

IMPLEMENTATION OF VARIED LEARNING AND PARENTAL COLLABORATION IN IMPROVING THE QUALITY OF LEARNING

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Abstract: Islamic Religious Education plays a crucial role in shaping students' character, morals, and spirituality, making effective teaching strategies essential. However, current teaching practices are still characterized by monotonous methods and limited parental involvement. This study aims to analyze the implementation of varied teaching methods and parental collaboration in improving the quality of education at SD IT Al-Izhar Pekanbaru. The study employs a descriptive qualitative approach. Data were collected through observation, interviews, and documentation involving teachers, the principal, and parents via purposive sampling. Data analysis was conducted through data reduction, data presentation, and drawing conclusions, while triangulation was used to ensure data validity. The findings indicate that varied learning through group discussions, educational games, and project-based learning can enhance student engagement and understanding. Parent-school collaboration was carried out through intensive communication, parenting programs, and home learning support. These strategies had a positive impact on students' motivation, participation, and learning outcomes. Overall, the integration of varied learning approaches and active parent collaboration effectively improved the quality of learning.

Keywords: Diverse Learning, Parent Collaboration, Quality of Education

Abstrak: Pendidikan Agama Islam berperan penting dalam membentuk karakter, moral, dan spiritualitas siswa sehingga diperlukan strategi pembelajaran yang efektif. Namun, praktik pembelajaran masih ditandai metode monoton dan keterlibatan orang tua yang terbatas. Penelitian ini bertujuan menganalisis penerapan pembelajaran bervariasi dan kolaborasi orang tua dalam meningkatkan kualitas pembelajaran di SD IT Al-Izhar Pekanbaru. Penelitian menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang melibatkan guru, kepala sekolah, dan orang tua melalui sampling purposif. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan triangulasi digunakan untuk memastikan validitas data. Temuan menunjukkan bahwa pembelajaran bervariasi melalui diskusi kelompok, permainan edukatif, dan pembelajaran berbasis proyek mampu meningkatkan keterlibatan serta pemahaman siswa. Kolaborasi orang tua dan sekolah dilakukan melalui komunikasi intensif, program parenting, dan pendampingan belajar di rumah. Strategi tersebut memberikan pengaruh positif terhadap motivasi, partisipasi, dan hasil belajar siswa. Secara keseluruhan, integrasi pembelajaran bervariasi dan kolaborasi aktif orang tua efektif meningkatkan kualitas pembelajaran.

Kata Kunci: Pembelajaran Variatif, Kolaborasi Orang Tua, Kualitas Pembelajaran

INTRODUCTION

Islamic Religious Education holds a strategic position in shaping students' character, morality, spirituality, and religious awareness from an early age. At the elementary school level, Islamic Religious Education learning is not merely oriented toward the transfer of religious knowledge, but also toward the formation of attitudes, values, discipline, and noble character that become the foundation of students' daily behaviour. Through effective Islamic education, students are expected to develop balanced cognitive, affective, and psychomotor competencies that enable them to apply Islamic teachings in both personal and social life. Therefore, the quality of Islamic Religious Education learning must be designed comprehensively and contextually in order to create meaningful learning experiences capable of strengthening students' intellectual and moral development simultaneously.

In the current educational era, the challenge of improving learning quality has become increasingly complex due to rapid social and technological changes. Students are required not only to master academic competencies but also to possess strong moral and spiritual foundations amid the influence of globalization and digital culture. Consequently, teachers are expected to implement innovative and student-centered learning approaches that can encourage active participation and meaningful understanding. One effort that can be undertaken to improve the quality of Islamic Religious Education learning is

through the implementation of varied learning methods. Varied learning emphasizes the use of diverse instructional strategies, approaches, media, and learning activities to create an engaging, interactive, and enjoyable learning atmosphere. Such an approach allows teachers to accommodate students' different learning styles and needs while increasing their motivation and participation during the learning process.

