

APPLICATION OF TEACHER AND PARENT COLLABORATION STRATEGIES IN THE DIGITAL AGE: IMPROVING THE QUALITY OF CHILDREN'S EDUCATION AT SD PLUS ALHIRA PERMATA NADIAH

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Abstract: This study was conducted to analyze the application of parent-teacher collaboration strategies in the digital age to improve the quality of children's education in elementary schools. Considering that children in elementary school are not yet able to complete their education independently at home, parental participation is needed. Effective collaboration between the two is believed to be a factor in creating a better learning environment for children, which in turn affects their learning outcomes. The method used in this study was a qualitative case study approach. This was because the research was motivated by problems that arose at SD Plus Alhira Permata Nadiah, which was chosen as the research location. The results of the study show that the implementation of this collaboration strategy has a positive impact on various parties at SD Plus Alhira Permata Nadiah. Subject teachers feel that the cooperation between teachers and parents makes learning more supportive and easier to implement, homeroom teachers find that children's grades have improved, parents feel more familiar with what their children need for their development, and children feel more helped and supported in their education.

Keywords: Digital Age, Collaboration, Parents, Teachers, Education.

Introduction

Education is the most important aspect of life. Without education, humans would not be able to develop and improve upon what has already been created. Education in Indonesia is divided into three parts: formal education, non-formal education, and informal education. The following table explains the types of education available in Indonesia :

Table 1 (Torore et al., 2025)

| Types Of Education In Indonesia | Educational Path Taken |
|---------------------------------|---|
| Formal Educations | Elementary School, Junior High School, Senior High School. |
| Non – Formal Education | All educational paths outside of formal education that can also be pursued in a structured, tiered manner. |
| Informal Education | This type of education is almost the same as non-formal education, except that it is unstructured or can be said to be education that can occur through life experiences in society, family, and the surrounding environment. |

In Indonesia itself, there are several regulations in the world of education, one of which is recorded in Law No. 20 of 2003 concerning the National Education System (Sisdiknas) Article 7: "Every citizen aged 7-15 years is required to attend basic education". However, there is a newer regulation, namely Law No. 23 of 2002 Article 9 Paragraph 1 concerning Child Protection, which states that children have the right to receive a minimum of 12 years of education. This regulation was then reinforced by Government Regulation No. 7 of 2010 Article 2 Paragraph 1 concerning the Management and Implementation of Education, which states that primary and secondary education must be provided for 12 years. Therefore, it can be concluded that children are required to attend school for 12 years in accordance with the laws and regulations in force in Indonesia (Kamila et al., 2025).

Education can improve the quality of human resources and guide them in accordance with the needs of the times. In today's digital age, technological advances greatly influence the way students learn. This can have a positive impact, but it can also have a negative effect. Therefore, innovation in the education system is always needed. Educators are expected to be more creative in choosing strategies that suit the needs of students, so that everyone can adapt to rapid changes (Amelia & Yuliani, 2024).

Parenting elementary school children in the digital age certainly faces enormous challenges. Therefore, collaboration between the two most important parties in a child's life is essential. According to Namira and Hadi, parents play an important role in parenting and shaping their children's character at home, while teachers play an important role as role models and facilitators of learning when children are at school (Sabrina et al., 2024).

Field evidence shows that children's learning methods are not only influenced by internal factors such as motivation and intellectual ability, but also by external factors including parental support and attention, as well as effective communication between schools and families. Previous studies have shown that children's motivation to learn can increase, as evidenced by their enthusiasm and active participation in learning activities and their completion of school assignments. Parental attention has a 74.10 percent influence on children's learning outcomes, with the remainder being supported by other factors (Putu et al., 2024).

