

## ANALYSIS OF TEACHER-PARENT INTERACTION FOR IMPROVING STUDENT ACHIEVEMENT AT MIFTAHUL ULUM ELEMENTARY SCHOOL

<sup>1</sup>Abd. Rohman, <sup>2</sup>Faisal Faliyandra

<sup>12</sup>Institut Ahmad Dahlan

<sup>1</sup>[abdurrohmanr67@gmail.com](mailto:abdurrohmanr67@gmail.com), <sup>2</sup>[faisalfaliyandra@gmail.com](mailto:faisalfaliyandra@gmail.com)

### ABSTRACT

This study aims to analyze the interaction strategies between teachers and parents in efforts to improve student achievement at Madrasah Ibtidaiyah Miftahul Ulum. In this research, a qualitative approach was used to deeply explore the social interactions between teachers and parents in supporting student success. Data collection techniques included interviews and observations, allowing researchers to gather direct insights from participants about their perceptions and experiences regarding this educational collaboration. The findings identified three main interaction strategies implemented by teachers: the parent-teacher association as a regular communication forum, home visits to understand students' home environments, and a student achievement space as a medium for recognition and motivation for high-performing students. The implementation of these three strategies demonstrated a significant increase in parental involvement, contributing positively to both the academic and character development of students. This study reveals that the interactions fostered between teachers and parents can create a supportive learning environment, thereby enhancing students' achievements holistically.

**Keywords:** Collaborative Learning, Educational Interaction, Students Achievement

### INTRODUCTION

The role of education is crucial in shaping the quality of the nation's future generations. Students' academic achievements are one of the indicators of the success of the educational process itself. In Madrasah Ibtidaiyah, as in other primary educational institutions, student achievement is often influenced by various factors, including the interactions between teachers, students, and parents (Aini Safitri, 2021). In efforts to improve student achievement, collaboration between the school and families plays a vital role (Reeves et al., 2017). Learning outcomes reflect how well students know, understand, and even apply the knowledge they acquire from their teachers. To achieve optimal learning outcomes, it is essential to establish good interactions among all elements related to the students (Wilder, 2023).

In the law, specifically in Article 13 of Law No. 47 of 2008, it is stated that parents, as part of the community, have rights and responsibilities in the administration of education in Indonesia. This article emphasizes that the community has the right to participate in various aspects of the implementation of compulsory education programs, from planning, execution, and supervision, to evaluation. Furthermore, the community also has the right to access data and information related to compulsory education programs to ensure that the educational processes carried out align with the needs and expectations of the community. On the other hand, the community not only has rights but also responsibilities to support the implementation of compulsory education programs, which aim to improve the quality of education and expand access to quality education for all segments of society (Shaturaev, 2021). Based on this regulation, the administration of education, including the learning process in schools, is not solely the responsibility of the school or the government; it also requires the active involvement of all elements of society. This support is essential for creating a conducive and competitive learning environment, enabling students to achieve success that is measured through optimal learning outcomes (Sulisworo et al., 2017).

Student achievements will be successfully attained if there is good interaction and relevance among all elements related to the students (Park et al., 2017; Park & Holloway, 2017). Each Madrasah Ibtidaiyah has its approach to empowering students to achieve success (Anastasha et al., 2021; Habibi et al., 2024). The achievements attained by students are not solely the desires of the students but also reflect the aspirations and hopes of both teachers and parents. In the initial observations conducted at Madrasah Ibtidaiyah Miftahul Ulum, student performance remains a primary concern, given the importance of academic achievement as an indicator of educational success. However, challenges in enhancing student performance often arise from a lack of effective coordination between teachers and parents. At times, parents tend to rely solely on teachers for educational aspects, while teachers may require additional support from parents in shaping the character and learning habits of children at home.