The implementation of varied learning methods includes strategies such as differentiated learning, Problem Based Learning, collaborative learning, storytelling, simulations, educational games, and the utilization of both simple and digital learning media to create contextual and meaningful instruction (Djamarah & Zain, 2013; Epstein, 2011). This approach has been proven to improve students' understanding of religious concepts while simultaneously fostering religious attitudes through active and student-centered learning processes (Majid, 2019). Through varied instructional practices, students are encouraged to participate actively, think critically, collaborate with peers, and engage emotionally with the learning material. Such conditions are highly important in Islamic Religious Education learning because Islamic values cannot be effectively internalized through monotonous lecturing alone. Instead, students need interactive experiences that enable them to connect religious teachings with real-life situations and moral practices.

Various instructional methods such as group discussions, question-and-answer sessions, simulations, and storytelling have also been recognized as effective in reducing boredom and increasing students' active participation in Islamic Religious Education learning (Ningsih et al., 2024). Previous studies indicate that the use of varied instructional methods significantly improves students' learning outcomes compared to conventional and monotonous learning approaches. Innovative strategies such as PAIKEM (Active, Innovative, Creative, Effective, and Joyful Learning) and cooperative learning further strengthen the effectiveness of learning at the elementary school level. These approaches encourage students to become more confident, communicative, and responsible in participating in classroom activities. In addition, varied learning methods create a more dynamic classroom environment that stimulates curiosity and enthusiasm for learning among students.

Despite the theoretical advantages of varied learning methods, their implementation in practice has not yet been fully optimal. In many elementary schools, including SD IT Al-Izhar Pekanbaru, learning activities are still often dominated by teacher-centered approaches and limited instructional variation. Some teachers continue to rely heavily on lecturing methods, resulting in students becoming passive and less enthusiastic during the learning process. Furthermore, the integration of technology into classroom instruction remains limited,

even though digital media could potentially enhance students' engagement and understanding. As a consequence, some students demonstrate low interest and motivation toward Islamic Religious Education subjects. The lack of awareness regarding the importance of Islamic education, combined with peer environments that are not always supportive of positive learning habits, also contributes to challenges in the instructional process.

In addition to the implementation of varied learning methods, parental collaboration is another essential factor in improving the quality of Islamic Religious Education learning. Parents serve as children's first educators and hold substantial responsibility in shaping learning habits, attitudes, values, and character from an early age (Slameto, 2019; B. Stefanny & Susanto, 2023). The family environment significantly influences students' emotional, moral, and academic development. Therefore, effective collaboration between schools and parents is crucial to support students' learning success. Such collaboration can be realized through active communication, participation in school activities, monitoring students' progress, and providing learning assistance at home (Epstein, 2011). Studies have shown that effective cooperation between teachers and parents positively affects students' motivation, discipline, emotional well-being, and academic achievement.

Within the context of Islamic Religious Education learning, parental

involvement functions as a reinforcement mechanism for students' understanding and practice of Islamic values. The collaboration among teachers, parents, and students has been proven to optimize Islamic education by strengthening students' character and morality (Khusnah et al., 2025). Parents who consistently provide encouragement, guidance, supervision, and learning facilities contribute significantly to students' academic performance and religious awareness. The role of parents becomes even more important because Islamic education is not limited to classroom instruction but also requires continuous practice and habituation in everyday life. Religious values taught at school need to be reinforced through supportive family environments where students can practice discipline, honesty, worship, and respectful behavior consistently.

However, the reality at SD IT Al-Izhar Pekanbaru indicates that parental involvement has not yet functioned optimally. Although the school has established communication forums through WhatsApp groups involving teachers and parents, not all parents actively participate in school programs and learning supervision. Some parents are still inconsistent in accompanying their children during home learning activities due to work responsibilities and limited time availability. As a result, the reinforcement of Islamic Religious Education materials outside the classroom remains relatively limited. This condition demonstrates that communication alone is

insufficient without active participation and shared commitment between schools and families in supporting students' educational development.

