



The Importance of Collaboration Between Schools and Parents in Improving Student Achievement

¹Nur Cahaya Daulay, ²Sahbuki Ritonga.

¹²Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Labuhanbatu, Sumatera Utara.

e-mail: ¹nurcahayadaulay@gmail.com, ²sahbukiritonga@stita.ac.id

ARTICLE INFO

Keyword:
Implementation of Learning, Characteristics of Students, Tahfiz Al Yusra Abadi

©2024 Nur Cahaya Daulay, Sahbuki Ritonga. This is an open-access article under the This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



ABSTRACT

This research aims to examine the application of understanding student characteristics to mitigate unwanted behaviour at Al Yusra Abadi Tahfiz School. The employed research method is qualitative, utilising data collection approaches such as literature review, observation, and interviews. The research findings indicate that the implementation of educational techniques derived from the Quran and Hadith, including memorisation, talaqqi, and discourse, positively influences the character development of students. Furthermore, the pesantren setting and the profound interaction between students and teachers significantly contribute to the development of discipline, responsibility, and virtuous character. Factors facilitating research implementation encompass the provision of ample learning opportunities and the endorsement of proficient educators. Simultaneously, there are other constraining factors, including insufficient student motivation and difficulties in regularly applying pedagogical methods. The effective execution of the Al Yusra Abadi Tahfiz program can mitigate negative behaviour and elevate the moral standards of students, rendering them virtuous and advantageous to society.

I. INTRODUCTION

Parents bear the principal responsibility for their children's development and education. (Contribution of Individuals, 2021) The role of parents is essential in shaping the educational pathways and environments of their children in anticipation of the future. Education beyond the family does not imply that parents abdicate their responsibilities for their children's education. However, it primarily concerns the inadequate understanding of parents in delivering education that continually adapts to contemporary developments. Moreover, parents have limited time to engage with their children in learning due to their obligations in fulfilling the family's requirements. Consequently, parents delegate their children's education to educational institutions.

The objective of national education in Indonesia is to execute the four pillars of education as declared by UNESCO. The four pillars embody the vision for education that formal institutions must cultivate in the present and future. (Analysis of Objectives, 2014) The four

pillars are: 1) Knowledge acquisition, 2) Skill development, 3) Personal growth, and 4) Social coexistence. Belajar untuk menjalani kehidupan secara kolektif.

Education can be succinctly defined as the human endeavour to cultivate one's character in alignment with societal and cultural ideals. Consequently, regardless of the simplicity of a society's civilisation, an educational process transpires within it. Consequently, it is frequently asserted that education has been a constant throughout human civilisation. Education is fundamentally a human endeavour to preserve its survival. The Indonesian government is endeavouring to enhance educational quality through the implementation of several initiatives. Educational institutions are intricate and distinctive entities. (Nur Kholik, 2017) The complexity arises from the interdependent dimensions within a school organisation that collectively contribute to the attainment of specified objectives. Distinctive qualities signify that a school, as an entity, possesses particular traits absent in other organisations. The attributes that establish a school's unique identity, wherein the educational process fosters human development. School rules will directly impact and dictate the efficacy of the curriculum, diverse educational resources, instructional duration, and the learning experience. (Agung Rimba Kurniawan, 2019) Consequently, initiatives to elevate educational quality must commence with the reorganisation of school administration, alongside the enhancement of teacher proficiency and the development of educational resources. cannot be assigned to others, as educators and community leaders, in assuming the role of education, are only participants. The obligation shouldered by educators, in addition to parents, constitutes a delegation of parental responsibility, as it is often unfeasible to execute a child's education flawlessly, particularly in a perpetually evolving culture. Secondly, the guardian. Parents, in addition to their educational responsibilities, also bear the duty of safeguarding their family's moral and material well-being. (physical and spiritual). Thirdly, motivation. Ngalim Purwanto asserts that motivation encompasses all factors that compel an individual to behave and engage in activities. (Widayat Prihartanta, 2015) Motivation generally originates from two sources: internal and external. Intrinsic motivation is the internal drive originating from oneself, independent of external stimulation or aid, whereas extrinsic motivation is derived from external stimuli. Of the two types of motivation, intrinsic motivation is the more efficacious. The facilitator. A child in the learning process necessitates not only the fulfilment of fundamental necessities but also access to educational resources, including a study area, desk, chair, adequate lighting, writing instruments, books, and similar items. Parents have a crucial role in establishing extrinsic drive in children. The presence of extrinsic motivation can help regulate a child's unsteady mental and psychological state. The fifth is the mentor. Parents ought to dedicate time to accompany their children to facilitate their learning.

