

SCHOOL AND PARENT COLLABORATION MODEL TO SUPPORT STUDENT LEARNING OUTCOMES

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Keyword	Abstract
<p><i>School and parent collaboration; student learning outcomes; communication; participation; partnership model</i></p>	<p><i>This study aims to describe and design an effective school and parent collaboration model in supporting student learning outcomes. The research approach used is qualitative descriptive explorative with the subjects of the principal, teachers, and parents of MI Muhammadiyah Godog Polokarto Sukoharjo. Data were obtained through in-depth interviews, participatory observations, and documentation studies, then analyzed using the Miles and Huberman technique which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that effective forms of collaboration include open two-way communication, active participation of parents in school activities, mentoring children's learning at home, and parent capacity building programs. However, there are obstacles such as time constraints, gaps in understanding learning methods, and the absence of systematic collaboration guidelines. This study resulted in a comprehensive and adaptive collaboration model design which is expected to be a practical guideline for schools to realize sustainable synergy, so that it has a positive impact on improving student learning outcomes in both academic and character aspects.</i></p>

INTRODUCTION

The role of collaboration between schools and parents is increasingly gaining attention in the world of education, especially as an effort to improve student learning outcomes. Various studies have confirmed that active parental involvement, whether in the form of communication, home learning assistance, or participation in school activities, contributes positively to academic achievement and character development of students (Rahman, 2014; Ramdan & Fauziah, 2019). However, the realization of this collaboration in the field is often not optimal, especially in schools that face limited resources and low parental awareness of the importance of their role in children's education (Nugraha & Rahman, 2017; Irwan et al., 2023).

This phenomenon is reflected in several studies that found that most schools still make communication with parents only one-way, such as notifications via report cards or circulars, not as a dialogical forum to jointly solve student learning problems (Sibuea et al., 2023; Santoso et al., 2024). In addition, the lack of understanding of parents regarding the curriculum and modern learning methods means that their participation is not optimal in supporting the learning process at home (Hadi, 2025). This situation shows a gap between the expectations and practices of school-parent collaboration that should complement each other.

Based on the analysis of 30 previous studies, several weaknesses are visible: many studies focus more on the role of parents in general (Asmendri et al., 2023) or collaboration at certain levels of education, such as PAUD and SD (Afia & Malik, 2024; Oktavia, 2021), while comprehensive studies examining the collaboration model as an integrated system are still limited. In addition, several studies only highlight academic learning outcomes, while non-

academic aspects such as learning motivation, discipline, and strengthening student character are often neglected (Sari et al., 2024; Irhamah et al., 2024).

This research is presented as an update to design and analyze a systematic, holistic, and sustainable model of school and parent collaboration. The model offered is expected to not only connect the roles of teachers and parents, but also integrate various supporting parties such as school counselors, school committees, and the surrounding community (Purwaningrum & Surur, 2023; Fajrie & Hariyadi, 2024). Thus, collaboration does not only occur at certain moments, but becomes part of a consistent school culture (Nurhakim & Rohili, 2024).

The purpose of this study is to identify the best practices of collaboration between schools and parents that have been proven to support improved student learning outcomes, as well as to develop a collaboration model that can be implemented according to school characteristics and student needs. This model is expected to be a practical guideline for schools and teachers to build more effective partnerships with parents (Mahfudi, 2020; Suryani, 2023).

The benefits of this research include providing theoretical contributions in the form of developing a concept of collaboration based on school and family partnerships; practical contributions in the form of collaboration implementation guidelines that can be applied in various educational units; and social contributions that can increase awareness of parents and the community regarding the importance of their involvement in supporting the success of children's education (Simamora et al., 2023; Syahrial et al., 2024).

Thus, this study not only fills the gaps in previous studies that are still partial, but also offers updates in the form of a more structured and contextual approach. It is hoped that the results can strengthen the synergy between schools, parents, and the community in order to realize optimal student learning outcomes, both in cognitive, affective, and psychomotor aspects (Suhega et al., 2023; Asdar & Madjid, 2024).

METHOD

Research Approaches and Types

This study uses a qualitative approach with a descriptive exploratory research type, aiming to describe in depth the collaboration model between schools and parents that is effective in improving student learning outcomes. The qualitative approach was chosen because it is able to explore the meaning, process, and social dynamics behind the collaboration (Zakariyah & Hamid, 2020; Arifin et al., 2025).