Previous studies have demonstrated that both varied learning methods and parental collaboration significantly influence students' academic achievement and character formation. Research conducted by Kadri and Zahara emphasized that instructional variation in Islamic Religious Education learning is essential to prevent monotonous classroom activities and to create meaningful learning experiences for students. Nevertheless, most previous studies have examined these two aspects separately. There is still limited research specifically discussing the integration of varied learning methods and parental collaboration in improving the quality of Islamic Religious Education learning, particularly within the context of integrated Islamic elementary schools such as SD IT Al-Izhar Pekanbaru. In fact, the success of Islamic education does not solely depend on teachers' instructional strategies in classrooms but also on family support that reinforces religious values and learning habits at home.

Therefore, this study offers novelty by integrating two important aspects, namely varied learning methods and parental collaboration, into a single research framework aimed at improving the quality of Islamic Religious Education learning at SD IT Al-Izhar Pekanbaru. The context of an integrated Islamic elementary school provides added value because

Islamic Religious Education learning in such institutions emphasizes not only cognitive achievement but also the habituation of Islamic values, character education, and moral development. Consequently, the synergy between teachers and parents becomes a key factor in creating more effective, meaningful, and sustainable Islamic learning experiences. Through this study, it is expected that a deeper understanding can be obtained regarding how varied learning implementation and parental collaboration contribute collectively to enhancing the quality of Islamic Religious Education in elementary schools.

METHOD

This study employed a descriptive qualitative approach to explore in depth the implementation of varied learning strategies and parent-school collaboration in enhancing the quality of learning at SD IT Al-Izhar Pekanbaru. A qualitative approach was considered appropriate because the study sought to understand social and educational phenomena within their natural setting, emphasizing participants' experiences, perspectives, and interactions rather than measuring variables quantitatively. This approach enabled a comprehensive examination of how teachers implement diverse instructional practices and how parents contribute to supporting students' learning processes (Creswell & Poth, 2016)

The research was conducted at SD IT Al-Izhar Pekanbaru, an Islamic elementary school that actively promotes

innovative teaching practices and parental involvement in education. Participants were selected using purposive sampling, a technique that allows researchers to identify individuals who possess relevant knowledge and experience regarding the phenomenon under investigation (Sugiyono, 2019). The primary informants were classroom teachers responsible for designing and implementing varied learning activities. To enrich and validate the findings, additional information was obtained from the school principal and parents who were directly involved in supporting students' learning activities both at school and at home.

Data were collected through observations, semi-structured interviews, and document analysis. Classroom observations were conducted to examine the implementation of varied learning strategies, student engagement, and instructional interactions during the learning process. Semi-structured interviews provided opportunities to explore participants' perceptions, experiences, and reflections regarding teaching practices, parental involvement, and challenges encountered in improving learning quality. In addition, relevant documents, including lesson plans, learning materials, school reports, photographs of learning activities, and records of parent-school communication, were analyzed to complement and corroborate the data obtained from observations and interviews (Moloeng, 2008)

Data analysis followed the interactive model proposed by Miles,

Huberman, and Saldaña (Miles et al., 2014), which consists of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, organizing, and simplifying the information obtained from multiple sources. Subsequently, the data were systematically displayed in narrative form to facilitate interpretation and identification of emerging themes and patterns. The final stage involved drawing conclusions and continuously verifying findings throughout the research process to ensure consistency and credibility.

To enhance trustworthiness, this study employed source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from teachers, school leaders, and parents, while methodological triangulation involved cross-checking findings derived from observations, interviews, and documentation. These procedures were undertaken to strengthen the credibility, dependability, and confirmability of the research findings, ensuring that the conclusions accurately reflected the realities of varied learning implementation and parent-school collaboration in improving educational quality.

RESULTS AND DISCUSSION

Forms of Varied Learning Implementation Implemented in the Classroom

The findings of this study indicate that the implementation of varied learning at SD IT Al Izhar Pekanbaru has been

systematically designed to create a more engaging, student-centered, and meaningful learning environment. Based on interviews conducted with teachers, the school principal, parents, and students, it was found that varied learning is implemented through a combination of instructional strategies, including group discussions, educational games, and project-based learning activities. These approaches are intentionally integrated into classroom practices to increase student engagement, reduce learning monotony, and promote active participation throughout the learning process. Teachers emphasized that the primary objective of employing diverse instructional methods is to provide students with enjoyable learning experiences while facilitating a deeper understanding of learning materials.

