

The Role of Collaboration Between Educators and Parents in Creating Effective Learning Administration

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Abstract

Background this study is based on the fact that the relationship between school and family plays an important role in the educational process, especially in creating a conducive, supportive, and participatory learning environment. Objective this study aims to explore the role of collaboration between educators and parents in creating an effective learning atmosphere, with a focus on its impact on students' learning motivation and academic success. Research Method This study uses a descriptive qualitative approach with a case study method, where data are collected through in-depth interviews, classroom observations, and distributing questionnaires to educators and parents in several elementary and secondary schools. Results The results of the study indicate that collaboration between teachers as seen from three methods, namely through interviews, observations and filling out questionnaires, there are results that most teachers and parents realize healthy collaboration in order to create children's achievements. Forms of effective collaboration include regular open communication, parental involvement in school activities, and consistent moral and academic support at home. Conclusion of the study: good communication between educators and parents can significantly increase students' learning motivation, build self-confidence, and create synergy between home and school in supporting student growth. However, there are challenges that need to be addressed such as differences in perception between teachers and parents, time constraints, and lack of understanding of technology in digital communication. Based on these findings, it is recommended that schools provide communication training and collaborative capacity building for educators and build an integrated communication system with parents.

Keywords: Collaboration; Educators; Parents; Learning Atmosphere; Learning Motivation; Parental Involvement

Abstrak

Latar belakang penelitian ini didasarkan pada kenyataan bahwa hubungan antara sekolah dan keluarga memegang peranan penting dalam proses pendidikan, terutama dalam menciptakan lingkungan belajar yang kondusif, suportif, dan partisipatif. Tujuan penelitian ini bertujuan untuk mengeksplorasi peran kolaborasi antara pendidik dan wali murid dalam menciptakan atmosfer pembelajaran yang efektif, dengan fokus pada dampaknya terhadap motivasi belajar dan keberhasilan akademik siswa. Metode Penelitian penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode studi kasus, di mana data dikumpulkan melalui wawancara mendalam, observasi kelas, dan penyebaran kuesioner kepada pendidik dan wali murid di beberapa sekolah dasar dan menengah. Hasil hasil penelitian menunjukkan bahwa kolaborasi antara guru yang dilihat dari tiga metode yakni melalui wawancara, observasi dan pengisian kuesioner, terdapat hasil bahwa sebagian besar guru dan orangtua mewujudkan kolaborasi yang sehat demi menciptakan prestasi anak. Bentuk kolaborasi yang efektif mencakup komunikasi terbuka secara rutin, keterlibatan orang tua dalam kegiatan sekolah, serta dukungan moral dan akademik yang konsisten di rumah. Simpulan penelitian komunikasi

yang baik antara pendidik dan wali murid dapat meningkatkan motivasi belajar siswa secara signifikan, membangun rasa percaya diri, dan menciptakan sinergi antara rumah dan sekolah dalam mendukung pertumbuhan peserta didik. Namun, terdapat tantangan yang perlu diatasi seperti perbedaan persepsi antara guru dan orang tua, keterbatasan waktu, serta kurangnya pemahaman teknologi dalam komunikasi digital. Berdasarkan temuan tersebut, direkomendasikan agar sekolah menyediakan pelatihan komunikasi dan penguatan kapasitas kolaboratif bagi pendidik serta membangun sistem komunikasi yang terintegrasi dengan wali murid.

Kata Kunci: *Kolaborasi; Pendidik; Wali Murid; Atmosfer Pembelajaran; Motivasi Belajar; Keterlibatan Orang Tua*

Introduction

The school environment, which is also the second home for students, where teachers often face classroom management issues, has made it imperative to build parent-teacher partnerships as a strategy to support student learning. A study in Albania, 2015 show that the research has shown that when parents and teachers work together, everyone benefits students tend to get higher grades, perform better on tests, attend school more regularly, have better behavior, and demonstrate more positive attitudes toward themselves and the school. Finally, it is important to emphasize that every communication exchange between parents and educators, regardless of the format (whether it is a note, a phone call, a meeting, etc.) should be seen as a carefully planned approach that is sure to support student learning in a stimulating and encouraging classroom (Lekdi, 2015).