According to Irman Susanto, when teachers and parents work together well in terms of monitoring, providing guidance and motivation, as well as support, children will be more likely to feel cared for, which will increase their enthusiasm for learning and have a significant impact on their academic performance at school. Parents play an important role because, basically, children spend more time at home than at school, regardless of whether the school has a full-day program or not. This is also because when children wake up in the morning and when they go to bed at night, the first and last people they see are their parents. Although parents do not necessarily impart knowledge in a formal way, they can greatly influence the formation of their children's character and attitude (Delima et al., 2023).

Through several perspectives and previous research results, it can be concluded that children's education is a responsibility that must be shared between teachers, parents, and the community. Especially in today's digital age, children's education will certainly face various challenges, requiring closer collaboration between teachers and parents. However, in practice, there is often a gap between teachers and parents in the process of educating children. Teachers often feel that parents are not actively involved in their children's education, while parents often feel that teachers do not provide enough information about their children's development. In the digital age, information and communication technology (ICT) has become an integral part of everyday life. Therefore, teachers and parents can utilize ICT in implementing collaboration and communication strategies in children's education.

SD Plus Alhira Permata Nadiah is one of the primary education institutions committed to improving the quality of children's education. It is evident that primary school children do not yet have the independence to carry out their education at primary school. This is also due to the fact that sometimes there are still some children who do not complete the assignments given by teachers at school to be completed or done at home. Some teachers also experience difficulties in the process of transforming understanding, due to the fact that children may not receive full support at home for their learning at school, as evidenced by their low readiness to learn in the classroom. Therefore, several policies regarding collaboration between teachers and parents have been implemented.

Therefore, this study was conducted to identify the application of collaborative strategies between teachers and parents in the digital age to improve the quality of education for children at SD Plus Alhira Permata Nadiah. This study is expected to contribute to improving the quality of children's education and raising awareness among teachers and parents about the importance of collaboration in children's education.

Literature Review

Definition Of Teacher – Parent Collaboration

Collaboration is a social process that involves various activities carried out together to achieve the same goal through mutual assistance and understanding. Parents play a key role in shaping their children's character, serving as role models in instilling character values (Wahyuningsih et al., 2025). When children enter the school system, teachers act as facilitators and continuers of the character building that has been instilled in the family. Through various school programs, children are expected to be able to apply positive manners, ethics, and habits in their daily lives (Muaziz et al., 2025).

Collaboration between parents and teachers is a form of cooperation that involves contributions from each party in the form of an exchange of information, ideas, experiences, abilities, attitudes, and skills. This cooperation aims to improve the mutual understanding of all parties involved in order to achieve educational goals. Thus, collaboration between parents and teachers becomes a strategic partnership between two main elements in education, namely the family and the school.

Yusu and Sulaiman state that the success of children's education is greatly influenced by various educational environmental factors known as the Three Centers of Education, namely the family, school, and community environments. The process of character building in children is complex and requires a long time and the involvement of various elements, including human resources, facilities and infrastructure, and the environment in which children grow and develop. These three elements have a very significant influence on the formation of children's character (Mas et al., 2024).

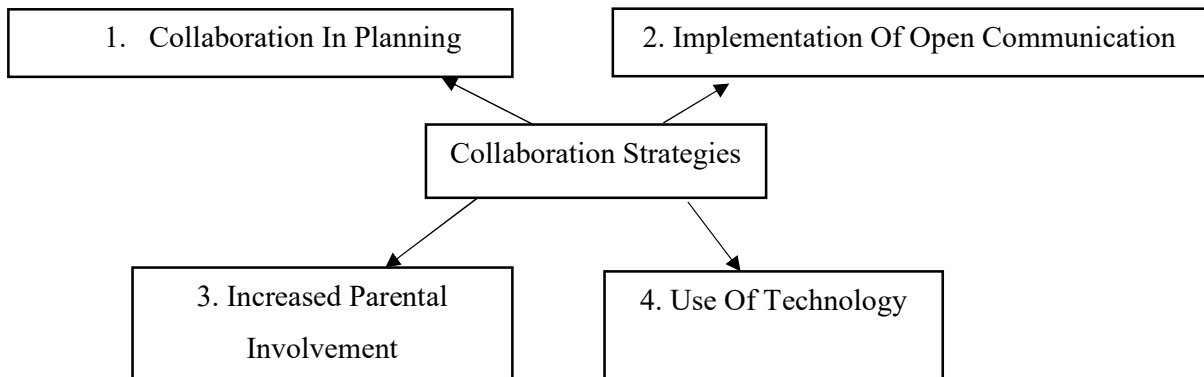
Furthermore, research conducted by Namira, N., and Hadi, M. S. (2025) shows that the application of discipline supported by intensive collaboration between teachers and parents can significantly improve children's motivation and learning outcomes. Children will experience positive changes in attitude, such as increased punctuality, compliance with rules, and responsibility in completing tasks (Mas et al., 2024).