The findings demonstrate a significant shift from traditional teacher-centered instruction toward a student-centered learning approach. Rather than positioning students as passive recipients of information, the learning process encourages them to become active participants who construct knowledge through interaction, collaboration, and exploration. This practice is consistent with constructivist learning theory, which argues that knowledge is actively constructed by learners through meaningful experiences and social interaction. Through group discussions and project-based activities, students are provided with opportunities to exchange ideas, solve problems collaboratively, and

connect theoretical concepts with real-life situations. Such learning experiences contribute to deeper conceptual understanding and the development of higher-order thinking skills.

The implementation of educational games further strengthens student engagement by creating a learning atmosphere that is enjoyable and motivating. Educational games not only increase students' attention during lessons but also stimulate curiosity, creativity, and enthusiasm for learning. The positive responses expressed by students during interviews suggest that they perceive learning activities as more enjoyable and less stressful when interactive methods are employed. This finding highlights the importance of instructional diversity in maintaining students' interest and preventing boredom, which is often associated with repetitive and conventional teaching methods (Hidayat & Surahman, 2023; Maesaroh et al., 2026).

Another important finding of this study is the crucial role of school leadership in supporting the successful implementation of varied learning. The school principal reported that teachers are given substantial autonomy to innovate and adapt instructional practices according to students' needs and classroom conditions. Furthermore, the school provides professional development opportunities and training programs designed to enhance teachers' pedagogical competencies. This institutional support demonstrates that educational innovation is not solely dependent on individual

teacher initiative but also requires a supportive organizational culture. From an educational management perspective, schools that encourage professional growth and instructional experimentation are more likely to foster innovative teaching practices and continuous improvement in learning quality.

The study also reveals that parents perceive positive changes in their children's attitudes toward learning. According to parental testimonies, students demonstrate greater enthusiasm, motivation, and willingness to participate in educational activities after experiencing varied learning approaches at school. Parents observed that their children became more interested in discussing classroom experiences and completing learning tasks. These observations suggest that varied learning has implications beyond the classroom, influencing students' attitudes and engagement in learning activities at home. The involvement of parents in monitoring and supporting their children's learning further reinforces the effectiveness of instructional innovations implemented by teachers. (Muaziz et al., 2025; Putri et al., 2025; S. Suparman, 2024)

Students' perspectives provide additional evidence regarding the effectiveness of varied learning practices. Most students reported that they enjoyed participating in educational games, collaborative activities, and project-based assignments because these methods made learning more interactive and enjoyable. The students' responses indicate that

varied learning contributes not only to cognitive development but also to positive emotional experiences during the learning process. Educational psychology literature emphasizes that positive emotions play a critical role in facilitating learning because they increase attention, persistence, and motivation. Consequently, learning environments that promote enjoyment and active participation are more likely to produce meaningful learning outcomes.

The findings of this study support the arguments proposed by Djamarah and Zain (2013), who emphasize that instructional variation is essential for maintaining students' attention and preventing learning fatigue. Similarly, Hamalik (2017) argues that the use of diverse teaching methods enables educators to accommodate differences in students' learning styles, abilities, and interests, thereby increasing the effectiveness of instruction. The implementation of varied learning at SD IT Al Izhar Pekanbaru reflects these theoretical perspectives by demonstrating how instructional diversity can create a more inclusive and responsive learning environment.

Furthermore, the results are consistent with previous studies conducted by Sari et al. (2022), which found that varied instructional approaches significantly improve students' learning outcomes and reduce classroom boredom. Likewise, Yulandra and Mubarak (Muaziz, 2025; V. Stefanny & Susanto, 2023; Yulandra & Mubarak, 2025) reported that instructional variation positively influences

student participation and classroom engagement. However, this study extends previous research by highlighting the interconnected roles of teachers, school leadership, parents, and students in supporting the effectiveness of varied learning. While many earlier studies primarily focused on instructional techniques, the present study demonstrates that successful implementation requires collaboration among multiple educational stakeholders.