Therefore, analyzing the interactions between teachers and parents is essential to identify improvement strategies that can enhance student performance. Many previous studies on the topic of academic achievement have primarily focused on the

technical aspects of learning, while very few have explored the synergistic collaboration between teachers and parents in providing a positive impact on students' academic achievements (Corcoran et al., 2018; Untari et al., 2020). By understanding the existing interaction patterns, whether in the form of communication, parental involvement in school activities, or collaboration in monitoring student progress, it is hoped that solutions can be found to enhance the quality of education at Madrasah Ibtidaiyah Miftahul Ulum.

Through this research, it is expected to identify how the interactions between teachers and parents influence student performance, as well as the factors that need to be improved to create more effective collaboration. Additionally, this study aims to provide practical contributions for both the school and parents in their joint efforts to enhance student learning outcomes.

## **METHODOLOGY**

This study was conducted at MI Miftahul Ulum using a descriptive qualitative approach to understand the interaction between teachers and parents in enhancing student achievement at the school. This type of research focuses on understanding social issues based on real conditions, utilizing broad perspectives, analysis of social activities, and interviews to clarify the research object. According to J.S. Creswell, qualitative research has several characteristics, including detailed methods, appropriate approaches to data collection and analysis, and report writing. Researchers present information persuasively to allow readers to share a similar experience. This approach was chosen to explore the interactions between teachers and parents at MI Miftahul Ulum in improving student performance, with teachers and parents as both subjects and informants, offering in-depth insights for this study.

Data collection techniques are a crucial part of research, as obtaining detailed data is the primary goal of the study. Data collection in this research was conducted through interviews, observation, and documentation. Interviews were conducted with teachers and parents, both of whom play an important role in educational achievements.

To ensure that this research is scientifically accountable, the researcher needs to validate the data using triangulation techniques. Triangulation is a data collection

method that simultaneously tests and verifies the credibility of data through various data collection techniques and multiple data sources (Susanto et al., 2023). To ensure data validity, triangulation techniques are employed by comparing data from various sources, such as observations, interviews, and documentation. This approach aims to provide research results that offer an accurate and comprehensive overview.

## RESULT AND DISCUSSION

This research was conducted at MI Miftahul Ulum Tunggak Cerme. The school fosters strong interactions between teachers and parents to improve student achievement. The research findings indicate that the interaction between teachers and parents in enhancing student performance involves three strategies: the parents' association, home visits, and student achievement rooms. The parents' association is a group initiated by teachers and parents, allowing parents to actively participate in designated educational activities. Within this association, parents collaborate with teachers to discuss learning strategies that support their children while also serving as a forum for sharing experiences and solutions to the challenges faced by students, both at home and at school. These findings were gathered through interviews with the Principal and the fifth-grade teacher at MI Miftahul Ulum. The results of the interviews can be seen below.

We regularly hold parent meetings every semester to discuss students' development, both academically and behaviorally. This is done by forming a parents' association. Additionally, we use the home visit method specifically to communicate directly with parents, whether to provide daily information related to assignments or to discuss students' achievements or issues (08/07/24).

One of the strategies considered effective in strengthening the relationship between teachers and parents is the home visit program. Through this initiative, teachers visit students' homes to gain a better understanding of their home environment and family conditions that may affect their academic performance. The interviewed teachers expressed that home visits allow them to directly observe the family dynamics of the students. This provides deeper insights into the challenges students face at home, such

as economic difficulties, limited learning resources, or even family issues that can impact their concentration in school.

The home visits are carried out by each class teacher to interact directly with the students' parents. "When I visit students' homes, I can better understand why they may be struggling to learn. Some children do not have a quiet study space at home," said one of the teachers involved in the home visit program (08/07/24).

The student achievement room is an initiative designed by the school to recognize students' accomplishments in both academic and non-academic aspects. In this space, various awards, certificates, and student works are displayed, providing additional motivation for students to excel. According to interviews with teachers, the presence of this achievement room serves as a positive medium to enhance students' motivation to learn.