This collaboration also plays a role in creating a conducive learning environment. In addition, reward strategies, the use of engaging learning media, and the implementation of skills-based learning activities contribute to increasing student motivation. This shows that parental involvement in children's education can take various forms, such as establishing close communication with teachers, participating in school activities, and creating a comfortable learning environment at home by providing adequate learning facilities, giving support and

appreciation, and paying attention to the completion of children's school assignments (Purnama et al., 2025).

Implementation Of Teacher – Parent Collaboration Strategies

In the digital age, collaboration strategies that can be used and implemented by teachers and parents with the aim of improving children's education can be illustrated in the following chart :



1. Collaboration in planning: this means that parents and teachers can work together in planning learning activities, taking into account what is needed and based on the child's interests. Both parties can share information about various matters, such as the child's development and the challenges they face, so that the learning plan can be tailored to their needs.
2. Implementation of open communication: Teachers and parents must maintain communication with each other so that it continues. In this digital age, there are various communication channels that can be used as a medium for exchanging messages and information. This is so that both parties can always share information about academic progress, assignments, and problems faced by children. Open communication will have a positive impact on understanding children's needs, so that solutions can also be implemented together immediately.
3. Increased parental involvement: Parents can take a more active role in supporting their children's education. This includes attending or participating in school events, volunteering, or providing full support at home, such as creating a family discussion space to talk about what happens at school or helping children with their homework and projects.
4. Use of technology: Teachers and parents can leverage technology to expand access to information, thereby enhancing collaboration. Both can use various online learning platforms to share materials, assignments, or supporting resources. Technology can also be used to hold virtual meetings, facilitating informal discussions between the two.

Through the implementation of collaborative strategies between teachers and parents in the digital age, learning can also provide children with a more integrated, relevant, and meaningful experience. Children will be more likely to feel that their environment supports the educational process, thereby maximizing learning outcomes and achievements (Suryani, 2023).

The Benefits Of Collaboration Between Teachers And Parents In Digital Learning

Based on a literature review of previous studies, the concept of collaboration, which includes mutual support, information sharing, and complementary roles in children's education, has several benefits, including the following:

1. Improved understanding of children: through collaboration between parents and teachers who establish communication to exchange information about children's learning progress. This certainly helps teachers and parents to better understand the individual needs of children and provide more appropriate solutions.
2. Development of social and emotional skills: this collaboration provides children with ample opportunities to learn through various interactive experiences both at school and at home. As a result, children's social and emotional skills continue to develop.
3. Empowering children: through collaboration between the two, children can become active participants in teaching and learning activities. This is because children are given the opportunity and encouragement to take responsibility for themselves, but are not left to their own devices.
4. Balancing learning: collaboration between teachers and parents can create a balance between children's learning at school and at home. Through a good understanding of the objectives of learning, teachers and parents can certainly create a more consistent and integrated learning environment.
5. Development of strong relationships: collaboration between teachers and parents will build strong and trusting relationships, which will have a positive impact on children, as they will feel supported and valued by both parties (Dafit, 2022).