II. THEORETICAL FRAMEWORK

a. The Essence of Parents

Parents serve as the initial educators for their offspring. (Anis Pusitaningtyas, 2016) Upon a child's commencement of schooling, parents serve as the principal collaborators with the child's educator. Parents can assume many roles, including: learners, volunteers, decision-makers, and participants in the teacher-parent cooperation team. In those positions, it enables parents to facilitate the development and growth of their children.

Parents not only offer affection, sufficient resources, and financial assistance; they also function as educators for their children. The education children acquire from infancy to adulthood primarily originates from their parents.

Ahmad Tafsir asserts that parents are the principal educators in cultivating faith in their children. This assertion corresponds with John Locke's view that a kid resembles a blank slate upon which parents and educators can inscribe their aspirations, or like pliable wax that can be moulded according to the intentions of its creator. The development of competent

and virtuous children is contingent upon the guidance of elders. If parents nurture a child with virtue, the child will embody goodness; conversely, if parents cultivate a child with vice, the child will develop undesirable behaviour. The role of parents is vital in a child's educational performance, with the primary role being that of the educator. The primary educators in Islam are the parents, who bear the responsibility of nurturing their children's whole development, encompassing emotive, cognitive, and psychomotor dimensions. (Achmad Saeful, 2021) The role of parents as educators is essential.

b. The Implications of Collaboration Between Counselors and Parents

Parents serve as the principal educators for students in non-school settings. Parents participate in the reciprocal communication process concerning the guidance program and student development. Parents contribute to data collection and information gathering, as well as enhance the efficacy of guidance services through external monitoring. The aforementioned functions substantially enhance the successful and efficient execution of advice and counselling programs at educational institutions.

This underscores that each party possesses distinct requirements in its capacity as a stakeholder in guidance and counselling. To satisfy the requirements of diverse stakeholders, the subsequent implications must be considered:

- a. The circumstances and requirements of individuals who significantly contribute to student development must be taken into account and utilised as a foundation for devising a pragmatic assistance program. Consequently, parents and community members should participate in the assessment process. Their participation in this topic may manifest as providing precise information regarding the circumstances (family background, educational background, socio-economic background) in the needs assessment. (Cintya Nurika Irma et al 2019)
- b. Guidance services are offered not only to students but also to other stakeholders involved in the students' growth and development process. All stakeholders essential to the student's developmental process are entitled to receive advice and counselling services.
- c. To augment collaboration with teachers, school counsellors should actively participate in all relevant professional organisations and strengthen cooperation with other professional personnel. The family is the origin of character formation, while the school serves as the environment for its growth and development. Given the significance of parents as primary educators in a child's growth and development, they serve as essential partners for educators. As parents, it is insufficient to only observe our children's education from outside the school fence. Undoubtedly, diligent effort is required from both parties. A proactive and constructive partnership between parents and school counsellors to enhance and synchronise the educational initiatives established by the school, encompassing the character development of our children. (Agus Supriyanto, 2016).

The following delineates the modalities of parental collaboration inside the educational institution:

1. Participate in the meeting with the homeroom instructor on the inaugural day of school
2. Attend meetings with the homeroom teacher a minimum of twice every semester.
3. Participate in parental classes a minimum of twice annually.
4. Personally attend each report card distribution.
5. Serve as a reference individual for inspiration sessions.
6. Engage actively and attend the end-of-year class performance event.
7. Participate actively in the parent association of their child's class.

Different modalities of parental engagement in educational institutions can offer support and beneficial contributions to children's growth, with motivations for parental participation in school activities encompassing:

1. Parents can enhance their comprehension and support of educational initiatives.
2. Parents can synchronise their children's activities at home.
3. Parents can exchange and augment their knowledge to facilitate their children's academic achievement.
4. Parents can recognise and proactively anticipate diverse hazards to their children, including violence, drugs, pornography, extremist ideologies, and other unethical behaviours.
5. Parents may contribute feedback regarding the school's advancement.
6. Parents can oversee educational achievement and offer assistance for their children's development.

