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Synergistic Roles of Teachers and Parents in Children's Learning

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Abstract

Primary education constitutes a crucial foundation for developing students' competencies, character, and personality. Its success depends not only on teachers' roles at school but also on parental involvement in assisting children's learning at home. At SD Negeri 21 Mentok, this synergy has not yet been optimal, as reflected in parental participation of around 60%, while students still experience difficulties in independent learning. This study aims to describe forms of teacher-parent synergy, identify supporting and inhibiting factors, and analyze their implications for students' learning motivation. This study employed a qualitative case study approach. Data were collected through 9 teachers, 20 parents, and 1 principal, semi-structured interviews, and documentation, then analyzed through data reduction, data display, and conclusion drawing. The findings indicate that teacher-parent synergy is manifested in a contextual partnership characterized by regular communication through digital media and face-to-face meetings, as well as coordinated monitoring of students' learning progress. This collaboration is supported by shared commitment, communication through multiple channels, and the use of digital media. Nevertheless, several obstacles remain, particularly parents' limited time, differences in educational backgrounds, and inconsistent communication. Overall, the partnership positively influences students' learning motivation, reflected in greater readiness to learn, discipline, responsibility, enthusiasm, and more consistent learning behavior.

Keywords: Teacher-parent synergy, Parental involvement, learning motivation

1. INTRODUCTION

Primary education constitutes a crucial foundation for shaping students' personality, competencies, and character. The success of education is determined not only by the role of teachers at school but also by the involvement of parents in supporting their children's learning processes (Feranina & Komalsari, 2022). Therefore, synergy between teachers and parents becomes an essential factor in creating a conducive and

sustainable learning environment, enabling children's development to occur optimally, both academically and socio-emotionally (Syam et al., 2024).

The synergy between teachers and parents represents a complementary partnership. Teachers play a role in academic guidance through lesson planning, identifying students' learning styles, providing assistance when students encounter learning difficulties, and



instilling character values (Buan, 2021). Meanwhile, parents contribute through non-formal support at home by creating a supportive learning environment, establishing learning routines, and fostering motivation and moral values in their children (Hasanah, 2016). The integration of these roles allows continuity between learning processes at school and at home, which ultimately can improve learning outcomes while also fostering positive character development in children (Sanjya).

The urgency of such synergy has become increasingly evident amid the dynamics of modern education influenced by technological development, diverse family backgrounds, and social complexities (Jeynes et al., 2012). Several studies indicate that effective collaboration between teachers and parents can enhance students' academic achievement and character development (Alfiansyah, 2019; Yang et al., 2023). However, studies within the context of public primary schools with diverse family backgrounds remain relatively limited.

This condition is also evident at SD Negeri 21 Mentok, West Bangka Regency. Data from the 2023/2024 academic year show that parental participation in school activities has reached only about 60%, while involvement in assisting children's learning at home varies considerably. Teachers' records indicate that approximately 35% of students still experience difficulties completing assignments independently, particularly in Mathematics and Indonesian language subjects. This situation suggests that the synergy between teachers and parents has not yet been fully optimized.

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Furthermore, Epstein (2011), in the book *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, emphasizes that parental involvement and communication are important and interrelated factors that influence students' learning outcomes. This study aims to analyze the synergy between parents and teachers in supporting students' learning motivation. The study focuses on three main indicators of synergy: communication, involvement, and collaboration in school programs. Effective communication can build trust and mutual understanding between teachers and parents, while involvement and collaboration in school activities can strengthen the continuity of the educational process between home and school. By examining these three indicators, this study is expected to provide an overview of the patterns of teacher-parent synergy at SD Negeri 21 Mentok.

2. RESEARCH METHOD

Research Design

This study employed a qualitative case study design to explore the synergy between teachers and parents in supporting children's learning. The case study approach allowed an in-depth understanding of communication patterns, parental involvement, and collaboration practices within a specific educational context. The research was conducted at SD Negeri 21 Mentok, West Bangka Regency, in December 2024.

Participants

Participants consisted of 9 teachers, 20 parents, and 1 school principal from SD Negeri 21 Mentok. Informants were selected using purposive sampling, based on their direct involvement in the learning process and interactions between the school and families. This selection enabled the researcher to obtain comprehensive perspectives regarding teacher-parent collaboration in supporting students' learning.

Data Collection

Data were collected through semi-structured interviews, non-participant observation, and document analysis. Interviews were conducted with teachers and parents to explore communication patterns, levels of involvement, and factors influencing collaboration. Observations were carried out to examine interactions and learning support practices. In addition, documents such as student progress records, school policies, and communication archives between teachers and parents were reviewed to support the findings.