Additionally, at this school, there is a student achievement room that features students with potential accomplishments. With this, the school provides serious guidance through the establishment of this achievement room. "We have observed an increase in student motivation since the creation of the achievement room. They feel proud when their works or achievements are displayed, and this motivates other students to strive harder," explained one of the teachers (08/07/24).

The research findings indicate that there are three interaction strategies implemented by teachers and parents to improve student achievement at MI Miftahul Ulum. The first strategy is the parents' association. This strategy emphasizes the involvement of students' parents under the name of the parents' association, particularly at the elementary school level. The parents' association in education is a social group or organization comprised of parents or guardians of students, established with the aim of advancing education and contributing both ideas and efforts towards the improvement of education in the surrounding school environment (Jaka tumuruna, 2016) according to (Miftachul Choiri, 2021) The purpose of the Parents' Association is to establish better communication between students' parents and the class teachers as an alternative means to motivate children's learning. Additionally, it serves as a bridge for the school to convey its interests. With the active participation of parents in

activities aimed at improving student performance, the goals of enhancement can be more easily achieved, helping students reach their aspirations. The Parents' Association in each class plays a significant role in improving student achievement at MI Miftahul Ulum.

The observed impact is considered highly beneficial, as parents express strong support for their children's academic progress. Similarly, educators share this sentiment regarding the perceived effects. The availability of these activities facilitates communication between teachers and parents about students' development within the school environment. However, alongside these positive outcomes, there are some drawbacks; namely, parents are required to dedicate time to attend these meetings, and teachers must be prepared to engage in extensive discussions to provide up-to-date information individually about each student's progress.

Second, according to Prayitno in research (Handayani & Hidayat, 2017) Home Visits serve as an essential activity to facilitate guidance and counseling, aimed at collecting data and information, as well as fostering ease and commitment in addressing students' issues through direct involvement at their homes. This aligns with Tanthawi's perspective (1995:47) in research (Girimarto, 2022) who stated that home visits are activities designed to obtain data, information, and facilitate the resolution of student issues through visits to students' homes. Additionally, according to (Azmi, 2022) This activity requires full cooperation from both parents and teachers.

The Home Visits at MI Miftahul Ulum are gradually yielding commendable results, as the outcomes from this strategy have been very positive in improving student achievement at the school. Home visits are a guidance and counseling service program. The Indonesian Counselor Association states that Home Visits are an alternative solution to the issues faced by students. First, children spend only a small portion of their time in school and the majority at home. To effectively guide a student, it is important to understand the family life where the child resides and the various activities they engage in after school. Second, many problems that arise at school originate from the home environment. Home Visits can also enhance students' motivation to learn, thus the impact of Home Visits can lead to improvements in student performance (Amelia Sabela et al., 2021).

Third, the student achievement room refers to various fields or aspects in which students can demonstrate their accomplishments or successes. Student achievements are not limited to academic aspects; they also encompass a range of other areas such as the arts, sports, leadership, creativity, social skills, and participation in extracurricular activities. This achievement room plays a crucial role in providing students with opportunities to explore their interests and talents while promoting their overall development. The student achievement room at MI Miftahul Ulum has been functioning quite effectively in recent years, with many accomplishments achieved by students in both academic and non-academic fields.

In the research conducted (Nuruddin, 2023) parents of students with higher social strata have more resources to facilitate their children's education, enabling them to develop better. Likewise, the knowledge possessed by parents, as they have higher education, allows them to educate their children based on their own education with the goal of raising them to become socially well-adjusted individuals. This alignment means that parents share an understanding of the school's vision and mission. Therefore, if there is a parents' association at the school, it is seen as commonplace, as it is part of the child's education, encouraging parents to support the school's programs. This is the perspective of parents with higher social strata.