Subjects and Location of Research

The subjects of the study were the principal, teachers, parents of students, and the school committee at MI Muhammadiyah Godog Polokarto Sukoharjo. The location was selected purposively based on schools that had implemented a school and parent partnership program (Hasibuan & Khairuddin, 2024).

Data collection technique

Data collection is carried out through:

- In-depth interview with the principal, teachers, and parents (Purwaningrum & Surur, 2023).
- Participatory observation regarding meeting activities, parenting classes, and student learning assistance activities at home (Kutia & Mutiara, 2024).
- Documentation study includes partnership program documents, school-parent communication agenda books, and student learning outcomes (Mahfudi, 2020).

Data Analysis Techniques

Data were analyzed using Miles and Huberman techniques, namely: data reduction, data display, and drawing conclusions/verification (Nugraha & Rahman, 2017; Suryani, 2023). The analysis was carried out inductively to find collaboration patterns that emerged from empirical data.

1. Data Validity Test

Data validity is maintained through:

- Triangulation of sources and techniques, namely comparing data from interviews, observations, and documents (Qadafi, 2019).

- Member checking to ask participants for confirmation of data interpretation results (Muthi & Wafa, 2024).

2. Model Design

Based on the data collected, researchers will develop a comprehensive school and parent collaboration model that includes the dimensions of communication, participation, and capacity building, and test the suitability of the model to the school context (Nuraini & Dawam, 2024).

3. Results and Implementation

The resulting model will be tested for validity through focus group discussions (FGD) with education practitioners and parents (Rahman, 2014; Santoso et al., 2024). The final model is expected to be used as a practical guideline for schools.

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RESULTS

The results of this study indicate that collaboration between schools and parents plays a very important role in supporting student learning outcomes in cognitive, affective, and psychomotor aspects. Based on data obtained through in-depth interviews with principals, teachers, and parents, participatory observations at school and home, and documentation studies, it was found that an effective collaboration model includes four main elements: open and routine communication, active participation in school activities, child learning assistance at home, and capacity building programs for parents.

Communication is the first foundation of collaboration. The majority of schools that were the subjects of the study held regular meetings with parents at least twice per semester, supported by informal communication through WhatsApp groups used by teachers and homeroom teachers to convey information on student development, school agendas, and learning obstacles faced by students. This form of communication strengthens the findings of Rahman (2014) and Nugraha & Rahman (2017) that school and family partnerships must be based on intense and open two-way communication in order to be able to become a space for sharing solutions. In line with Suryani (2023), the use of digital media has also been shown to facilitate and accelerate communication, especially during distance or hybrid learning.

In addition to communication, parental participation is also a key dimension. This study found forms of participation such as involvement in parenting class activities, educational seminars, and attendance at school events such as art performances, competitions, and community service. However, the level of participation varies. Based on the data, the average level of parental attendance in non-academic activities is only around 60–70%, lower than attendance at academic assessment meetings. This strengthens the results of research by Nurhakim & Rohili (2024) and Sibuea et al. (2023) which show that awareness and workload are factors that inhibit full participation. On the other hand, research by Suhega et al. (2023) emphasizes the importance of equality-based partnerships to encourage parents to feel like an important part of the education process, not just a complement.

Another interesting finding is related to children's learning assistance at home. Interview results show that most parents accompany their children when doing homework, help them understand difficult material, and monitor gadget use. However, the intensity and quality of this assistance vary, depending on the educational background and availability of time of the parents. Parents with higher education tend to invite more critical discussions and learning reflections, while others more often provide direct direction or only check assignments. This finding is consistent with Mahfudi (2020) and Irwan et al. (2023) who emphasized that parental involvement at home increases children's motivation and learning discipline.

However, the study also found several obstacles that hindered the optimization of collaboration. First, the limited time of some parents who work full time, making it difficult to attend school activities. Second, differences in understanding of learning methods between teachers and parents; for example, some parents are still accustomed to conventional methods, while teachers are already using a scientific approach and active learning. Third, there is no clear written collaboration guideline, so implementation depends more on teacher initiative and

parental enthusiasm. This obstacle was also noted by Qadafi (2019) and Habib & Zainuri (2024) who emphasized the importance of preparing standard operating procedures (SOPs) for partnerships so that collaboration is more focused and sustainable.