Data Analysis

Data were analyzed using qualitative descriptive analysis following the interactive model proposed by Miles *et al.* (2014). The analysis consisted of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting, focusing, and simplifying the information obtained from interviews, observations, and documents. The reduced data were then organized and presented in a systematic form to identify patterns and relationships between teacher-parent communication and involvement. Finally, conclusions were drawn and continuously verified throughout the research process to ensure consistency and accuracy of interpretation. To enhance the

credibility of the findings, source and method triangulation were applied by comparing data obtained from different participants and collection techniques (Miles et al., 2014; Creswell & Creswell, 2018).

3. RESULT AND DISCUSSION

Forms of Teacher-Parent Synergy in Supporting Students' Learning

The findings indicate that synergy between teachers and parents at SD Negeri 21 Mentok is reflected in several forms, including communication patterns, coordination of learning tasks, teacher guidance for home learning, and parental involvement in supporting students' learning activities.

Communication Patterns between Teachers and Parents

Communication between teachers and parents is primarily conducted through class-based WhatsApp groups managed by homeroom teachers. Observational data show that teachers regularly send messages containing information about daily assignments, learning materials, evaluation schedules, and school activities. On average, teachers send three to five main messages per week, ensuring that parents receive consistent updates regarding their children's learning activities.

The use of WhatsApp groups allows information to be delivered simultaneously to all parents, making it an effective platform for communication. In addition to academic information, teachers often use the platform to remind parents about students' learning readiness, such as preparing learning materials, completing homework, or following school schedules. Teachers also tend to send messages during the evening hours to accommodate parents' availability.

Interviews with parents confirm that WhatsApp groups function as the primary

communication channel between teachers and families. Parents reported that they rely on this platform to obtain information about classroom activities, assignments, and students' progress. Some parents actively participate by asking questions or confirming instructions provided by teachers. However, other parents tend to read messages without providing written responses.

In addition to online communication, face-to-face interactions occasionally occur during student drop-off or pick-up times at school. These interactions are generally brief and informal, lasting only a few minutes, and typically involve practical information about student attendance, task completion, or behavioral observations. Although limited in duration, these direct interactions complement online communication and strengthen relationships between teachers and parents.

Coordination Related to Learning Tasks and Student Progress

Coordination between teachers and parents regarding students' learning tasks is mainly conducted through the same communication channels. Teachers provide instructions related to assignments, including the purpose of the task, instructions for completion, and submission deadlines. These instructions are initially explained to students in class and subsequently reinforced through messages sent to parents in the communication group.

Through this coordination, parents gain a clearer understanding of their role in supporting children's learning at home. Teachers emphasize that parental assistance should focus on reminding and supervising students rather than completing assignments on their behalf. Interviews with parents indicate that most of them follow this guidance by reminding children about homework, checking completed

tasks, or ensuring that assignments are submitted on time.

In addition to general coordination through class groups, teachers also conduct personal communication with specific parents when students experience learning difficulties or demonstrate declining academic performance. In such cases, teachers contact parents individually to discuss the situation and encourage additional support at home. For example, teachers reported contacting parents when students frequently submit assignments late or show difficulties in understanding certain subjects.

Observations and documentation, such as signed homework books or teacher notes, indicate that parents often follow up on this communication by providing additional supervision or encouraging children to dedicate more time to studying at home.

Teacher Guidance in Supporting Home Learning

Teachers at SD Negeri 21 Mentok also play an important role in providing guidance for parents on how to support children's learning outside school. This guidance is usually delivered through communication groups, school meetings, or informal conversations with parents.

The guidance typically focuses on practical aspects of learning support, such as organizing study schedules, creating a comfortable learning environment at home, and providing encouragement for children to complete tasks independently. Teachers also emphasize that parents should not replace children's role in completing assignments but rather provide motivation and supervision.

However, observations reveal that the interpretation of this guidance varies among parents. Some parents still provide direct assistance in completing assignments, particularly when children experience

difficulties with written tasks. This suggests that general guidance from teachers may not always be interpreted consistently by all parents.

Parental Involvement in Supporting Children's Learning

Parental involvement in supporting children's learning varies in terms of intensity and form. Interviews with parents reveal three general patterns of involvement.

First, some parents demonstrate active involvement by allocating specific time to accompany their children during study sessions. These parents often assist children in understanding learning materials, encourage them to read, and provide simple explanations when difficulties arise. They also tend to establish structured study schedules and create conducive learning environments at home.

Second, another group of parents demonstrates moderate involvement, primarily focusing on monitoring children's learning activities. These parents usually remind children to complete assignments, check their homework, and ensure that tasks are submitted on time, but they do not actively assist in understanding the learning materials.

Third, a smaller group of parents shows limited involvement in their children's learning. In these cases, the responsibility for learning support is largely left to the school. Observations indicate that students from this group often complete assignments independently without parental supervision and rely more heavily on teacher guidance during classroom instruction. Despite these variations, the findings suggest that parental involvement, even in basic forms such as supervision and encouragement, contributes to maintaining students' learning routines.

