



Parents and Teachers Collaboration in Children's Education

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Abstrak

Kolaborasi antara guru dan orangtua dianggap penting dalam mendidik anak secara efektif. Penelitian ini menekankan perlunya integrasi peran dan tanggung jawab antara guru dan orang tua dalam mendidik anak. Kolaborasi yang efektif tidak hanya memberikan manfaat bagi perkembangan akademik anak, tetapi juga menciptakan ikatan yang kuat antara sekolah dan keluarga, memberikan fondasi yang kokoh untuk pertumbuhan dan perkembangan holistik anak. Metode penelitian yang digunakan adalah metode kepustakaan dengan fokus pada review artikel terkait kolaborasi orangtua dan guru dalam pendidikan anak. Dari 28 artikel yang diteliti, 17 artikel dipilih untuk dianalisis secara mendalam berdasarkan kriteria relevansi dan ketersediaan full text. Hasil penelitian menunjukkan bahwa kolaborasi aktif antara orang tua dan guru, termasuk komunikasi dua arah dan partisipasi dalam kegiatan sekolah, berdampak positif pada perkembangan anak baik di sekolah maupun di rumah. Temuan utama menyoroti pentingnya komunikasi yang efektif sebagai dasar keberhasilan kolaborasi ini, dengan berbagai metode komunikasi, termasuk teknologi, digunakan untuk memfasilitasi pertukaran informasi. Hubungan yang dibangun di atas kepercayaan dan pemahaman saling menjadi kunci kesuksesan kolaborasi. Namun, tantangan seperti harapan yang tidak realistis atau masalah disiplin juga perlu ditangani dengan cermat untuk memfokuskan pada kepentingan anak.

Kata Kunci: Collaboration, Teachers and Parents, children's education

Abstract

Collaboration between teachers and parents is considered important in educating children effectively. This research emphasizes the need for integrated roles and responsibilities between teachers and parents in educating children. Effective collaboration not only benefits a child's academic development, but also creates strong bonds between school and family, providing a solid foundation for a child's holistic growth and development. The research method used is a literature method with a focus on reviewing articles related to parent and teacher collaboration in children's education. Of the 28 articles studied, 17 articles were selected for in-depth analysis based on the criteria of relevance and full text availability. The research results show that active collaboration between parents and teachers, including two-way communication and participation in school activities, has a positive impact on children's development both at school and at home. Key findings highlight the importance of effective communication as the basis for the success of these collaborations, with a variety of communication methods, including technology, used to facilitate the exchange of information. Relationships built on trust and mutual understanding are the keys to successful collaboration. However, challenges such as unrealistic expectations or discipline problems also need to be handled carefully to focus on the child's interests.

Keywords: Kolaborasi, Guru dan Orang Tua, pendidikan anak

Pendahuluan

Education is not only the teacher's responsibility even though parents have entrusted the school to educate them (Cutler, 2000; Wattimena & Nursida, 2022). However,

parents have a more important role because parents are the first and foremost educators in education, remembering that when a child is born into the world it is the parents who take care of him. Both have responsibilities, so the roles

and functions of teachers and parents need to be combined so that educating children can be optimized. Both teachers and parents have their respective authorities and roles according to their position. Both need to be combined or collaborated in educating children.

In the process of parenting and education, families are not capable enough to solve the many and varied problems faced by children at school (Lase et al., 2022; Novianti & Garzia, 2020). Parents expect support from the school in terms of child care, while the school always expects active support from parents so that they can fulfill all their obligations and ensure the conditions for the overall development of each child, which is its main goal.

On the other hand, schools cannot know all the details and characteristics of each child's family, so they cannot assess the family situation and circumstances. Coordinated activities from both parties is a solution that provides the best results. The teacher is the person who initiates collaboration with parents. Teachers are planners, programmers, coordinators, organizers of this collaboration, and parents must accept it and participate in all the activities offered at school (Almalki et al., 2021; Hong, 2020).

