

THE IMPORTANCE OF AWARENESS OF COLLABORATION BETWEEN TEACHERS AND PARENTS IN IMPROVING THE LEARNING INTEREST OF ELEMENTARY EDUCATION STUDENTS

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Abstract

The purpose of this study is to analyze the importance of collaborative awareness between teachers and parents together to increase students' interest in learning at the elementary school level. Qualitative methods with a descriptive approach are the approaches used in this study, where data can be obtained through in-depth interviews, observations, and documentation studies. The subjects of the study included teachers, parents, and students at one of the elementary schools in Tana Tidung Regency, North Kalimantan. The study shows that good collaboration between teachers and parents has a significant impact on increasing students' learning motivation, both through intensive communication, involvement in school activities, and support for learning at home. The main factor in the success of this collaboration is a shared awareness of the importance of synergy in building a conducive learning environment. The conclusion of this study emphasizes that collaboration between teachers and parents is a key element in increasing students' interest and learning outcomes. These findings contribute to designing collaboration-based education strategies to improve the quality of learning.

Keywords: *collaboration, teachers, parents, learning interest, elementary education.*

INTRODUCTION

Effective education does not only look at the teacher's skills in learning or delivering teaching materials, but also greatly requires support from parents at home. Strong and close collaboration between teachers and parents is believed to accelerate the development of students' learning interests, which in turn affects their academic achievement. However, although this collaboration has great potential, its awareness and practice are often limited to formal and sporadic communication, which is not enough to build a deep and sustainable relationship between the two parties. Therefore, raising awareness of the importance of this collaboration is very important to create an environment that supports students' learning interests, especially at school and at home.

Collaboration between teachers and parents determines an important role in supporting the improvement of basic education. Basic education is a very crucial initial foundation in the formation of students' interests and passion for learning, because at this stage children learn to build habits, interests, and attitudes towards learning (Epstein, 2018). One of the key factors in the success of learning at the elementary level is the active involvement of parents and teachers in supporting children's learning process. According to Hoover-Dempsey et al. (2015), parental involvement has a significant impact on student achievement, while collaboration between teachers and parents can increase children's learning motivation through a supportive environment. However, awareness and practice of this collaboration are often still a challenge in many educational contexts, especially in areas with limited communication between schools and families (Fan & Chen, 2021).

Previous studies have shown that collaboration between parents and teachers has a very positive impact on student learning outcomes. For example, Epstein and Sheldon (2016) emphasized the importance of partnerships between schools and families in creating supportive learning conditions. Another study by Kraft and Dougherty (2017) explained that regular communication between teachers and parents has a positive impact, namely that it can significantly increase student academic engagement. However, existing research focuses more on the results of collaboration without paying sufficient attention to the level of awareness and understanding of both parties regarding the importance of collaboration itself (Goodall, 2017). In addition, most studies are conducted in

developed countries with established education systems, while research related to the dynamics of collaboration in local contexts or remote areas is still very limited (Deslandes & Rousseau, 2020). This gap indicates the need for research that not only explores the importance of collaboration, but also identifies the level of awareness and perception of parents and teachers regarding the role of collaboration in supporting students' learning interests. This is important to provide a more specific scientific contribution in the context of basic education in Indonesia, especially in areas with limited access and participation in education. The novelty of this study lies in the in-depth exploration of the aspect of awareness of collaboration or cooperation between teachers and parents, which has not been widely discussed in previous studies, especially in the context of basic education in Indonesia.

Identifying the level of awareness of collaboration between parents and teachers and how this awareness affects students' learning interests at the elementary education level is the aim of this study. In addition, this study also aims to provide practical recommendations in strengthening the synergy between schools and families in order to create an optimal learning environment. Collaboration between parents and teachers is a very important factor in supporting the success of student education, especially at the elementary education level. Education should not only be the responsibility of the school, but also the responsibility of the parents of students. By involving the active role of parents in creating a conducive learning environment for children. Support from the family can increase children's motivation to learn, so that the active participation of all parties, especially parents and teachers, is an important point in improving the quality of learning (Suciptaningsih, 2023).

On the other hand, it emphasizes that effective collaborative interaction between teachers and parents will have an impact on increasing students' interest in learning. Teachers have a strategic role as facilitators and motivators in the learning process, while parents need to act as companions who supervise and provide support at home. This synergy between teachers and parents forms an educational ecosystem that can encourage students to be more enthusiastic in learning (Mas'ulah, 2023).

METHOD

This study uses a qualitative approach with a case study design to explore in depth the importance of collaborative awareness between teachers and parents in increasing students' interest in learning at the elementary school level. The subjects of the study included teachers, parents, and students at an elementary school in Tana Tidung Regency, North Kalimantan, selected using a purposive sampling technique. Data were collected through in-depth interviews using a validated interview guide, participant observation that recorded direct interactions between teachers and parents in the context of educational activities, and documentation studies of school records and communication journals. Data analysis was carried out using thematic analysis with data reduction, data presentation, and conclusion drawing steps based on thematic patterns. Data validity was guaranteed through triangulation of sources and methods, as well as member checking to ensure that the findings were in accordance with the perspectives of the participants. The study was conducted at an elementary school location for three months with an emphasis on contextual and collaborative aspects to provide relevant insights into the development of collaboration-based educational strategies.