Factors Influencing Teacher-Parent Synergy

The findings also reveal several supporting and inhibiting factors that influence the effectiveness of collaboration between teachers and parents. Some factors that influence teacher and parent synergy such as supporting factors, commitment of teachers and parents, yet effective communication platforms and media.

Both teachers and parents demonstrate a commitment to supporting children's learning. Teachers regularly communicate information related to assignments and student progress, while many parents make efforts to accompany their children during study activities or remind them to complete tasks.

The availability of communication platforms, particularly WhatsApp groups, facilitates regular interaction between teachers and parents. This platform enables the rapid exchange of information and provides opportunities for parents to seek clarification when necessary. Most parents have access to smartphones and digital communication tools, allowing them to receive learning information and instructions from teachers. Teachers also frequently share learning materials, assignment photos, or instructions through digital media, which helps parents stay informed about classroom activities.

Despite these supporting factors, several challenges limit the effectiveness of teacher-parent collaboration such as, limited parental time, differences in parents' educational backgrounds, and inconsistent communication participation. Many parents reported that work commitments limit the amount of time they can dedicate to assisting their children with learning activities. As a result, some children complete assignments independently without direct parental supervision. Some parents also expressed difficulties in assisting children with certain subjects due

to limited knowledge of the material. In such cases, parents tend to provide encouragement rather than direct academic assistance.

Although communication channels are available, not all parents actively participate in discussions or respond to messages sent by teachers. Observations of group communication records indicate that messages are primarily initiated by teachers, while responses from parents vary considerably.

Implications for Students' Learning Motivation

The synergy between teachers and parents also shows improves in learning attitudes, increased learning discipline, developing their responsibility, increasing learning enthusiasm, and consistency of learning behavior. Teachers reported noticeable improvements in students' readiness for learning. Students are more likely to bring complete learning materials, pay attention during lessons, and demonstrate more positive responses during classroom activities.

Another important implication is improved discipline in completing and submitting assignments. Teachers observed a decrease in the number of students submitting tasks late after communication with parents became more consistent. Parents also reported reminding children about study schedules and assignment deadlines based on information received from teachers.

Students also demonstrate increased responsibility toward their learning tasks. Teachers noted that students are more willing to complete assignments independently and take initiative in revising their work when necessary. Parents confirmed that children increasingly recognize that homework is their own responsibility rather than a task that parents should complete.

Observations in the classroom indicate that students participate more actively in learning activities. Students ask questions more frequently, engage in discussions, and show greater enthusiasm during group activities. Parents also reported that children appear more motivated to study at home and sometimes complete assignments without being asked.

Finally, the findings suggest that the collaboration between teachers and parents contributes to greater consistency in students' learning behavior across school and home environments. Students receive similar expectations and guidance from both teachers and parents, which helps reinforce positive learning habits and routines.

Synergy Between Teachers and Parents in Supporting Children's Learning Assistance at SD Negeri 21 Mentok

The findings indicate that the synergy between teachers and parents in supporting children's learning assistance at SD Negeri 21 Mentok is formed through communication patterns that are intensive, adaptive, and contextual. Communication does not merely function as a medium for delivering administrative information but also develops into a collaborative space where teachers and parents exchange understanding regarding students' learning needs. This condition suggests that the relationship between school and family has evolved from a purely informative relationship into a more collaborative partnership in supporting students' learning processes. Previous studies have consistently emphasized that effective collaboration between teachers and parents positively contributes to students' motivation, engagement, and academic development when communication occurs continuously and supportively (Ashfaq *et al.*, 2024; Discutido, 2025; Fan & Chen, 2001; Hill & Tyson, 2009; Jeynes, 2012).

This finding aligns with the concept of school-family partnerships, which emphasizes the importance of two-way communication as the foundation of parental involvement in children's education (Epstein, 2011). According to Epstein, continuous communication between schools and families can foster shared understanding regarding learning processes, enabling parents to provide appropriate support for their children's learning activities at home. Contemporary studies further reveal that structured communication between teachers and parents strengthens trust, increases parental participation, and helps schools better understand students' learning needs (Pennington *et al.*, 2024; Goodall & Montgomery, 2014; Wilder, 2014).

The use of digital communication platforms such as class WhatsApp groups reflects the school's adaptation to the social dynamics of parents who often face time and mobility constraints. Through these platforms, teachers can quickly disseminate information about classroom activities, students' academic progress, and guidance for home learning assistance. In modern educational contexts, the utilization of communication technology has expanded opportunities for interaction between schools and families, allowing educational collaboration to occur more flexibly and efficiently (Henderson & Mapp, 2002). Recent research also indicates that digital communication between teachers and parents increases the frequency of interaction and accelerates the exchange of information related to students' learning development (Prihantini & Hasmar, 2024; Thompson *et al.*, 2015).