DISCUSSION

In the focus group discussions (FGD) conducted as part of this study, teachers and parents agreed that the collaboration model needed to be designed more systematically. The resulting model included dimensions of two-way communication, structured participation, home learning assistance, and parent capacity building programs through workshops or curriculum seminars. This model also includes a semester-long collaboration evaluation to improve collaboration strategies based on findings in the field. The design of this model is in line with the suggestions of Asmendri et al. (2023) and Syahril et al. (2024) who emphasized the need for a contextual and structured collaboration model as an educational innovation.

In addition, this study also found that ideal collaboration involves not only teachers and parents, but also the school committee, counselors, and the surrounding community. This approach is important for creating an inclusive and collaborative school culture, as stated by Purwaningrum & Surur (2023) and Oktavia (2021). In fact, Santoso et al. (2024) showed that this kind of collaboration can help teachers understand students' special needs and create a more adaptive learning atmosphere.

From a theoretical perspective, the results of this study support the theory of school and family partnerships (Epstein, cited in Rahman, 2014) which states that communication, collaboration, participation, and capacity building are the main pillars of an effective partnership. This finding is also in accordance with the study of Sari et al. (2024) which proves that collaboration can improve reading literacy, as well as research by Afia & Malik (2024) which shows that the education-based parenting model has a positive impact on the character of students in PAUD.

Further discussion underlines the need for innovation and adaptation of collaboration models according to the socio-cultural context of the school. Suryani (2023) and Fajrie & Hariyadi (2024) emphasize the importance of school creativity in designing collaboration programs that suit the needs of students and the characteristics of parents. For example, some schools hold "inspiration classes" that present parents as resource persons to share work experiences, so that students can see the connection between school lessons and the real world. This form of innovation has been shown to increase parental involvement and make students more enthusiastic.

Furthermore, this finding also complements the gaps in previous research that tend to be limited to academic aspects. The resulting collaboration model is expected to support student learning outcomes holistically, including character building such as discipline, responsibility, and cooperation skills. This is in line with broader educational goals as outlined by Ramdan & Fauziah (2019) and reinforced by Hadi's research (2025) which shows that effective collaboration also has an impact on the formation of positive student character.

In addition, this study also provides practical contributions in the form of concrete recommendations for schools. First, the need to prepare written collaboration guidelines that include roles, procedures, and indicators of success. Second, utilizing digital media not only as a means of information, but also for discussion and reflection on student development. Third, holding workshops for parents on strategies to accompany children in learning and understanding the curriculum. Fourth, conducting periodic collaboration evaluations to find obstacles and joint solutions.

From the results and discussions above, it can be seen that collaboration between schools and parents is not just an additional activity, but an important strategy in education management. As explained by Nuraini & Dawam (2024) and Hasibuan & Khairuddin (2024), collaboration is an important pillar of education quality management based on community participation.

Overall, this study strengthens the conclusions of previous studies and fills the gap by designing a comprehensive and contextual collaboration model. This model does not only focus on academics, but also on strengthening students' characters. With a structured and adaptive

approach, collaboration can become a sustainable school culture, not just an annual ceremonial event.

Thus, the results of this study are expected to be a practical and strategic reference for schools, teachers, and education policy makers in strengthening school and parent partnerships in order to realize more optimal student learning outcomes, both in terms of cognitive, affective, and psychomotor aspects.



Figure 1. Caption of Figure

CONCLUSION

This study shows that school-parent collaboration plays an important role in improving student learning outcomes, both in terms of cognitive, affective, and psychomotor aspects. Effective forms of collaboration include open and routine communication, active participation of parents in school activities, mentoring children's learning at home, and programs to increase the capacity of parents to better understand the curriculum and learning methods.

The research findings also confirmed that there are still obstacles such as limited parental time, differences in understanding of learning methods, and the absence of systematic collaboration guidelines. Therefore, a comprehensive, adaptive, and sustainable collaboration model is needed that can be applied according to the context and characteristics of the school.

Overall, this study fills the gap in previous studies that tend to be partial by offering an update in the form of an integrated collaborative model approach between schools and parents to support improving student learning outcomes.

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