So far, both teachers and parents have been working on their own, it has not been programmed so that the role of parents, especially parents, is involved in educating children at school. Parents feel quite confident in teachers in terms of guidance and education at school. It could be that parents already feel they have spent quite a lot of money on their education. Sometimes parents also feel that they do not have the skills to educate children like teachers at school do. Besides that, some parents feel they don't have much time because they are busy with their work. Meanwhile, there are some schools that run their own programs without involving parents. This is because the school wants to optimize its independence in education without any interference from other parties except a little on things that are not essential. Thus, parents in this case are not able to provide input freely or cannot collaborate in applying techniques or principles for educating children at home as teachers do at school. Therefore, collaboration between teachers and parents needs to be formulated. Even from the time a child becomes a student at the school in question, it needs to be programmed collaboratively (Ní Bhroin & King, 2020).

According to several experts, collaboration has a concept that includes relationships between organizations, strategic alliances, and ongoing interactions between individuals to achieve common goals. Collaboration involves working together with the division of tasks that are the responsibility of each party. In terms of education in particular, collaboration can be defined as cooperation between parents and teachers to help students overcome problems and optimize their potential, by dividing activities between the school and home environments (Ng & Kwan, 2020).

This understanding of collaboration illustrates the importance of cooperation between parents and teachers in educating children, where both play an active role in understanding and helping students' development. This collaboration creates the opportunity to provide holistic support, by dividing responsibilities between educational environments at school and at home (Fischer et al., 2020; Lakkala et al., 2021). Thus, collaboration between parents and teachers is key in achieving common goals to support student development and success in education.

Parents, who generally consist of father and mother, are individuals who are responsible for guiding and caring for children in the family environment. Even though children receive formal learning at school, the role of parents is still important in controlling conditions and providing direction to children, especially in overcoming the difficulties they experience.

The role of parents in educating children is very significant, including providing motivation, guidance and supervision of the development of children's spiritual, moral and social values. They become the main models for children, who often imitate and observe the behavior and attitudes shown by their parents. Apart from that, parents also act as mentors, providing teaching both in the form of material and habituation, as well as training skills that suit the child's talents and interests. The presence and close emotional interaction between parents and children allows the educational process to be more effective, with parents acting as good role models in developing children's character and morals.

Teachers, according to Law No. 14 of 2005, are professional individuals in education who have main tasks such as educating, teaching, guiding and evaluating students. Mulyasa (2022) emphasized that teachers also

act as learning agents who are physically and mentally healthy, and able to achieve national education goals. In carrying out their duties, teachers have multiple roles as teachers, educators, mentors, motivators, role models, administrators, evaluators and inspirers.

Lickona (1991) added that the teacher's role is not only limited to delivering academic material, but also in forming students' character and morals. Teachers must be good role models and provide direction and explanation regarding the values that students must uphold. This responsibility is shared with parents, as stated by Ki Hajar Dewantara, in integrating character values into every aspect of learning. The process of cultivating character does not only include understanding, but also appreciation and implementation in daily life, which is the teacher's effort to inspire students to be able to apply these values in real action.

Educating children has various definitions which involve conscious efforts by adults to shape and influence children's development morally and personally. Soegarda (1982) describes children's education as a human effort made to increase maturity and take responsibility for their actions or behavior. This is in line with the view of Hamka (1962) who emphasizes that education plays a role in shaping a child's character, morals and personality. Meanwhile, Ahmad (1996) highlighted a broader dimension in education, which involves efforts to improve aspects of children's personality, intelligence, and physical and spiritual well-being, both in formal and non-formal contexts.

In educating children, there are several aspects that need to be considered, one of which is the intellectual aspect. This aspect is related to the development of left brain intelligence, which includes logic, analytical thinking and language. Apart from that, spiritual and moral aspects are also important, which include values such as example and habit. Example is the main principle in education, both from parents and teachers, which plays an important role in shaping children's character. Habituation, on the other hand, is a conscious effort made repeatedly to form good habits in children.

