, as documented in the school's professional development sessions (DeRoche & Williams, 2001).

This empowerment is a critical managerial indicator, as it enables teachers to effectively bridge institutional pedagogical goals with domestic reinforcement. Furthermore, synchronization is maintained through a real-time digital feedback loop, transforming digital platforms into a mandated governance tool for daily value alignment. Consequently, parental involvement is elevated from passive attendance to active educational collaboration. This unified system ensures that the school's

moral vision is consistently upheld across both institutional and domestic spheres, providing a holistic and sustainable framework for student character development (Lockwood, 2015)..

Table 3: Transformation Toward an Integrative-Synchronous Managerial Model

Management Component	Traditional/Passive Model	Integrative-Synchronous Model (Current)	Managerial Indicators (Implementation)
Strategic Governance	Character education is an isolated or extracurricular subject.	Integration of Islamic values into the core curriculum and institutional policy.	Systematic inclusion of character values in Lesson Plans (RPP) and school vision.
Human Resource (HR) Development	Teachers act solely as instructors with limited parental interaction.	Teachers are empowered as Strategic Liaisons and moral role models.	Mandatory interpersonal and persuasive communication training for all teaching staff.
Parental Partnership	Parents as passive recipients of academic reports (one-way).	Parents as Active Educational Collaborators in Character Building.	Participation in "Muga Greeting Parents" and decision-making in Parenting Workshops.
Communication Dynamics	Periodic and formal meetings only (limited feedback).	Real-time Digital Feedback Loop for daily value synchronization.	Mandated use of WhatsApp groups for continuous monitoring of student behavior.
Evaluation & Monitoring	Focused on academic grades only.	Focus on Consistency and Value Alignment between school and home.	Regular parent satisfaction surveys and FGDs to resolve disciplinary conflicts.

Source: Data Collection, 2025

Strategic Management in Enhancing Parental Involvement in Character Education

Parental involvement in character education has proven to be a fundamental component in shaping students' values and behaviors. At SMA Muhammadiyah 3 Yogyakarta, parents' role extends beyond traditional academic support. Through active participation in school events, parenting workshops, and joint recitations, parents at this school contribute significantly to students' moral and ethical development (Lickona, 1999). This underscores the importance of integrated managerial models that recognize parents as active collaborators in the educational process rather than passive participants (Ahyani et al., 2024; Al-Barakat et al., 2025; Ariani et al., 2022; Aziz et al., 2025).

In strategic management, the school has successfully designed programs that foster collaboration. The Integrated Managerial Model in Character Education proposed in this research highlights the need for a comprehensive strategy that involves all stakeholders: teachers, parents, and students in the character-building process (Epstein, 2018). This model suggests that schools should not only develop academic curricula but should also incorporate character-building goals into every aspect of school operations (Hussain, 2025; Muhammad et al., 2024; Van Cauwenbergh & Cool, 1982). The model ensures that parents are recognized as key partners in developing students' character, not only by participating in school activities but also by actively contributing to the planning and implementation of these programs.

The school has demonstrated effective management by integrating parental involvement into its long-term strategic planning. Programs such as Muga Meets Parents and parenting workshops are designed to foster an environment in which parents and school staff work together toward common goals (Sheldon & Epstein, 2002). These initiatives reflect the integrated approach that is central to the managerial model in education (Parnell, 2008). By actively involving parents in these programs, the

school is creating a community of practice in which parents, teachers, and students collaborate to cultivate values such as responsibility, empathy, and discipline. The inclusion of parents in these efforts provides a holistic foundation for character education that is consistent across both school and home (Chinowsky & Meredith, 2000).

Furthermore, the use of digital communication tools, such as WhatsApp groups, has proven effective for keeping parents continuously involved. This technology facilitates a two-way communication channel, which enables parents to receive real-time updates and provide feedback to the school (Fathir, 2026; Ma`arif et al., 2025; Syaifulloh, 2024). This tool exemplifies how the school, through effective managerial planning, can integrate technology into traditional character education models to ensure open, consistent communication (Pavitt, 1990). The managerial model in this context encourages the use of modern tools to foster collaboration, thereby bridging communication gaps and ensuring that parental involvement remains strong throughout the academic year (Fuertes et al., 2020).