Through the above points, researchers can conclude that this collaborative strategy has a very positive impact on children's education. Their understanding of learning will increase, their social and emotional skills will develop, they will become more empowered, there will be a balance between learning at home and at school, and a strong and trusting relationship will be created between both parties, which will certainly affirm the quality of children's education. Therefore, it is necessary for teachers and parents to always make efforts to create an optimal learning environment, especially in the digital age.

Research Method

This study uses a qualitative approach with a case study design, as it is considered more appropriate for understanding the phenomenon of collaboration between parents and teachers in improving the quality of children's education in a deep, contextual, and natural way. This research was conducted at Alhira Permata Nadiyah Elementary School in Medan, specifically in the odd semester of the 2025/2026 academic year, considering that Alhira Permata Nadiyah Plus Elementary School is a basic educational institution that certainly has a significant influence on the formation of children's education from an early age.

The focus of the research was directed at the application of collaborative strategies between parents and teachers in shaping, guiding or directing, and strengthening the child education system, with targets including family participation, communication patterns, and methods of cooperation between the two parties. The research subjects were selected using purposive sampling techniques, with the main informants consisting of subject teachers, homeroom teachers, the principal, parent representatives, and several students from different backgrounds in order to obtain comprehensive data (Fattah, 2023).

The research procedure was carried out through several main stages, namely: First, preparation. This involved obtaining a research permit from SD Plus Alhira Permata Nadiyah, followed by initial observations and the preparation of guidelines for interviews and observations

related to the implementation of collaborative strategies between parents and teachers in improving the quality of children's education in the digital age. Second, data collection. This was done through in-depth interviews with subject teachers, homeroom teachers, the principal, parents, and students. Participatory observation was conducted during learning activities and meetings at school, and documentation was carried out through program archives and previous research used to support and reinforce the data in the field. Third, data analysis using the interactive model proposed by Huberman et al., which includes data reduction, data presentation in narrative and table form, and conclusion drawing/verification (Fiantika, Wasil M, Jumiyati, Honesti, Wahyuni, Jonata, 2022).

Discussion Results

Forms of Collaboration Between Parents and Teachers at SD Plus Alhira Permata Nadiyah

Based on an interview with Mr. Imam, a PAI teacher at SD Plus Alhira Permata Nadiyah, it was found that cooperation or collaboration between parents and teachers is a fundamental factor in improving the quality of children's education. Teachers emphasized that parental involvement is very helpful in reinforcing the educational values that have been instilled in school.

The PAI teacher stated that "Through the implementation of this collaboration strategy between parents and teachers, it has greatly helped me in the process of educating children, especially in grades one and two. One routine step we take is to always send homework assignments for the children to do at home through the parents' WhatsApp group. This makes the children more disciplined and responsible for the tasks given to them, because they have the support and assistance of their parents at home." This shows that the implementation of this collaboration strategy has a positive effect on teachers, making them feel more supported when educating children at school.

Meanwhile, interviews with English teachers, as foreign language teachers, revealed that *"If I have given assignments to the children, but some of them have not completed them, I will send a message to the parents' WhatsApp group to remind them to help and discipline their children in completing their homework."*

The results of the two interviews above show evidence of a collaborative strategy, namely regular digital-based communication. Teachers and parents at Alhira Permata Nadiyah Elementary School use the class WhatsApp group as a means of sharing information related to the development of children's attitudes, character, and discipline at school. From the interviews, teachers conveyed that this communication is not only in the form of reports of violations, but also a forum for finding solutions together. This has an impact on parents, making them feel more at ease because they can find out about their children's progress directly. Observations of interactions in the group show that this digital collaboration is able to create more integrated social control between home and school.

Then, several parents also affirmed the positive impact of implementing this collaborative strategy. *"I feel that this collaborative strategy has really helped me understand my child's needs. The teachers at school are very responsive and always provide information about my child's development. I feel that communication between teachers and parents is very important in monitoring children's development. With this collaboration, I can better monitor my child's development and help them if they encounter difficulties."* Some parents also find it easier when given assignments by teachers at school, because if they forget, parents can remind them based on the information provided by teachers in the WhatsApp group.