Collaboration aims to enable the effective exchange of information between teachers and parents about behavioral developments and academic developments, to mutually adapt better learning processes for students in the classroom and at home (Christenson & Sheridan, 2001;

Sheridan & Kratochwill, 2007). Technically, many things can be done at any time considering that in the current digital era, collaboration can be done more effectively and efficiently.

Metode

The research method used is library research with the type of review article (Connaway & Radford, 2021). Data was collected by collecting 17 research articles that had been published in reputable journals. The research article in question is a similar research article about parent and teacher collaboration in children's education. Articles that identify databases are based on several criteria, including journals or articles that have been published in Scientific Journals, can be accessed, are available in full text, in English or Indonesian, and journals published in the last five years. The literature search obtained 28 articles. Of the 23 articles that were relevant for analysis based on full text, 17 articles were produced that were suitable for analysis, and 6 articles were not used because they did not meet the requirements. The data analysis method uses library research analysis techniques. This research uses data interpretation techniques, and is confirmed with relevant theories. Presentation of data by presenting various research findings contained in the conclusion of each research article according to the research problem.

Result and Discuss

Result

Article 1 (Roykhan et al., 2022): The form of collaboration established by teachers and parents of grade 3 students is communication via the WhatsApp group and the form of collaboration is emphasized in the learning process, teachers collaborating with parents to direct their children to pay attention to what the teacher says, through online learning starting from learning videos and learning media. other online. The teacher provides material to the child which is received by the parents and the child, then the parents implement it by implementing learning for the child who is guided directly by the parents. This collaboration produced an impact on students, teachers and parents. Students understand the material better and teachers are helped by this collaboration.

Article 2 (Besam, 2022): There is a positive relationship between gratitude and life satisfaction among ABK parents in the city of Makassar with a value of $r = 0.224$. So this can show that the higher the gratitude the higher the life satisfaction, and vice versa, the lower the gratitude, the lower the individual's life satisfaction. The high level of gratitude of ABK parents will influence the life satisfaction of ABK parents. Thus, parents' gratitude and satisfaction will influence cooperation with teachers in the learning process.

Article 3 (Nanquil, 2021): Collaboration using homeschooling by parents implementing learning modules with modules at home. The results: Such as closer family ties, flexible schedules, child safety, and pace of instruction; Each module can be understood by students; Difficulty discussing modules due to the disciplinary aspect, making it tiring, and getting bored with foreign terms. Which is easier to search on the internet; Conduct discussions with students about the module; Closeness between families influences students' tendencies to go against parental orders; Parents receive training on how to guide students at home with modules; Parents are difficult; Poor and unstable connectivity. As the months passed, parents and children started to get used to it and were faced with the task; Homeschooling as the right approach to educate children in the midst of the ongoing global crisis; Many lack ideas for instruction; There needs to be training for parents. The lived experiences of the language teacher participants provided a major contribution to the development of this research; Students are better able to understand the material, and teachers are helped by this collaboration.

Article 4 (Ermita, 2021): Parents are given field observation opportunities; Parents' attention by asking about students' learning activities; Parents provide assistance and supervision to their children in studying and doing assignments at home; Parents provide concern for their children by asking about learning activities at school, checking the memorization deposit notebook, and about homework at home; Provide encouragement to children; Pay attention to children's learning development; Parents provide role models, discipline, words, attitudes and actions in the classroom and at home; Parents schedule time for their children's studies and additional learning outside of studying with parents. The

role of the teacher as an educator includes thirteen types, namely as an inspiration, corrector, informant, guide, facilitator, initiator, motivator, organizer, class manager, demonstrator, supervisor, mediator, and evaluator. Likewise, parents try to act like the role of a teacher.