A deeper analysis suggests that the effectiveness of varied learning cannot be attributed solely to the diversity of teaching methods. Instead, its success results from the synergy between teacher competence, institutional support, and parental involvement. Teachers act as facilitators who design meaningful learning experiences, school leaders create conditions that encourage innovation, and parents reinforce learning through support and supervision at home. This collaborative ecosystem creates a comprehensive educational environment that promotes both academic achievement and personal development.

Overall, the findings indicate that the implementation of varied learning at SD IT Al Izhar Pekanbaru has successfully fostered a dynamic, interactive, and student-centered learning environment. Through the integration of diverse instructional methods, strong school support, and active parental involvement, students experience meaningful learning processes that enhance motivation, participation, and understanding. These

findings underscore the importance of adopting varied learning strategies as an effective approach for improving educational quality and responding to the diverse needs of learners in contemporary educational settings.

School-Parent Collaboration in Enhancing the Quality of Learning

The findings of this study reveal that collaboration between the school and parents at SD IT Al-Izhar Pekanbaru has been implemented through continuous communication, active parental involvement in school programs, and shared responsibilities in supporting students' learning processes. Data obtained from interviews with teachers, the principal, parents, and students indicate that the partnership between home and school has become an important component in improving learning quality and fostering students' academic development.

Teachers explained that communication with parents is maintained through various channels, including WhatsApp groups, regular meetings, and periodic reports on students' academic progress. Such communication enables parents to monitor their children's learning development and provide educational support at home. The principal further emphasized that the school intentionally creates opportunities for parental participation through school events, evaluation meetings, and parenting programs designed to strengthen parents' understanding of their educational roles.

Parents confirmed that they actively assist their children with homework, supervise study schedules, and participate in school activities. Students also acknowledged receiving continuous encouragement and assistance from their parents, particularly in completing assignments and maintaining learning discipline.

These findings demonstrate that school-parent collaboration at SD IT Al-Izhar Pekanbaru is not limited to formal communication but extends to active participation in educational activities. The data indicate the existence of a reciprocal relationship in which teachers provide information and guidance, parents contribute support and supervision, and students benefit from a consistent educational environment across home and school settings. Such collaboration creates a comprehensive support system that positively influences students' learning experiences.

From a theoretical perspective, the findings are consistent with Epstein's framework of school-family partnerships, which emphasizes that effective parental involvement significantly contributes to students' academic achievement, motivation, and personal development. According to Epstein, educational success is more likely to occur when schools and families work together as partners rather than as separate entities. This perspective highlights that children learn more effectively when educational expectations and support mechanisms are aligned between school and home environments.

The results also support the argument proposed by Hoover-Dempsey and Sandler that parental involvement enhances students' educational outcomes by providing emotional support, academic guidance, and learning reinforcement outside the classroom. When parents actively participate in their children's education, students tend to develop stronger learning habits, higher levels of responsibility, and greater confidence in academic activities. The evidence gathered in this study demonstrates these patterns, as students reported feeling more motivated and supported when parents regularly monitored their learning progress.

An important finding emerging from this study is the role of digital communication technology in strengthening school-parent collaboration. The utilization of WhatsApp groups has facilitated rapid information exchange between teachers and parents, enabling immediate responses to academic concerns and creating a more transparent communication process. This finding suggests that technological platforms can function as effective tools for maintaining educational partnerships in contemporary learning environments. Unlike traditional communication methods that often depend on scheduled meetings, digital communication allows continuous interaction and more efficient monitoring of students' development.

Furthermore, the parenting programs implemented by the school contribute significantly to improving

parents' educational awareness and involvement. These programs provide opportunities for parents to understand effective strategies for supporting learning at home, managing children's study habits, and addressing educational challenges. Consequently, parental participation extends beyond supervision and becomes a more meaningful educational partnership. This finding highlights that successful collaboration requires not only communication but also empowerment initiatives that enhance parents' capacities as educational partners.

The present findings are supported by previous studies. Muaziz et al. (2025) found that collaboration between teachers and parents positively influences students' academic achievement and learning engagement. Similarly, Putri et al. (2025) reported that effective communication between schools and parents contributes to improved student discipline, responsibility, and academic performance. The consistency between these studies and the current findings strengthens the argument that parental involvement remains a crucial determinant of educational quality across different educational contexts.