Nevertheless, digital communication also presents certain limitations, particularly when conveying complex pedagogical messages. Instructions delivered through short messages may lead to different interpretations among parents.

Therefore, more structured communication strategies are necessary to ensure that teachers' messages are accurately understood. Effective communication in educational partnerships emphasizes not only the frequency of interaction but also clarity of information and opportunities for parents to provide feedback (Epstein, 2011). Studies have also shown that unstructured communication can create misunderstandings between teachers and parents regarding students' learning processes (Pennington *et al.*, 2024; Hoover-Dempsey & Sandler, 2005).

In addition to technology-based communication, face-to-face interactions between teachers and parents also play an important role in strengthening partnership relationships. Informal meetings that occur in daily school contexts, such as during student pick-up times or school activities, create opportunities for interpersonal communication that foster emotional closeness between teachers and parents. From the perspective of human ecological development theory proposed by Bronfenbrenner (1979), the interaction between family and school forms part of the mesosystem, which directly influences children's development. Recent studies confirm that strong interpersonal relationships between teachers and parents contribute to more supportive learning environments and greater family engagement in children's educational processes (Arifin & Tumin, 2024; Sheridan *et al.*, 2012).

Coordination between teachers and parents regarding assignments and students' learning progress also reflects a clear division of roles in the learning assistance process. Teachers act as guides who provide directions to parents on how to support their children's learning, while parents serve as facilitators who help children understand instructions, manage study time, and provide motivational

support. This interaction pattern reflects the concept of guided participation within cognitive development theory introduced by Vygotsky (1978), which highlights the importance of adult assistance in helping children achieve their zone of proximal development. Recent studies also demonstrate that parental involvement aligned with teachers' guidance can significantly improve learning effectiveness and students' academic development (Ashfaq *et al.*, 2024; Hill & Tyson, 2009; Castro *et al.*, 2015).

The study also found that students who received learning assistance aligned with teachers' guidance tended to demonstrate more positive learning behaviors. These behaviors include greater responsibility in completing assignments, increased confidence during classroom activities, and more active participation in discussions. Such conditions indicate the development of self-regulated learning, defined as students' ability to independently manage their learning processes through self-monitoring, internal motivation, and effective learning strategies (Zimmerman, 2002). Previous research also indicates that family learning support coordinated with schools can strengthen students' learning autonomy and significantly improve academic achievement (Discutido, 2025; Fan & Chen, 2001).

Furthermore, teachers' roles in guiding parents reflect an expansion of teachers' professional responsibilities within primary education contexts. Teachers function not only as classroom instructors but also as facilitators who assist families in understanding effective ways to support children's learning processes. This approach aligns with the concept of family-centered education, which positions families as strategic partners in children's educational development (Henderson & Mapp, 2002). Recent studies also emphasize

that teachers' proactive engagement in building communication with families enhances educational collaboration and creates more inclusive and supportive learning environments (Zuhri & Afriani, 2024; Goodall & Montgomery, 2014).

However, the study also revealed variations in the level of parental involvement in supporting children's learning. Some parents were able to provide intensive learning assistance, while others offered more limited support due to time constraints or differences in educational background. These variations indicate that parental involvement in children's education is influenced by family social conditions and individual capacity to understand academic demands. Therefore, strategies for engaging parents should be designed flexibly to accommodate diverse family circumstances (Epstein, 2011). Recent studies also highlight that socioeconomic status, parental education level, and time availability significantly influence parental participation in children's educational activities (Pennington et al., 2024; Wilder, 2014; Jeynes, 2012).

Overall, the findings demonstrate that synergy between teachers and parents is a collaborative process developed through effective communication, clear coordination, and active involvement from both parties in supporting children's learning. This synergy not only enhances the quality of learning assistance at home but also strengthens the relationship between schools and families as two key environments influencing students' learning development. These results support previous research indicating that strong school-family partnerships play a crucial role in improving students' academic success and social development in primary education (Prihantini & Hasmar, 2024; Ashfaq et al., 2024; Castro et al., 2015).

4. CONCLUSION

In conclusion, the study shows that the synergy between teachers and parents in supporting children's learning assistance at SD Negeri 21 Mentok is built through effective communication, continuous coordination, and clear role distribution. Teachers act as facilitators who provide guidance and information about students' learning progress, while parents support and assist children during learning activities at home. This collaboration, supported by both digital communication and direct interaction, enables timely information exchange and strengthens the partnership between school and family. Such synergy contributes to improving the quality of learning support at home and fosters positive learning behaviors among students, including responsibility, independence, and active participation in the learning process. Therefore, a strong partnership between teachers and parents plays an essential role in creating a supportive learning environment that promotes students' academic development and character formation.

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