Article 5 (Darmiany et al., 2022): Implementation of Collaboration is carried out with the following steps: a) Concrete experience. Experience presentations allow parents and teachers to talk about their experiences mentoring each other, difficulties, obstacles, successes, and opportunities. b) Parents and teachers in groups formulate and express ideas. The thoughts of each group member are written down and then mapped to the core of their thoughts. c) Reflective observation. Parents and teachers are conditioned to use critical thinking skills in constructing various materials, and paste them on the walls to be presented in groups. Before the presentation, a gallery walk session was held. d) Abstract conceptualization. Parents and teachers will do a lot of reflective exercises at the action stage, learning to discuss, put forward ideas, discuss brilliant ideas, and formulate strategic and constructive conclusions. e) Active experimentation & evaluation. Parents and teachers reflect thoroughly to see the development of understanding. Explain things that have been understood and things that have not been understood so that what has been understood needs to be strengthened, what has not been understood needs to be reviewed & enriched again. f) Teachers cannot go it alone to help students solve non-academic problems. Teachers lack adequate skills in dealing with student behavior problems appropriately. Various collaboration strategies to solve students' non-academic problems collaboratively.

Article 6 (Hakim, 2020): Implementation of collaboration-based online learning between parents and teachers begins with providing orientation to parents regarding online implementation. Next, the teacher provides material to the child which is accepted by the parents, then the parents implement it by implementing learning for the children who are guided directly by the parents. With online learning based on collaboration between parents and teachers, it can provide motivation to children in their learning activities. So that children can complete their developmental tasks.

Article 7 (Syuraini, 2020): The presence of parents and the enthusiasm of parents in participating in activities, namely class meetings, field trips to museums, coloring competitions, enthusiastic enthusiasm of parents, optimism of parents in developing children's social and emotional development, and involvement.

Article 8 (Zakariyah & Hamid, 2020): Providing lesson assignments using the internet. Online learning carried out at home has both positive and negative impacts. The positive impact is that a) the material can be accessed by students anywhere and anytime; b) students can study or read material while doing relaxing activities; c) safe from the Corona virus and d) the majority of parents have become literate in information and technology. The negative impacts are a) cyber crime which can attack online or online learning applications; b) teaching and learning activities that are not as effective as face-to-face learning; c) piling up tasks; d) parents and teachers' mastery of technology is still low; and e) limited facilities and infrastructure (quotas, signals, costs, parental education, etc.).

Article 9 (Diana & Susilo, 2020): Forms of Collaboration: parenting, communication, volunteering, parental involvement in children's learning at home, decision making and collaboration with community groups. Obstacles that occur: time, parents' views about teachers, parents' low self-confidence and limited abilities and understanding of teachers and parents regarding collaboration. School efforts to overcome obstacles: providing understanding to teachers and parents regarding collaboration between parents and teachers, involving parents in program planning and appropriate methods for communicating with parents.

Article 10 (Laho, 2019): Communication is an integral component of building a strong school community. Learning management systems (LMS) present new opportunities for communication and collaboration between teachers, students, and parents. Findings show that most families have internet access and parents and teachers feel comfortable using digital tools to communicate. Although new tools have become available, more traditional resources such as email and telephone remain most commonly used for two-way communication. However, the results show that

an LMS can provide value as a one-stop location for resources and information.

Article 11 (Gultom, 2019): Online learning carried out at home with supervision and control from parents as has happened recently has many positive and negative impacts, including: 1) positive impact: material can be accessed by students wherever and whenever, students can study or read the material While doing relaxing activities, safe from the corona virus, the majority of parents have become literate in information and technology. 2) negative impact: cyber crime that can attack online learning applications, teaching and learning activities that are not as effective as face-to-face learning, tasks that pile up, parents and teachers' mastery of technology is still low, limited facilities and infrastructure (quota, signals, costs, parental education and others). especially in terms of online learning that has occurred recently, technological literacy needs to be studied by all educational stakeholders, especially in its use as online learning which is currently taking place. The things that education stakeholders need to understand and be aware of include: 1) parents, 2) teachers, 3) schools and 4) government.

Article 12 (Bang, 2018): Providing awareness to parents not to be too sensitive by being too worried and dissatisfied about their child's development. Parents broaden the educational perspective for all children, because parents must also respect other children. Parents should not impose on the school what the parents want or the child wants. Parents and teachers must recognize their shared interests and responsibilities toward children, and they work together to create better programs and opportunities for students.