A others study by Deysolong (2023) in Filipino, by actively participating in their children's education, parents contribute to their academic success, emotional well-being, and overall development. The study emphasizes the importance of collaboration between parents and educators in creating a supportive educational ecosystem that fosters a love of learning and empowers students to reach their full potential. Recognizing the critical role of parents in education is essential to building a collaborative and inclusive education system that prepares students for a bright future. A strong and supportive relationship between educators and parents plays a very important role in creating an effective educational environment, as this collaboration can have a significant impact on students' academic and emotional development, by enabling open communication channels and mutual understanding between the two parties educators can understand the conditions, challenges, and potentials of students more holistically, while parents can play an active role in supporting their children's learning process both at home and outside of school hours, so that both together create a conducive learning atmosphere, which in turn has a positive impact on student motivation and learning outcomes.

Various studies have shown that parental involvement in students' education, through collaboration with educators, can improve the quality of education and students' psychosocial well-being, as well as create a sense of shared responsibility that strengthens the learning process (Fan et al., 2019). A study in Malaysia in 2016, showed that the views of teachers and parents provide interesting insights into how real collaboration has occurred in schools. Successful inclusive classrooms require collaborative interactions between teachers and parents. Differences can be a strength in the creative process when they collectively focus on achieving a single mission or goal.

The diversity and differences of each individual in a collaborative team produce creative synergies that could not be achieved by individual members. Teacher-parent collaboration provides a pathway to successful student achievement, but the education system is also one of the other determinants (Adams et al., 2016). According to the theory

of collaboration by Edward M Marshal, collaboration is a fundamental process of cooperation that gives birth to trust, integrity and breakthroughs through achieving consensus, ownership and integration in all aspects of the organization. The purpose of collaboration is to accelerate the achievement of goals together. Even in the process of achieving these goals, it is not recommended to compartmentalize the tasks that are carried out (Marshal, 1995).

A positive and supportive learning atmosphere can have a huge impact on students' motivation and learning outcomes, because a comfortable, safe, and emotionally supportive atmosphere will make students feel more motivated to learn, actively participate in class activities, and develop self-confidence in facing academic challenges in addition, when students feel appreciated, encouraged, and given the opportunity to collaborate with friends and receive constructive attention and feedback from educators, this will increase their involvement in the learning process, strengthen their understanding of the material, and encourage them to achieve higher academic goals.

Research shows that a positive learning atmosphere is closely related to improved student learning outcomes, because supportive environmental conditions will create an atmosphere that reduces anxiety, strengthens intrinsic motivation, and increases concentration in learning (Suryani, 2020). The others study in USA, Effective collaboration between educators and parents is becoming increasingly important to meet the basic needs of our students. This partnership involves parents, families, and teachers working together as a strategy to support student learning. Such partnerships require accountability from both parties to achieve the progress needed (Wal, 2020).

The decline in the quality of education in some areas can occur as a result of the lack of collaboration between educators and parents, which in turn hinders the creation of an optimal learning environment, because without effective communication and strong synergy between the two parties, students tend to lose the support they need, both in academic and emotional aspects, which serve to strengthen their motivation and development this condition can lead to low levels of student involvement in the learning process, inability to deal with problems faced by students outside the classroom, and limited understanding of individual student learning needs, which ultimately has an impact on declining academic achievement and low levels of satisfaction with the education provided. Several studies indicate that areas with weak collaboration between schools and parents have difficulty in improving the quality of education and tend to have lower student learning outcomes (Wahyuni, 2021).