A deeper analysis indicates that the effectiveness of school-parent collaboration at SD IT Al-Izhar Pekanbaru stems from three interconnected factors. First, communication is conducted regularly and systematically, ensuring that information regarding students' progress is accessible to parents. Second, parental involvement is not symbolic but practical,

encompassing direct assistance with learning activities and participation in school programs. Third, the school provides institutional support through policies and activities that encourage partnership development. The interaction of these factors creates a collaborative culture that supports continuous educational improvement.

Overall, the findings suggest that school-parent collaboration at SD IT Al-Izhar Pekanbaru has been effectively implemented and contributes substantially to enhancing learning quality. The integration of intensive communication, parental participation, technological support, and school-led partnership programs creates a conducive educational ecosystem that promotes students' academic achievement and personal growth. These results reinforce the view that improving educational quality requires collective efforts involving both schools and families, as sustainable learning success is more likely to be achieved when educational responsibilities are shared among all stakeholders.

The Influence of Varied Learning and Parent Collaboration on Learning Quality, and the Supporting and Inhibiting Factors

The findings of this study indicate that the implementation of varied learning strategies combined with active parental collaboration has significantly contributed to improving the quality of learning at SD IT Al-Izhar Pekanbaru. Data obtained from interviews with teachers, the principal,

parents, and students demonstrate that the integration of innovative instructional practices and strong school-family partnerships has created a more engaging, supportive, and effective learning environment.

Teachers reported that students became more enthusiastic during classroom activities and demonstrated improved academic performance after the implementation of varied learning approaches. According to the teachers, the use of diverse instructional methods, such as collaborative learning, educational games, project-based activities, and interactive discussions, encouraged students to participate more actively in the learning process. Furthermore, communication between teachers and parents became more effective, allowing both parties to work together in monitoring and supporting students' academic progress. The principal also confirmed that the success of these initiatives could be observed through increased student participation, improved learning outcomes, and positive feedback received from parents regarding their children's educational development.

Parents expressed similar perceptions, emphasizing that collaboration with the school positively influenced their children's discipline, motivation, and learning habits. They observed that students became more responsible and committed to completing academic tasks because they felt supported and monitored by both teachers and family members. Students themselves reported

that learning activities became more enjoyable and easier to understand because lessons frequently involved practical activities, group work, and interactive experiences rather than relying solely on traditional lecture-based instruction.

These findings suggest that varied learning and parental collaboration operate as complementary educational mechanisms. Varied instructional approaches enhance students' engagement and cognitive participation in the classroom, while parental involvement reinforces learning behaviors and academic responsibility outside school. Together, these elements create a comprehensive learning ecosystem that supports both academic achievement and personal development.

The results align closely with the principles of constructivist learning theory, which argues that meaningful learning occurs when students actively construct knowledge through direct experiences, social interaction, and problem-solving activities. As proposed by Suparman (Indramaya, 2025; A. Suparman, 2024), students develop deeper understanding when they are actively involved in learning rather than functioning as passive recipients of information. The implementation of varied learning methods at SD IT Al-Izhar Pekanbaru reflects these principles by encouraging students to engage in collaborative discussions, hands-on activities, and experiential learning processes.

In addition, the findings can be interpreted through Bronfenbrenner's Ecological Systems Theory, which emphasizes the interconnected influence of family and school environments on child development. According to Bronfenbrenner, educational outcomes are shaped by interactions among multiple environmental systems, particularly the microsystems of home and school. The present study demonstrates how effective collaboration between these two environments creates consistency in educational expectations, behavioral reinforcement, and learning support. This synergy contributes significantly to improving students' academic performance and motivation.

The findings are also consistent with previous empirical studies. Maesaroh et al. (2026) found that the integration of innovative instructional strategies and parental support significantly improves students' academic achievement and learning engagement. Similarly, Stefanny and Susanto (Muaziz et al., 2025; B. Stefanny & Susanto, 2023; V. Stefanny & Susanto, 2023) reported that collaboration between teachers and parents strengthens students' motivation and positively affects their educational outcomes. The consistency between these studies and the present findings reinforces the argument that educational quality improves when instructional innovation is accompanied by active family participation.