The principles of familial collaboration with educational institutions are as follows:

1. Equitable rights, alignment, and reciprocal respect.
2. An ethos of collaboration and unity.
3. Enhancing and reinforcing one another.
4. Collaborative refinement, support, and cultivation in executing a designated learning plan to attain the specified educational goals. Factors that facilitate and impede learning Education is fundamental to all student endeavours in school. (Kermi Diasti, 2021) The efficacy of learning is contingent upon students' perceptions of the learning process. Student learning constitutes a relatively enduring alteration in behaviour resulting from practice and experiential learning. Numerous elements can affect learning. Learning is often impacted by two determinants: internal variables and external influences.
 - a. Internal components encompass physiological aspects, pertaining to the students' physical condition, and psychological elements, which include intelligence, motivation, interest, attitudes, and skills of the students.
 - b. External elements include the natural environment and the socio-cultural context, whereas non-social or instrumental components comprise the curriculum, programs, learning opportunities, and educators.

III. RESEARCH METHOD

Several research on parental involvement in schools have concentrated on the types and frameworks of family roles in educational engagement. Hoover-Dempsey et al. provide a comprehensive analysis of the roles, forms, and patterns of parental engagement in educational settings. This parental role will demonstrate the personal obligation parents feel in facilitating their children's educational achievement.

The establishment of parental responsibilities in education inside schools mirrors the existence or lack of a mutual conviction between parents and the school (or educators) concerning the degree of involvement permissible in fostering learning and the academic performance of children. Hoover-Dempsey's research delineates parental roles as the convictions parents possess regarding their responsibilities in their children's education and how these beliefs influence their behavioural patterns in fostering a constructive partnership with the school.

The formulation of parental engagement roles is shaped by their beliefs regarding children's developmental potential and the appropriate actions parents should undertake to raise their children properly. These ideas offer direction on parental actions at home to facilitate their children's academic success. Parental involvement in education are influenced by parents' personal aspirations for their children's academic performance. The objectives of individual parents converge with those of others who have a unified vision for their children's academic achievement. Those individuals will unite to affirm their accountability for the children's academic progress.

IV. RESULTS AND DISCUSSION

a. Research Results

Enhancement of Academic Performance: Cooperation between educational institutions and parents can markedly improve students' academic success. Parents engaged in their children's education typically motivate them to attain superior academic performance. This is evidenced by improved examination outcomes, elevated average grades, and increased engagement in educational activities.

The collaboration between schools and parents positively influences students' social and emotional development. When supported by both parties, adolescents can more effectively regulate their emotions, cultivate improved relationships with peers, and demonstrate more good conduct in school.

Improved Communication: A strong partnership between schools and parents fosters good bilateral communication. Information concerning student development can be effectively conveyed, whether pertaining to academic accomplishments or conduct. This assists parents and educators in delivering support that aligns with students' needs.

Enhancing Student Motivation: Students who perceive support from both the school and their parents are generally more motivated to engage in learning. This drive may arise from acknowledgement of their endeavours, support in attaining objectives, and an enhanced sense of accountability for their own education.

Enhanced Problem Resolution: Effective communication between schools and parents facilitates expedited and more efficient problem-solving. When students encounter challenges, both academically and non-academically, collaboration between both sides might yield optimal solutions.

b. Discussion

The Significance of Engaged Parental Involvement: Parents who actively participate in their children's education profoundly influence students' academic achievement and personal growth. Active involvement may encompass attending school meetings, overseeing homework, and maintaining consistent communication with educators. Engaged parents demonstrate to their children that education is paramount.

The Role of Educators in Promoting Collaboration: Educators are crucial in establishing communication channels with parents. Proactive educators who involve parents through consistent information dissemination, meeting organisation, and accessible communication channels can improve collaborative quality. This additionally contributes to the establishment of a more inclusive and supportive educational atmosphere.

Execution of Collaborative Initiatives: Educational institutions might establish initiatives aimed at fostering cooperation between parents and the school. These programs may encompass workshops, seminars, and collaborative activities that engage parents. Such programs not only strengthen relationships but also furnish parents with skills and resources to assist their children's education at home.

Obstacles in Collaboration: Despite the numerous advantages of collaboration between educational institutions and parents, there are problems that must be confronted. Challenges include insufficient time for parents, disparities in cultural and linguistic origins, and adverse attitudes of educational institutions. Confronting these difficulties necessitates an inclusive and adaptable strategy from the educational institution.

Research indicates that schools that effectively foster collaboration with parents achieve higher student success rates, as seen by multiple case studies. Research indicates that students from varied backgrounds can derive substantial benefits from this collaboration, particularly within the framework of inclusive education.