(Asih & Hasanah, 2021) It is stated that visionary education with a clear mission will produce quality outcomes. This highlights the importance of management, particularly in the student affairs sector. Student affairs management must be prioritized to ensure the continuity of the learning process, ultimately leading to the desired achievements. The presence of a student achievement room at MI Miftahul Ulum enables students to excel according to their individual talents, and this strategy can showcase students' intelligence, abilities, and interests, allowing for serious development within the student achievement room. (Simamora et al., 2020) It is believed that the potential abilities of an individual can lead to success in the future. Therefore, everyone actually possesses talents in the sense of having the potential to achieve accomplishments up to a certain level, depending on their individual capacities. If there are students who show potential in specific areas, the role of teachers and the school is to ensure that these students can refine their abilities, leading to positive

achievements. MI Miftahul Ulum addresses this by providing a student achievement room at the school.

## CONCLUSION

This research emphasizes the importance of good interactions between teachers, students, and parents in improving both the academic and non-academic achievements of students at Madrasah Ibtidaiyah Miftahul Ulum. Student performance is not only influenced by the efforts of the students themselves but also by the active involvement of teachers and parents. According to the applicable laws, the community, including parents, has the rights and responsibilities to participate in the educational process, including supporting compulsory education programs.

At Madrasah Ibtidaiyah Miftahul Ulum, the challenges in improving student performance are primarily due to a lack of effective coordination between teachers and parents. This study aims to analyze the interactions between teachers and parents to enhance student achievement. It seeks to identify several strategies, including parent associations, home visits, and student achievement spaces, that can improve and strengthen collaboration between teachers and parents, thereby enhancing student learning outcomes. Consequently, this research is expected to make a significant contribution to improving the quality of education through closer cooperation between the school and students' families.

## REFERENCES

- Aini Safitri. (2021). Comparison Analysis Of Students' Learning Achievements From Ibtidaiyah Elementary School And Madrasah In Learning Islamic Religious Education At Smp Negeri 4 Rantau Aceh Tamiang Regency. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, 3(1), 35–48. <https://doi.org/10.47006/ijierm.v3i1.51>
- Amelia Sabela, R., Sefrinta Anggraeni, P., & Muhid, A. (2021). Layanan Home Visit Dalam Mengatasi Permasalahan Motivasi Belajar Pada Siswa : Literature Review. *Suluh: Jurnal Bimbingan Dan Konseling*, 6(2), 17–23. <https://doi.org/10.33084/suluh.v6i2.2463>



- Anastasha, D. A., Movitaria, M. A., & Safrizal, S. (2021). Peningkatan Aktivitas dan Hasil Belajar Matematika Menggunakan Model Kooperatif Tipe Student Teams Achievement Division di Madrasah Ibtidaiyah. *Jurnal Basicedu*, 5(4), 2626–2634. <https://doi.org/10.31004/basicedu.v5i4.1248>
- Asih, D., & Hasanah, E. (2021). Manajemen Kesiswaan Dalam Peningkatan Prestasi Siswa Sekolah Dasar. *Academy of Education Journal*, 12(2), 205–214. <https://doi.org/10.47200/aoej.v12i2.461>
- Azmi, F. N. (2022). Pelaksanaan Home Visit Guna Mengetahui Kendala Belajar Siswa Pada Masa Pandemi Covid 19 Di Mts Alwasliyah Perdagangan. *Al-Mursyid: Jurnal Ikatan Alumni Bimbingan Dan Konseling Islam (IKABKI)*, 4(2). <https://doi.org/10.30829/mrs.v4i2.2163>
- Corcoran, R. P., Cheung, A. C. K., Kim, E., & Xie, C. (2018). Effective universal school-based social and emotional learning programs for improving academic achievement: A systematic review and meta-analysis of 50 years of research. *Educational Research Review*, 25, 56–72. <https://doi.org/10.1016/j.edurev.2017.12.001>
- Girimarto, S. (2022). *STUDYING STRUCTURE AND LANGUAGE ASPECTS IN STUDENTS OF*. 45–52.
- Habibi, M. W., Jiyane, L., & Özşen, Z. (2024). Learning Revolution: The Positive Impact of Computer Simulations on Science Achievement in Madrasah Ibtidaiyah. *Journal of Educational Technology and Learning Creativity*, 2(1), 13–19. <https://doi.org/10.37251/jetlc.v2i1.976>
- Handayani, P. G., & Hidayat, H. (2017). Pentingnya Pelaksanaan Home Visit oleh Guru Bimbingan dan Konseling. *Jambore Konselor*, 3, 168–177. [https://www.gci.or.id/proceedings/view\\_article/207/4/jambore-konseling-3-2017](https://www.gci.or.id/proceedings/view_article/207/4/jambore-konseling-3-2017)
- Jaka tumuruna. (2009). *Peran Paguyuban Orang ...*, Lanang Pramana, FKIP UMP, 2016. 8–38.
- Miftachul Choiri, W. A. N. (2021). Pentingnya Pentingnya Pola Komunikasi Orang Tua dan Wali Kelas dalam Membangkitkan Motivasi Belajar Siswa melalui Kegiatan Paguyuban. *AL-THIFL: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 1(1), 46–52. <https://doi.org/10.21154/thifl.v1i1.51>