A deeper analysis reveals that the success of the program does not depend solely on instructional methods or parental

involvement independently. Rather, its effectiveness emerges from the interaction between these components. Varied learning strategies create meaningful learning experiences, while parental collaboration provides continuous reinforcement outside the classroom. Consequently, students receive academic support from multiple sources, enabling them to develop stronger learning habits, higher motivation, and greater confidence in their academic abilities.

The study also identified several supporting and inhibiting factors influencing the implementation of varied learning and parental collaboration. Interviews revealed that the primary supporting factors include teacher enthusiasm, strong leadership from the principal, institutional support from the school, and effective communication between teachers and parents. Teachers demonstrated a willingness to innovate and adapt their instructional practices, while school administrators provided opportunities, resources, and encouragement for implementing creative learning approaches. Furthermore, the existence of open communication channels facilitated mutual understanding and cooperation among educational stakeholders.

From a theoretical perspective, these findings support Uno's (2021) assertion that educational success is influenced by both internal and external factors. Internal factors include teacher competence, creativity, and motivation, whereas external factors encompass family

support, school facilities, leadership, and community participation. The findings further reflect Terry's educational management theory, which emphasizes the importance of planning, coordination, implementation, and evaluation in ensuring the effectiveness of educational programs.

Despite these positive outcomes, several challenges were identified. Teachers reported limitations in available time and unequal levels of parental participation. The principal highlighted the difficulty of maintaining consistent engagement from all stakeholders throughout program implementation. Parents acknowledged that professional responsibilities sometimes prevented them from participating fully in school activities. Students also noted that intensive educational programs occasionally resulted in fatigue due to demanding schedules and numerous assignments.

These challenges are consistent with previous studies. Fitriani (2022) found that principal support and teacher professional development are critical success factors in implementing innovative learning practices. Meanwhile, Hidayat and Surahman (2023) reported that limited parental availability and inconsistent participation remain common obstacles in educational collaboration programs. The similarity of these findings suggests that such challenges are not unique to SD IT Al-Izhar Pekanbaru but represent broader issues in school-family partnerships.

Overall, the findings indicate that varied learning and parental collaboration

significantly contribute to improving learning quality at SD IT Al-Izhar Pekanbaru. Strong institutional support, teacher commitment, and effective communication have enabled the successful implementation of these initiatives. Nevertheless, sustaining long-term effectiveness requires strategies to address time constraints, strengthen parental engagement, and ensure consistent participation among all stakeholders. Through continuous improvement and collaborative efforts, schools can maximize the benefits of innovative learning approaches and family involvement, ultimately creating a more effective and sustainable educational environment.

CONCLUSION

Based on the findings of this study conducted at SD IT Al-Izhar Pekanbaru, it can be concluded that the implementation of varied learning strategies and collaboration between the school and parents plays a significant role in improving the quality of learning. Varied learning approaches implemented through methods such as group discussions, educational games, and project-based learning have proven effective in creating a more active, engaging, and enjoyable learning environment. These approaches encourage students to participate more actively in the learning process, enhance their learning motivation, and help them develop a deeper and more meaningful understanding of the subject matter. Furthermore, the collaboration established

between the school and parents through intensive communication, parenting programs, regular meetings, and learning assistance at home has created a positive synergy in supporting students' academic and character development. Parental involvement provides not only moral and emotional support but also reinforces the learning process that takes place at school. The findings indicate that the combination of varied learning strategies and parental collaboration contributes to the creation of a conducive, sustainable, and quality-oriented learning environment. The successful implementation of these initiatives is supported by teachers' commitment, strong institutional support from the school, and effective communication with parents. However, challenges remain, particularly related to time constraints and the uneven level of parental participation. Therefore, strengthening school-parent partnerships and developing more adaptive communication strategies are essential to ensure that the quality of learning continues to improve in a consistent and sustainable manner.

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