V. CONCLUSION AND SUGGESTIONS

Parents significantly influence children's education, acting as their initial instructors and major collaborators with school educators. In this context, they are responsible for giving affection and appropriate facilities, while also actively influencing the child's character and personality through early education. Parents, as primary educators, fulfil several responsibilities, from volunteers to decision-makers, all of which enhance their children's overall development.

Collaboration between parents and educational institutions, particularly in guidance and counselling programs, is crucial for the optimal development of kids. Involving parents in the educational process, whether meetings, oversight, or active engagement in school activities, provides children with more comprehensive assistance. Parental participation enables comprehension and support of educational activities, as well as the anticipation of obstacles encountered by children, including violence and extremist ideologies.

The significance of parental involvement is paramount, as it forms the basis for a child's character and personality development. Consequently, tight collaboration between parents and the school is essential to establish a favourable, supportive, and stimulating learning environment for the child's educational experience. Through the establishment of mutually respectful and complementary partnerships, parents and schools may collaboratively cultivate a generation that is guided by strong character and prepared to confront future problems.

REFERENCE

- Diasti, Kermi. "Faktor-Faktor Pendukung Dan Penghambat Belajar Dalam Jaringan (Daring)." *Jurnal Pendidikan Islam Al-Affan* 1, No. 2 (2021): 151–62. <https://doi.org/10.69775/Jpia.V1i2.26>.
- Irma, Cintya Nurika, Khairun Nisa, And Siti Khusniyati Sururiyah. "Keterlibatan Orang Tua Dalam Pendidikan Anak Usia Dini Di Tk Masyithoh 1 Purworejo." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 3, No. 1 (2019): 214. <https://doi.org/10.31004/Obsesi.V3i1.152>.
- Kholik, Nur. "Peranan Sekolah Sebagai Lembaga Pengembangan." *Jurnal Tawadhu* 1, No. 2 (2017): 244–71.
- Kurniawan, Agung Rimba, Faizal Chan, M Sargandi, Stevie Yolanda, Wuri Setianingtyas, Sintia Irani, And Universitas Jambi. "Kebijakan Sekolah Dalam Penggunaan Gadget Di Sekolah Dasar" 2, No. 1 (2019): 72–81.
- Marlin, Minati Etika, And Rusdarti. "Konstruksi Sosial Orang Tua Tentang Pendidikan Dan Pola Asuh Anak Keluarga Nelayan." *Journal Of Educational Social Studies* 5, No. 2 (2016): 150–55. <https://journal.unnes.ac.id/sju/index.php/jess/article/view/14080>.
- Meaning, T H E, O F Children, Education For, Farmers In, Village Petanahan, And District Kebumen. "Makna Pendidikan Anak Bagi Masyarakat Petani Di The Meaning Of Children Education For Farmers In Munggu," No. 1 (N.D.).
- Nurzannah, Siti. "Peran Guru Dalam Pembelajaran." *Alacrity : Journal Of Education* 2, No. 3 (2022): 26–34. <https://doi.org/10.52121/Alacrity.V2i3.108>.
- Santhy Hawanti, And Bayu Tri Pamungkas, Kontribusi Orang Tua Dalam Pendampingan Belajar, Siswa Selama, Masa Pandemi, Agung Nugroho, "Jurnal Basicedu" 5, No. 4 (2021).
- Prihartanta, Widayat. "Teori-Teori Motivasi Prestasi." *Universitas Islam Negeri Ar-Raniry* 1, No. 83 (2015): 1–11.

- Pusitaningtyas, Anis. “Pengaruh Komunikasi Orang Tua Dan Guru Terhadap Kreativitas Siswa.” *Proceedings Of The Icecrs* 1, No. 1 (2016): 935–42. <https://doi.org/10.21070/Picecrs.V1i1.632>.
- Saeful, Achmad, Ferdinal Lafendry, And Sekolah Tinggi Agama Islam Binamadani. “Lingkungan Pendidikan Dalam Islam.” *Tarbawi : Jurnal Pemikiran Dan Pendidikan Islam* 4, No. 1 (2021): 50–67.
- Supriyanto, Agus. “Kolaborasi Konselor, Guru, Dan Orang Tua Untuk Mengembangkan Kompetensi Anak Usia Dini Melalui Bimbingan Komprehensif.” *Jurnal Care (Children Advisory Research And Education)* 04, No. 1 (2016): 42–49.