This research has a high urgency to be carried out immediately because the quality of students is very dependent on teachers and parents. If these two aspects are integrated into one in the education process, then a positive impact will be obtained, for example by controlling the child's homework assigned by the teacher, then in addition to the child's homework being completed, it also trains discipline towards the task in other words, forming a sense of responsibility. Conversely, if a good role is not created between teachers and parents, it will have a bad impact on students. Tasks are neglected, undisciplined and can also be bad. This study also has a fairly interesting novelty where researchers try to pull a thread from two sides to solve the problem of school children who are in fact the young generation whose future must be prepared as well as possible.

Method

This study uses a descriptive qualitative approach with a case study method, which aims to gain an in-depth and contextual understanding of the forms, processes, and challenges in collaboration between educators and parents in creating an effective learning atmosphere at the elementary and secondary school levels the participants in this

study included educators and parents from several elementary and secondary schools, who were selected purposively based on their active involvement in school learning and communication activities. The instruments used in this study consisted of in-depth semi-structured interviews with educators and guardians to explore their views, experiences, and obstacles they face in establishing collaboration, then supplemented with a questionnaire to measure respondents' perceptions of the level of involvement and quality of the relationship between the two parties, as well as direct observation of classroom situations and interactions between educators, guardians, and students, in order to provide a real picture of how these relationships are manifested in everyday practice. The data collection procedure was carried out through method triangulation, namely by combining the results of interviews, questionnaires, and observations in order to strengthen the validity of the data, which were then analyzed using qualitative analysis techniques by reducing data, presenting data in narrative form, and drawing conclusions based on thematic patterns that emerged from the experiences and understanding of research subjects regarding the importance of collaboration in supporting learning success.

Results and Discussion

The results of interviews with teachers showed that teachers said that parents' enthusiasm for collaborating in their children's education process was quite high. In addition to parents meeting directly at school, teachers were also often called at any time, even outside of working hours. The most frequently confirmed thing was to ensure that their children's homework had been completed. It was proven that students whose parents intensively monitored their children with teachers achieved good results and persisted in class. Meanwhile, the results of interviews with parents, most of them stated that children could not be completely left to the teacher but parents still had to supervise.

Some parents were quite aware that teachers were facilitators in the child's education process, not determinants of the child's achievements. The observation results show that the collaboration between parents and teachers in elementary and middle school environments is quite good. Most parents who drop off and pick up their children to school often interact with teachers such as asking about homework, how their children are doing in class and asking about future student activities such as extracurricular activities and others. It can be seen that teachers provide explanations that are easy for parents to understand so that parents can direct their children when they are home according to the teacher's input.

Some parents who do not drop off their children to school because their children go alone, often contact teachers by telephone and occasionally come to school to get the information they need. Furthermore, the results of the study based on the questionnaire found that 79.9% of collaboration between teachers and parents was considered quite good as evidenced by the answers to questions submitted in the form of a questionnaire to participants. Meanwhile, for the learning admosver variable, quite good results were also obtained with a percentage of 81.1%. This shows that the conditions of collaboration created are quite good and have been proven to have an impact on students. This is proven by parents who collaborate intensively with teachers, their children tend to excel in class such as getting class champions and defending champions as well as other achievements such as winning competitions and so on.

1. The Role of Educators in Creating an Effective Learning Atmosphere

The role of educators in creating an effective learning atmosphere is very crucial, because educators not only function as conveyors of material, but also as class leaders who are able to build an inclusive, conducive, and needs-oriented learning atmosphere

and individual characteristics of students through positive leadership, educators can create a clear class structure, foster supportive discipline, and provide behavioral examples that reflect the values of responsibility and empathy, which can ultimately influence students' motivation and active participation in the learning process (Fauziah, 2022).

In addition, inclusive learning strategies, such as the use of differentiation methods, project-based learning, and thematic approaches that are relevant to students' lives, allow each student to feel accommodated and valued, especially those with special needs or different learning styles. Equally important, educators also need to actively collaborate with parents in designing and evaluating learning plans, by involving parents in regular discussions, providing input, and implementing learning support activities at home, so that a strong synergy is formed between the school and home environments in supporting the overall development process of students.