Article 13 (Nazarudin, 2018): The school's efforts to collaborate with students' parents are by creating a comfortable school climate, carrying out initial communication with parents, and providing opportunities for parents to be involved in madrasa activities; Forms of collaboration include: parenting, communication, volunteering, parental involvement in children's learning at home, and collaboration with community groups.

Article 14 (Ülavere & Veisson, 2018): Collaboration between parents and teachers for discussions about values that are realized in everyday life, and increasing school activities. Support for children's expressions and children's

courage in expressing and developing to express their own opinions. Apart from that, we also carry out training in communicating with children and approaching values according to the child's age. Teachers and parents both carry out evaluations.

Article 15 (Can, 2016): Collaboration between parents and teachers is an important step for student achievement. Stakeholders in the education sector are trying to find the best solution to encourage parental involvement in school activities. To involve parents in school activities and other events, a good information-notification system must be created. Teachers must provide appropriate information about student progress as well as other information. In Nepal, most schools use notebooks called communication books or school diaries as a means of communication with parents. This traditional and best known system is still used in many areas of the country. The Class Teacher writes notes or notices to parents in it about information on current activities or upcoming events. The use of mobile applications has increased rapidly, and they are used in many aspects of education. The Meridian Connect mobile application, which has been widely used among parents and classroom teachers, was used for this study. The results of data analysis show that parents' views on the use of mobile applications to improve the educational environment have proven to be positive and beneficial.

Article 16 (Damsy & Rivaei, 2014): The role of parents and teachers in dealing with deviant attitudes and behavior, especially in cases of fights between students at school, is good. In the role of parents and teachers as educators, teachers, mentors and as models and role models, they have succeeded in overcoming children's deviant attitudes and behavior.

Article 17 (Yantoro & Istofa, 2020): all elementary schools have a consistent perception of the importance of home-school partnerships. Schools that have a strong commitment in this regard are usually initiated and organized by kindergartens. There are different obstacles, including limited time and lack of parental knowledge. Various strategies were implemented to deal with time constraints. Strategies also offered to overcome these challenges are more training focused on skills. This allows teachers to have better communication and efforts with parents from various backgrounds.

Discussion

Epstein in Coleman (2013) explains that there are six forms of school collaboration with parents, namely parenting, communication, volunteering, parental involvement in children's learning at home, decision making, and collaboration with community groups. Meanwhile, the form of collaboration can be one-way or two-way. Along with this is the opinion of Jigyel et al. (2019) which highlights as an important factor in the success of collaboration between parents and teachers' one-way communication such as cover letters or pamphlets at the beginning of the school year, bulletins, communication books, and report cards but more important is two-way communication such as telephone calls, teacher conferences, parents, home visits, and various school activities involving parents. In addition, providing feedback regarding a child's holistic development should become a routine practice for teachers.

Madigan et al. (2016) also indicated that teachers and parents should implement partnered collaborative feedback and build relationships based on trust without doubting feelings. In agreement with Madigan is the opinion of Damsy & Rivaei (2014) who found that parental participation in school activities, namely continuous communication with the school, managing with teachers regarding student problems, and relationships based on mutual understanding, honesty and trust. Understanding is necessary for effective collaboration because teachers often communicate with parents, especially regarding child development, and the establishment of joint policies in dealing with student problems as important feedback.

The results of existing journals regarding collaboration show that communication between parents and the school will create a good relationship between parents and teachers. This will make parents better prepared to face their child's learning process at home. The communication media between parents and teachers is more effective by optimizing technology. Along with this, it is the opinion of Wen et al. (2021), that communication through optimizing information and communication technology can play an important role in helping readiness and preparation for home-based learning. This role is very helpful for teachers to offer learning that parents can do at home.

House. This can be done to develop pedagogical design as a means of learning effectiveness. Many factors contribute to communication preferences between parents and teachers, namely the communication method desired by parents often depends on the length and complexity of the message received (Thompson et al., 2015).