The homeroom teachers also stated that when compiling final semester grades, the children's grades or academic performance had improved. During the learning process, through

regular communication between the two parties, homeroom teachers always received feedback from parents regarding their children's development. This shows that the implementation of this collaborative strategy greatly helped homeroom teachers in taking responsibility for the development of the children in their classes.

The principal also said that this strategy was implemented because the school believes that effective communication is the key to improving the quality of education. With this collaborative strategy, the school can ensure that teachers and parents work together to make education a success. Here is some evidence of communication between teachers and parents in the digital age :



Figure 1. Sending Arabic Language Learning Video Links to be Watched Again at Home

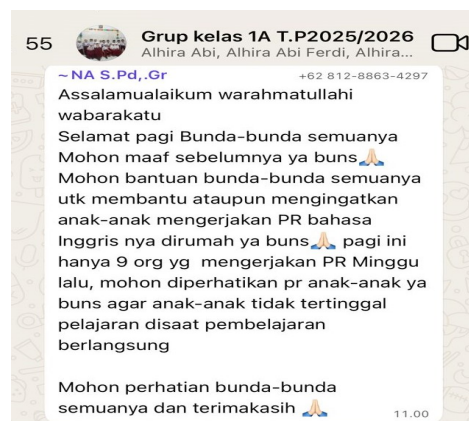


Figure 2. Warning to Parents: Some Children Are Not Yet Disciplined in Doing Their Homework

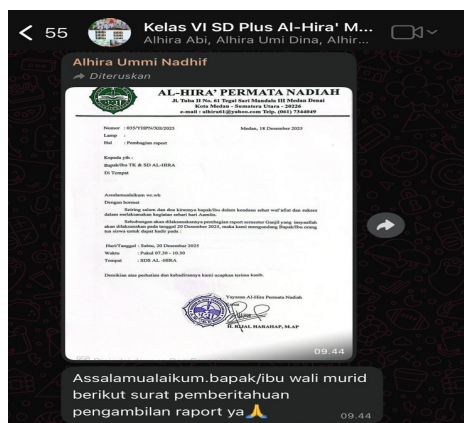


Figure 3. Announcement of Activities to be Conducted by the School

The Impact of Teacher-Parent Collaboration on Learning Achievement

Based on research data from Alhira Permata Nadiah Elementary School and various previous research sources, it appears that active parental involvement in synergy with teachers has a significant impact on children's academic achievement. Parental involvement in children's learning process has long been seen as an important factor that influences children's academic achievement, especially in elementary school. Developing research results show that parental participation has a positive impact on various aspects of child development, such as increased motivation to learn, a positive attitude towards school, and an overall improvement in academic achievement (Parera & Supriadi, 2025).

Conclusion

This study shows that the implementation of collaborative strategies between teachers and parents in the digital age can improve the quality of education for children at SD Plus Alhira Permata Nadiah. These collaborative strategies include effective communication, active parental participation, and the use of information and communication technology media to monitor children's development. The results of the study also show that this collaborative strategy has a positive impact on various parties. The results of the study show that the implementation of this collaborative strategy has a positive impact on various parties at Plus Alhira Permata Nadiah Elementary School. Subject teachers feel that the cooperation between teachers and parents makes learning more supportive and easier to implement, homeroom teachers find that children's grades have improved, parents feel more familiar with what their children need for their development, and children feel more helped and supported in their education.

Some of the benefits that arise from the implementation of the collaboration strategy are: improved understanding of children, development of social and emotional skills, empowerment of children, and balanced learning, which will have an impact on children's learning achievements. The results of the study also prove that in the digital era, the collaboration strategy between teachers and parents can be one way to improve the quality of children's education. Therefore, schools need to utilize information and communication technology to improve collaboration between teachers and parents, as well as improve the quality of children's education.

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