- Nuruddin, R. J. (2023). THE INFLUENCE OF PARENTAL SOCIAL STRATA ON THE JOINING PATTERNS OF GRADE V STUDENTS IN ISLAMIC ELEMENTARY SCHOOL. *El-Midad Jurusan PGMI*, 15. <https://doi.org/https://doi.org/10.20414/jurnaljurusanpgmi.v15i1.6877>
- Park, S., & Holloway, S. D. (2017). The effects of school-based parental involvement on academic achievement at the child and elementary school level: A longitudinal study. *The Journal of Educational Research*, 110(1), 1–16. <https://doi.org/10.1080/00220671.2015.1016600>
- Park, S., Stone, S. I., & Holloway, S. D. (2017). School-based parental involvement as a predictor of achievement and school learning environment: An elementary school-level analysis. *Children and Youth Services Review*, 82, 195–206. <https://doi.org/10.1016/j.childyouth.2017.09.012>
- Reeves, P. M., Pun, W. H., & Chung, K. S. (2017). Influence of teacher collaboration on job satisfaction and student achievement. *Teaching and Teacher Education*, 67, 227–236. <https://doi.org/10.1016/j.tate.2017.06.016>
- Shaturaev, J. (2021). Indonesia Superior Policies and Management For Better Education (Community Development Through Education). *Архив Научных Исследований*, 1(1).
- Simamora, T., Harapan, E., & Kesumawati, N. (2020). Faktor-Faktor Determinan Yang Mempengaruhi Prestasi Belajar Siswa. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 5(2), 191. <https://doi.org/10.31851/jmksp.v5i2.3770>
- Sulisworo, D., Nasir, R., & Maryani, I. (2017). Identification of teachers' problems in Indonesia on facing global community. *International Journal of Research Studies in Education*, 6(2), 81–90.
- Susanto, D., Risnita, & Jailani, M. S. (2023). Teknik Pemeriksaan Keabsahan Data Dalam Penelitian Ilmiah. *Jurnal QOSIM: Jurnal Pendidikan, Sosial & Humaniora*, 1(1), 53–61. <https://doi.org/10.61104/jq.v1i1.60>
- Untari, R., Kamdi, W., Dardiri, A., Hadi, S., & Nurhadi, D. (2020). The development and application of interactive multimedia in project-based learning to enhance students' achievement for 2D animation making. *International Journal of Emerging Technologies in Learning (IJET)*, 15(16), 17–30.

Wilder, S. (2023). Effects of parental involvement on academic achievement: a meta-synthesis. In *Mapping the field* (pp. 137–157). Routledge.