Focusing on the importance of the benefits of communication between parents and children for optimizing children's learning processes at home, in accordance with the opinion of Goodall & Montgomery (2014) that communication between parents and children is the most beneficial strategy for students. Communication opportunities between parents and their children/children at home are related to increasing student grades. This does not come out of the concept of education that parents have the role of nurturing, guarding, nurturing, maintaining education, the attitude of parents in their relationship with children which can be seen from the way they treat children, how they give gifts and punishments, as well as providing responses and attention to children.

A method of discipline applied by parents to their children which serves to teach the child to accept the necessary restraints and helps direct the child's emotions and is socially acceptable. Hurlock (1999).

For parents who have children with special needs, especially those who have sent their children to a rehabilitation center for the first time, it is very difficult to leave their children for long periods of time. They worry about everything because they can't see exactly what is happening to their child. J. S. Goodall (2016) found that various factors can increase mutual trust in each other and influence each other. Basically, parents only hope that the school is able to have an inclusive culture, which can create a positive atmosphere for interaction with students, is able to accommodate student needs and is sensitive to student desires. Likewise, parents hope that the school is able to create opportunities for parents to be involved in school activities, including being given the opportunity to teach in front of the class, and teachers are always ready to answer parents' questions if necessary.

However, on the one hand, parents who are unreasonably demanding, many teachers

argue that parents who are demanding are the most difficult people to work with, as in the opinion of Hwang et al. (2012) and agree that these are the results of Kim et al. (2021). Lee (2011). In accordance with observations, it is said that parents who like to demand are the ones who are the most challenging for teachers. Therefore, there should be boundaries in accordance with the roles and rights of parents and teachers. Besides that, it would be better if each of them focused more on their respective responsibilities. This is in the opinion of Beaty (1988) who said that at the initial meeting between teachers and parents who enroll their children in school, the approach is to focus on the child, not on the program that will be held at school.

Conclusion

The form of collaboration between parents and teachers includes various aspects. This includes efforts to provide understanding to both parties about the importance of cooperation in planning educational programs. Apart from that, this collaboration is also seen in efforts to improve students' disciplinary character and responsibility, both directly and indirectly. Schools also play a role in collaborating with students' parents, by creating a comfortable school climate, initiating initial communication with parents, and providing opportunities for them to be involved in madrasa activities. Communication, both formal and informal, such as via WhatsApp groups, is also an important means of this collaboration. Parents are also active in attending meetings, conferences, seminars, and are involved in school functions such as collecting module books and report cards. Apart from that, they also provide time, thoughts, energy and financial support to support children's progress, and are active in following school developments through social media and directly. Apart from collaboration between parents and teachers, collaboration between parents and children is also very important. This includes persuasive supervision of children's internet use, discussion of cases of cybercrime, understanding applications that educate children, allocating time to monitor children's homework and learning progress, as well as providing support and infrastructure for children to learn. Effective communication between

parents and children is also key in this collaboration.

Daftar Pustaka

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Profil Penulis

Siti Rokhimah lahir di Semarang pada tanggal 5 Agustus 1962. Ia merupakan lulusan S1 Program Studi Pendidikan Agama Islam dari STAIMUS pada tahun 2005. Setelah itu, ia melanjutkan pendidikannya dengan meraih gelar

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Saat ini, Siti Rokhimah aktif sebagai seorang dosen di bidang Pendidikan Agama Islam di Institut Islam Mamba'ul 'Ulum. Selain itu, ia juga menjabat sebagai staf HRD di Yayasan Lembaga Pendidikan Al Firdaus. Di samping tugas akademisnya, Siti Rokhimah juga berperan sebagai konselor di SMP dan SMA Al Firdaus Surakarta. Profil singkat berupa narasi data kelahiran; pendidikan dari jenjang sarjana sampai pendidikan terakhir yang berisi prodi, dan tahun kelulusan serta pekerjaan/aktivitas yang dilakukan sampai saat ini.