THE IMPORTANCE OF TEACHER AND PARENT COLLABORATION IN SUPPORTING CHILDREN'S LEARNING

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Abstract:

A harmonious relationship between teachers and parents plays an important role in supporting children's learning process. This article examines the benefits of collaboration between the two parties in increasing children's learning motivation, academic achievement and emotional development. This research uses a qualitative approach with analysis based on literature review and in-depth interviews to understand the dynamics of this collaboration. The research results show that regular and effective communication between teachers and parents is able to create a conducive learning environment, both at school and at home. This support has a positive impact on children, including increasing their self-confidence and involvement in the learning process. Apart from that, understanding the roles of teachers and parents and using technology to bridge communication has proven to be an important strategy in facing various challenges, such as limited time and facilities. This article provides practical recommendations for strengthening collaborative relationships between teachers and parents.

Keywords: *Collaboration, Teachers, Parents, Children's Learning, Communication*

INTRODUCTION

The process of children's education is an aspect that cannot be left entirely to teachers at school (Harahap & Dalimunthe, 2024; Putro et al., 2023; Salmia, 2024). Education requires active involvement from parents at home to ensure optimal child development. In this context, collaboration between teachers and parents becomes very important (Nur Efendi & Muh Ibnu Sholeh, 2023; Putra et al., 2023). This collaboration allows for an integrated approach to support children from an academic and non-academic perspective (Harmathilda et al., 2024; Nur Efendi & Muh Ibnu Sholeh, 2023; Putra et al., 2023; Rahmafitri et al., 2024). Thus, children's education is not only an individual responsibility but is the result of the synergy of two complementary parties.

In this modern era, the world of education faces increasingly complex challenges (RS et al., 2023). Rapid technological changes, increasing societal expectations, and the diversity of individual children's needs are several factors that add to this complexity (Salmia, 2024). Teachers and parents cannot work alone to overcome this challenge (Pamuji & Wiyani, 2022; Putri et al., 2024). Close collaboration is required to ensure that each child receives appropriate attention and guidance. Without this collaboration, the risk of gaps in children's education will become greater.

Effective collaboration between teachers and parents not only supports children's academic achievements, but also their character and emotional development (Nasution, 2020; Yeni Hartanti, 2021). When teachers and parents communicate openly and regularly, they can identify children's needs more quickly and provide more appropriate

solutions (Maolana et al., 2023). This collaboration also creates a consistent environment between home and school, so that children feel supported holistically. With solid cooperation, children tend to have higher self-confidence and stronger motivation to learn.

However, the effectiveness of collaboration between teachers and parents cannot be separated from various factors (Muktamar et al., 2023). Open and clear communication is the main element in establishing a productive relationship (Abdurrahman & Rahmatillah, 2023). Apart from that, the willingness of both parties to understand each other's roles and support each other is also very influential (Baharun et al., 2020). Another challenge that often arises is the difference in social and cultural backgrounds between teachers and parents, which can sometimes influence communication patterns. Therefore, an inclusive approach is needed to ensure that collaboration can run well.

This article aims to explore the importance of collaboration between teachers and parents, with a focus on the factors that influence the effectiveness of such collaboration and its impact on children's development (Rafif & Dafit, 2023). This research is relevant considering the need for a holistic educational approach amidst the challenges of the modern era (Suryani et al., 2022). By understanding the aspects that support effective collaboration, it is hoped that this research can provide practical recommendations for teachers, parents and educational institutions to improve the overall quality of children's education.

RESEARCH METHODS

This research uses a qualitative approach with literature review methods and in-depth interviews (Suryani et al., 2022). Data was obtained from books, journals and articles relevant to the topic of educational collaboration (Muali et al., 2022). Interviews were conducted with five teachers and five parents of students from various levels of education to gain direct perspectives on the challenges and benefits of collaboration. Data was analyzed thematically to identify patterns that show the role of communication and collaboration between teachers and parents in supporting children's learning processes.

RESULTS AND DISCUSSION

The Role of Collaboration in Children's Learning Process

The research results show that children who receive consistent support from teachers and parents have higher learning motivation (Mubarok et al., 2024). This support not only provides direction in the learning process but also creates a sense of self-confidence in children. One of the teachers, Mr. Ahmad, said, "When parents are actively involved, such as checking their children's assignments or discussing their learning results, I see a significant change in the children's enthusiasm for learning in class." This indicates that the synergy between school and home can be a strong foundation for building children's motivation.

Teachers play an important role in providing academic and non-academic guidance in schools. They help children understand learning material and direct critical thinking. Mrs. Lina, a homeroom teacher, said, "We try to create a comfortable and interactive learning atmosphere in class, but this must be reinforced at home so that children really understand it." This suggests that teachers' efforts at school can be more effective if parents continue such support at home.

On the other hand, parents act as reinforcers of what the teacher has taught. They support children's learning process by providing a conducive environment and helping them overcome learning challenges. A mother, Mrs. Siti, shared her experience, "I always take the time to help my child learn, especially when he has difficulties. I also often communicate with his teacher to find out what I need to do at home." This communication is key in creating continuity between education at school and at home.