Research shows that reflective and collaborative educator leadership can improve the quality of the learning process, as well as create a classroom atmosphere that supports students' academic achievement and emotional well-being (Lestari, 2023). Thus, it is important for schools to provide training for teachers in implementing these strategies, as well as creating policies that support inclusive education so that all students, including those with special needs, can participate optimally in teaching and learning activities. In addition, support from the community is also needed to strengthen this initiative and ensure the sustainability of good practices in both formal and inclusive education (Irfai and Yuwana, 2024). The school environment, which is also the second home for students, where teachers often face classroom management issues, has made it imperative to build parent-teacher partnerships as a strategy to support student learning. A study in Albania, 2015 show that the research has shown that when parents and teachers work together, everyone benefits students tend to get higher grades, perform better on tests, attend school more regularly, have better behavior, and demonstrate more positive attitudes toward themselves and the school.

Finally, it is important to emphasize that every communication exchange between parents and educators, regardless of the format (whether it is a note, a phone call, a meeting, etc.) should be seen as a carefully planned approach that is sure to support student learning in a stimulating and encouraging classroom (Kaloti, 2015). By actively participating in their children's education, parents contribute to their academic success, emotional well-being, and overall development. The study emphasizes the importance of collaboration between parents and educators in creating a supportive educational ecosystem that fosters a love of learning and empowers students to reach their full potential. Recognizing the critical role of parents in education is essential to building a collaborative and inclusive education system that prepares students for a bright future.

2. The Role of Parents in Creating an Effective Learning Atmosphere

The role of parents in creating an effective learning atmosphere cannot be ignored, because their involvement in various aspects of education contributes greatly to forming a supportive learning environment both at school and at home; one form of this involvement can be seen from the active participation of parents in school activities, such as attending parent meetings, participating in class activities together, and contributing to school programs aimed at improving the quality of education, all of which show their commitment to child development (Yuliana, 2022). In addition, open and ongoing communication between parents and educators is an important key to aligning expectations, identifying student problems early, and designing appropriate solutions based on shared understanding, so that an atmosphere of mutual trust and strong emotional support is created.

Equally important, moral and academic support from parents at home, such as providing time to accompany children to study, providing motivation, accompanying them when doing assignments, and creating a home environment that is conducive to learning activities, has been shown to increase students' self-confidence and learning discipline. Recent studies have shown that active parental involvement, both through communication and direct support for children, plays an important role in increasing students' learning motivation and academic achievement, as well as strengthening the emotional bond between family and school (Ramadhani, 2023).

A study in Malaysia in 2016, showed that the views of teachers and parents provide interesting insights into how real collaboration has occurred in schools. Successful inclusive classrooms require collaborative interactions between teachers and parents. Differences can be a strength in the creative process when they collectively focus on achieving a single mission or goal. The diversity and differences of each individual in a collaborative team produce creative synergies that could not be achieved by individual members. Teacher-parent collaboration provides a pathway to successful student achievement, but the education system is also one of the other determinants (Adams et al, 2016).

Table 1. The Role of Parents in an Effective Learning Atmosphere

No	Aspect	Explanation
1	Involvement in School Activities	Active participation of parents in school activities, such as attending parent meetings, participating in class activities together, and contributing to school programs to improve the quality of education.
2	Open and Continuous Communication	Open communication between parents and educators to align expectations, identify student problems early, and design appropriate solutions, creating an atmosphere of mutual trust.
3	Moral and Academic Support at Home	Moral and academic support at home, such as accompanying children to study, providing motivation, assisting them when doing assignments, and creating a home environment that is conducive to learning activities.
4	Parental Involvement in Improving Motivation and Achievement	Active parental involvement plays a role in increasing students' learning motivation and academic achievement, as well as strengthening the emotional bond between family and school.