In the context of human resource management, school leaders must ensure that both teachers and parents are well-equipped to contribute to character education. Professional development for teachers is a core component of this integrated model. It ensures that educators are not only academically proficient but also have the necessary skills to facilitate dialogue and collaboration with parents (Crowther et al., 2009). By doing so, the school creates a collaborative learning environment that supports the ongoing development of students' character (Zaretsky et al., 2008).

Human Resource Management and Communication in Character Education

One of the critical aspects of this study is the role of *human resource management (HRM)* in ensuring effective communication between all parties involved in character education (DeRoche & Williams, 2001). Effective communication is a cornerstone of any educational program, and its importance in character education cannot be overstated. For a school to successfully implement character education programs, communication between teachers, parents, and students must be clear, consistent, and constructive (Noddings & Brooks, 2016).

The Integrated Managerial Model in Character Education proposed in this study underscores the need for schools to manage human resources to facilitate effective communication. Teachers, as primary agents of character education, must not only impart academic knowledge but also model ethical behavior and moral values (Albert et al., 2025; Hakim et al., 2026; Noddings, 2013; Noddings & Brooks, 2016; Syukur et al., 2025). The model suggests that teacher training programs should prioritize communication skills, particularly in engaging parents and students in discussions about character (Babatunde et al., 2025). Teachers must be prepared to act as role models, showcasing the values they wish to instill in their students. This aligns with the idea that schools should be community-centered organizations in which educators and families are co-creators of the educational experience (Noddings & Brooks, 2016).

The school management at SMA Muhammadiyah 3 Yogyakarta has implemented a continuous professional development program for teachers, focusing on communication strategies to enhance their ability to collaborate with parents and students. These development programs ensure that teachers are not only capable of addressing academic challenges but also of fostering positive relationships with the broader school community. Through this process, teachers learn how to communicate effectively with parents about character development and how to align school initiatives with the values promoted at home (Grande et al., 2024).

Moreover, the school has integrated communication management strategies into its daily operations. For instance, regular meetings and workshops allow teachers to share information with parents about their children's character development. These workshops also provide a platform for

parents to express their concerns and offer feedback on school programs. From a management perspective, these communication strategies are part of a larger effort to align school goals with family values, creating a unified approach to character education that spans both school and home environments (Lapsley & Woodbury, 2016; Salehi Najafabadi, 2023).

Documentation such as lesson plans (RPP) reveals that character education is embedded within the academic curriculum, indicating that teachers are expected to integrate character-building activities into every lesson. This integration reflects the school's human resources management strategy, which ensures that all staff actively contribute to developing students' character (Fathoni et al., 2024; Hermawan, 2025). The use of parent feedback forms and teacher evaluations further supports this approach, enabling school management to assess the effectiveness of communication and collaboration strategies (Fraser-Burgess, 2020; Noddings & Brooks, 2016).

Building Sustained Collaboration Between School, Parents, and Students

The synergy between the school, parents, and students is essential for the effective implementation of character education. The findings of this study highlight the importance of establishing a collaborative framework in which all stakeholders are actively involved in character education. At SMA Muhammadiyah 3 Yogyakarta, collaboration extends beyond formal meetings and workshops to include community engagement activities, such as charity drives and volunteering (deFur, 2012). These activities are designed to reinforce the shared values of responsibility, compassion, and empathy that are central to the school's character education curriculum (Fullan et al., 2015).

From a managerial standpoint, fostering long-term collaboration requires a clear organizational culture that values collaboration and shared responsibility. According to Fullan, schools that create an inclusive culture in which all stakeholders contribute to decision-making processes are more likely to achieve their educational goals (Fullan, 2010). The school management at SMA Muhammadiyah 3 Yogyakarta has effectively fostered such a culture by ensuring that both parents and teachers share equal responsibility for character development. Through regular parent-teacher conferences and joint activities, the school has successfully developed a community of practice in which parents and teachers collaborate to support students' development (Ishimaru, 2019).