Apart from academic support, emotional support from teachers and parents also contributes greatly to children's learning motivation. Children who feel cared for tend to have higher self-confidence. One student, Ani, said, "I like it when my mother asks about lessons at school, and my teacher often praises me if I successfully complete my assignments." This experience emphasizes the importance of appreciation and attention as the main factors in building children's enthusiasm for learning.

Collaboration between teachers and parents creates holistic support that impacts children's motivation and learning outcomes. This collaboration not only ensures children understand the subject matter but also helps them develop good character. Mr Ridwan, a school principal, explained, "This collaboration must be encouraged continuously. We often hold meetings between teachers and parents to harmonize approaches in educating children." Thus, this synergy is an important foundation for building a generation that not only excels academically but also has strong character.

Collaboration Supporting Factors

Regular communication between teachers and parents is the main foundation in building a productive relationship. Whether through meetings, text messages, or digital platforms, this communication allows both parties to share information and align views on children's education. Ibu Rina, a class teacher, said, "We use messaging apps to provide updates about children's assignments or activities at school, so parents are always informed." This shows that open and regular communication helps create effective coordination between home and school.

The use of digital technology makes communication between teachers and parents easier, especially in this modern era. Digital platforms such as WhatsApp groups or educational portals allow communication to take place quickly and efficiently. Mr Andi, a father, shared, "I find it easier to find out about my child's progress at school through the WhatsApp group created by the homeroom teacher. If there is something urgent, the teacher immediately informs me." This technology is a practical solution for keeping parents involved, especially for those who have limited time.

Apart from communication, understanding each other's roles is also an important factor in collaboration between teachers and parents. When teachers focus on formal learning and parents play a supporting role at home, collaboration becomes more harmonious. Mrs. Siti, a housewife, said, "I always support teachers by ensuring that children complete their assignments at home. I understand that my job is to complement what has been taught at school." This kind of understanding strengthens cooperation and avoids overlapping roles.

Joint activities at school, such as parent meetings or cultural events, provide space for parents to get to know their child's teachers and school environment better. This participation not only strengthens relationships but also increases mutual trust. Mr Ridwan, the school principal, said, "We often invite parents to be involved in school activities such as Kartini Day celebrations or sports competitions. Their presence provides additional motivation for the children." This involvement creates closer synergy between schools and families.

With open communication, understanding roles, and participation in joint activities, the relationship between teachers and parents becomes stronger. The impact can be seen in increasing children's learning motivation as well as a more harmonious relationship between home and school. Ibu Lina, a homeroom teacher, added, "When parents actively participate, children also feel more cared for, both at home and at school." This strong collaboration is an important asset in creating an educational environment that supports children's holistic development.

Barriers to Collaboration

One of the main obstacles to collaboration between teachers and parents is the lack of time that parents have, especially those who work full time. This often hampers communication between the two parties. Mrs. Ratna, a teacher, said, "Many parents are

busy working so it is difficult to attend school meetings or even just check on their children's learning progress." This situation shows that although parents have the intention to be involved, time constraints are a significant obstacle.

Differences in values or educational approaches between teachers and parents can also be a barrier. Teachers may have certain standards in educating children, while parents apply different approaches at home. Mr. Herman, a father, said, "Sometimes I feel that the methods taught at school are too formal, whereas at home we are more relaxed in educating our children." These differences can cause confusion in children and hinder the effectiveness of collaboration if not immediately reconciled.

Another obstacle that is often encountered is the lack of communication facilities, especially in areas where technology is less accessible. This makes it difficult for teachers and parents to establish regular communication. Ibu Sri, a teacher in a remote area, stated, "We still have difficulty reaching parents because not everyone has access to cellphones or the internet. As a result, a lot of information is not conveyed." This situation highlights the importance of adequate infrastructure to support collaboration between teachers and parents.

To overcome these obstacles, the use of technology has proven to be an effective solution. Digital platforms such as messaging apps, social media groups or educational portals allow for more flexible and efficient communication. Mrs. Maya, a homeroom teacher, shared her experience, "We use the WhatsApp application to send notifications and information related to learning. This is very helpful because parents can read at any time, even in between their work." This technology provides a practical solution to overcome time and distance limitations.

In addition to technology, other strategies such as parent training or flexible meetings can also help overcome barriers to collaboration. Alignment of values and educational approaches between teachers and parents also needs to be built through open communication and mutual respect. Mr Ridwan, the school principal, said, "We are trying to make meetings more flexible, for example on weekends or using video calls, so that more parents can join." With these strategies, barriers to collaboration can be overcome, creating a more productive relationship between teachers and parents.

CONCLUSION

The charismatic leadership of the kiai at the Al-Islamiyyah Cikalong Wetan Islamic boarding school, West Bandung Regency, plays an important role in shaping the culture and direction of the development of the Islamic boarding school. The prominent characteristics of leadership are exemplary behavior, simplicity, and devotion to worship. Supporting factors for the development of this leadership include collaboration, open communication, and support for the development of professionalism and technology adaptation. The strategies implemented by the kiai to face the challenges of modernization involve the involvement of all components of the Islamic boarding school in decision making, integration of traditional values with modernity, encouraging innovation, strengthening networks, and emphasizing morals and character. Thus, the kiai can lead the Islamic boarding school to remain relevant and advanced amidst the flow of modernization without abandoning the identity and fundamental values of the Islamic boarding school.

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