Source: Ramadhani, 2023

3. Interaction Between Educators and Parents

The interaction between educators and parents plays a very important role in creating a strong synergy in the education process, where effective forms of communication such as regular face-to-face meetings at school, participation in formal and informal discussion groups, and the use of digital communication media such as WhatsApp, Google Classroom, and other educational platforms, allow for a fast, transparent, and sustainable exchange of information regarding student learning developments, problems faced, and joint strategies that can be implemented to support students both academically and psychosocially (Permata, 2022).

This well-established communication not only strengthens the relationship between school and home, but also creates a collaborative atmosphere that is oriented towards achieving broader learning goals. The positive impact of this close collaboration can be seen directly in increasing students' learning motivation, because they feel they are getting attention and support from two important parties in their lives, namely teachers and parents, and also contributing to students' academic success, which is reflected in increased achievement, attendance, class participation, and positive attitudes towards school. Recent research concludes that collaboration between educators and parents based on intensive and empathetic communication has a significant influence on increasing student involvement and achievement in the learning process (Nugroho, 2023).

The importance of effective communication in this context cannot be ignored, as it is the foundation for creating mutually beneficial relationships between all parties involved in education. Thus, developing better communication strategies can be the key to maximizing students' potential in schools (Ruth, 2017). The others study in USA, Effective collaboration between educators and parents is becoming increasingly important to meet the basic needs of our students. This partnership involves parents, families, and teachers working together as a strategy to support student learning. Such partnerships require accountability from both parties to achieve the progress needed (Wal, 2020).

4. Challenges in Collaboration

In building effective collaboration between educators and parents, there are various challenges that often arise, one of which is communication barriers, which can be caused by differences in social, economic, or educational backgrounds, time constraints due to the busyness of each party, or lack of skills in using digital communication media optimally, which ultimately hinders the establishment of open and mutually understanding relationships in addition, differences in perception and expectations regarding the role of each party in the education process are also serious obstacles, for example when parents assume that full responsibility for learning lies only with educators, or vice versa, educators find it difficult to communicate because parents tend to be passive or uncooperative, resulting in miscommunication and lack of support needed by students in learning (Sari, 2022). To overcome these challenges, constructive and adaptive solutions are needed, such as two-way communication training for educators and parents, development of easily accessible and user-friendly digital communication platforms, and strengthening school culture that upholds participatory and collaborative values, which encourage the creation of an inclusive and partnership-based educational environment. Recent research confirms that efforts to improve communication competencies and shared understanding of the collaborative role between schools and families are very effective in reducing the perception gap and improving the quality of relationships between educators and parents (Fadhilah, 2023). According to the theory of collaboration by Edward M Marshal, collaboration is a fundamental process of cooperation that gives birth to trust, integrity and breakthroughs through achieving consensus, ownership and integration in all aspects of the organization. The purpose of collaboration is to accelerate the achievement of goals together. Even in the process of achieving these goals, it is not recommended to compartmentalize the tasks that are carried out (Marshal, 1995).

Conclusion

The results of this study as a whole show that close and structured collaboration between educators and parents plays a very important role in creating an effective learning atmosphere, where the synergy between the two is proven to increase student learning

motivation, strengthen emotional and academic support at home and at school, and encourage the creation of a participatory, inclusive, and responsive learning environment to students' needs; this collaboration, when built on a foundation of open communication, mutual trust, and a shared understanding of each other's roles, can be a strong foundation for academic success and character development of students. As a practical recommendation, it is suggested that schools provide regular training to educators on interpersonal communication strategies and techniques for building productive partnerships with parents, including the use of digital media to facilitate effective and efficient information exchange in addition, schools also need to develop a more open and integrated communication system, such as regular discussion forums, easily accessible online communication platforms, and collaborative policies that support the active involvement of parents in the learning process and decision-making related to their children's education. However, this study has several limitations, one of which is the limited number of samples and the focus that only covers several elementary and middle schools in certain areas, so that the results cannot be generalized widely therefore, further research is recommended to involve larger and more diverse samples, both in terms of education level, socio-economic background, and geographic area, as well as examine more deeply how the local cultural context influences the dynamics of collaboration between educators and parents in creating an ideal learning atmosphere.

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