However, this collaboration is not without its challenges. This study found that while most parents supported the school's approach to character education, some held differing views on how discipline should be enforced. Some preferred a more authoritarian approach, while the school's method is more supportive and dialogue-based. These differences in disciplinary perspectives occasionally created tension between parents and the school. However, the school's management addressed these conflicts through open dialogue and workshops to align the parties' views on effective character-building techniques (Kugelmass, 2001; Matuszny et al., 2007).

The school also utilizes evaluation strategies to assess the effectiveness of these collaborative efforts. Surveys and *focus group discussions (FGDs)* provide feedback on the effectiveness of school programs and identify areas for strengthening collaboration (Gajda, 2004). According to the Integrated Managerial Model, these feedback mechanisms are integral to improving the collaborative framework and ensuring that character education is consistently reinforced across both the home and school environments (Marek et al., 2014).

Documentation, such as survey results and feedback from parents and teachers, shows that the school has made significant strides in developing a collaborative environment. The feedback indicates that most parents are satisfied with the school's efforts to involve them in character education (Gajda & Koliba, 2007; Wang, 2009). However, some parents suggested that more frequent communication

would enhance their engagement. This feedback is a key element of the evaluation process, enabling the school to continuously refine its collaborative model and ensure its long-term effectiveness.

Table 4. Summary of Discussion Analysis on the "Integrative-Synchronous Model"

Analytical Dimensions	Core Theoretical Concept	Field Implementation	Novelty
Institutional Governance	Moral Knowing & Character Foundations. (Lickona, 1999)	Integration of Islamic values into Lesson Plans (RPP) and school policy.	**Strategic Value Alignment:** Formalizing character building as a core institutional priority through integrated RPP.
HR Empowerment	Moral Modeling & Professional Competence. (Fullan, 2010)	Mandatory interpersonal and persuasive communication training for teachers.	**Teacher as Strategic Liaison:** Empowering teachers as professional bridges to synchronize values with parents.
Parental Partnership	Overlapping Spheres of Influence (Epstein, 2018)	"Muga Greeting Parents" and routine Parenting Workshops.	**Active Collaboration Shift:** Transforming parents from passive recipients into co-educators and active partners.
Communication Dynamics	Feedback Loops & Communication Dynamics	Mandated daily reporting and value-alignment via WhatsApp Groups.	**Real-time Synchronization Loop:** Utilizing digital governance for 24/7 consistency between school and home.
Holistic Sustainability	Conflict Resolution & Shared Values (Senge, 2006)	Focus Groups (FGD) and satisfaction surveys to resolve disciplinary differences.	**Unified Moral Ecosystem:** Proactive vision alignment to ensure a resilient and sustainable character environment.

Source: Data Collection, 2025

CONCLUSION

This study concludes that the strengthening of character education at SMA Muhammadiyah 3 Yogyakarta is driven by a sophisticated Integrative-Synchronous Model within Islamic education management. The novelty of this research lies in its systematic operationalization of a structured framework that synchronizes institutional governance, teacher professional empowerment, and active parental partnership. By integrating Islamic character values directly into Lesson Plans (RPP) and institutional policies, the school ensures that character building is a core managerial priority rather than an isolated academic task. Furthermore, the model's strength is anchored in Strategic HR Development, which transforms teachers into communicative liaisons, and Digital Governance, which utilizes real-time feedback loops via WhatsApp to maintain 24/7 consistency in moral reinforcement between the school and the home.

The implementation of this integrative approach effectively shifts parents' role from passive recipients of information to Active Educational Collaborators. While differences in disciplinary perspectives occasionally create tension, the school's management proactively addresses these through vision-alignment workshops and structured dialogue, ensuring a unified moral ecosystem. Ultimately, this *Integrative-Synchronous Model* provides a resilient and sustainable framework for character development that bridges the gap between institutional objectives and domestic reinforcement. Future research is recommended to explore the long-term adaptability of this model through longitudinal or multi-site studies across diverse cultural and educational contexts to further validate its effectiveness in broader settings.

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