RESULTS AND DISCUSSION

This study investigates the role of collaboration between teachers and parents in fostering students' interest in learning at the elementary level. Data collection methods included in-depth interviews with parents and teachers, observations of collaborative activities, and analysis of learning-related documents. Below are the key findings:

Awareness of Teacher-Parent Collaboration

Interviews with teachers revealed a broad awareness of the importance of involving parents in the learning process. However, the level of understanding varied depending on the teachers' experience and background knowledge. Similarly, some parents recognized their role in supporting education but often faced constraints such as limited time and resources.

Effective Forms of Collaboration

The findings identified several effective collaborative practices, including:

- a. Regular meetings: Scheduled discussions between teachers and parents about students' progress and challenges.
- b. Digital communication: Using platforms like WhatsApp groups to share information about assignments and activities.

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- c. Parental involvement: Participation in school events, such as inspirational classes and assisting with learning at home.

Impact on Students' Learning Interest

The study found that harmonious collaboration between teachers and parents significantly improved students' motivation and interest in learning. Students with actively involved parents displayed:

- a. Higher motivation and enthusiasm for learning.
- b. Increased participation in classroom activities.
- c. Better academic performance compared to peers with less involved parents.

Key Insights

- a. Role of Family Support: Family involvement in creating a conducive learning environment is essential. As noted by Suciptaningsih (2023), education is a shared responsibility, requiring active parental participation. Students who received emotional support and appropriate learning facilities from their families showed increased motivation and interest.
- b. Teacher-Parent Synergy: Teachers who maintained regular communication with parents could better understand students' individual needs, creating a more engaging and meaningful learning experience.

Challenges in Collaboration

While the benefits of collaboration are evident, several barriers were identified:

1. Time Constraints: Many parents struggled to find time to engage due to work commitments.
2. Communication Skills: Some teachers lacked the skills to build effective and friendly relationships with parents.
3. Technological Limitations: In areas with poor internet access, digital communication posed challenges.

Strategies to Enhance Collaboration

To address these challenges, the study recommends:

1. Awareness Programs: Conduct training sessions to educate teachers and parents about the importance of collaboration and effective communication strategies.
2. Leveraging Technology: Utilize efficient digital tools like messaging apps or learning platforms to bridge communication gaps.
3. Collaborative School Activities: Organize events that involve teachers, parents, and students to foster stronger relationships and mutual understanding.

Relevance to Learning Interest

The findings emphasize that students' learning interest is influenced by emotional support and encouragement from both teachers and parents. Effective collaboration creates a positive learning environment that nurtures students' development. play a critical role as facilitators of this collaboration. Mas'ulah (2023) highlights that teacher-parent synergy fosters a healthy educational ecosystem. Activities such as parenting workshops and discussions on child development have proven effective in building strong school-home relationships. These interactions enhance students' enthusiasm for learning and motivate parents to actively participate in their children's education.

Communication as a Catalyst

Effective communication, whether through regular meetings or digital platforms, is pivotal to successful collaboration. When communication flows smoothly, parents and teachers can jointly address challenges, such as low motivation or academic difficulties, ensuring a better learning experience for students.

Addressing Challenges

Despite the positive outcomes, challenges persist. Time constraints and uneven communication schedules between teachers and parents hinder optimal collaboration. Flexible scheduling and the involvement of school communities as facilitators can help overcome these issues. This study reaffirms the critical role of teacher-parent collaboration in enhancing students' learning interest and success. With shared awareness and commitment, both

teachers and parents can create an optimal educational environment. The findings align with previous research, emphasizing that sustained and planned collaboration is vital for delivering quality elementary education.

CLOSING

Collaboration between parents and teachers plays a pivotal role in enhancing students' interest in learning at the elementary school level. The findings of this study demonstrate that fostering awareness of the importance of this collaboration can create a conducive learning environment, both in school and at home. Teachers serve a strategic role in designing engaging and relevant learning experiences, while parents contribute by establishing a supportive learning atmosphere at home. When both parties acknowledge the value of communication, synergy, and mutual support in overcoming educational challenges, students become more motivated, enthusiastic, and capable of reaching their full potential.

This awareness of collaboration also strengthens interpersonal relationships among teachers, parents, and students. Therefore, it is crucial for all stakeholders to continuously enhance cooperation through effective communication, active participation in school activities, and a shared vision for supporting student development. Through harmonious collaboration, students can not only improve their learning interest but also build a strong foundation for future success. This study confirms that collaboration between parents and teachers significantly impacts students' learning interest and outcomes in elementary education. Active parental participation in the learning process at home increases students' motivation and self-confidence. Emotional support and learning resources provided by parents create an encouraging environment that improves the quality of learning. Moreover, teachers who maintain consistent communication with parents better understand students' individual needs, enabling a more personalized and effective educational approach.

The synergy between parents and teachers is evident in parental involvement in home-based learning activities and collaborative problem-solving to address students' challenges. Effective communication—both face-to-face and through digital media—is a critical factor in the success of this collaboration. Despite challenges such as parents' limited time and teachers' difficulties in engaging all parents equally, flexible strategies like efficient communication scheduling and support from the school community can help address these issues.

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