

School–Parent Collaboration Management in Supporting Learning Effectiveness in the Digital Era at SDN 2 Pancawarna

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Abstract: This study aimed to describe the management of school–parent collaboration in supporting learning effectiveness in the digital era at SDN 2 Pancawarna, identify the supporting and inhibiting factors, and analyze its impact on students' learning effectiveness. The study employed a qualitative approach using a descriptive method. Data were collected through observations, interviews, and documentation involving the principal, teachers, parents, and students as research informants. Data were analyzed through data reduction, data display, and conclusion drawing. The findings revealed that school–parent collaboration was implemented through the management functions of planning, implementation, and supervision. Collaboration activities were carried out through parenting programs, regular communication, and the utilization of digital media, particularly WhatsApp, as a communication platform between teachers and parents. Supporting factors included parental trust, commitment, active involvement, and concern for children's education. Meanwhile, inhibiting factors consisted of differences in understanding, limited parental time, low digital literacy among some parents, and unequal access to technology. The implementation of collaboration had a positive impact on learning effectiveness, as reflected in improved student discipline, learning participation, responsibility, and continuity between school-based and home-based learning. The study concludes that strengthening systematic and sustainable school–parent collaboration management is essential for enhancing learning effectiveness in the digital era.

Keywords: *School–Parent Collaboration Management, Learning Effectiveness, Digital Era, Parental Involvement, Elementary Education.*

A. Introduction

Education is a fundamental investment in the development of high-quality human resources. The success of education is determined not only by the learning process that takes place in schools but also by the support provided by families and the broader community. In the context of elementary education, the family plays a crucial role as the primary environment in shaping children's character, learning habits, and social-emotional development. Therefore, the success of the educational process requires strong synergy between schools and parents as partners in supporting students' development.

Previous studies have consistently demonstrated that parental involvement positively influences students' academic achievement and well-being. However, most studies have examined parental involvement from behavioral or psychological perspectives rather than from an educational management perspective. Existing research also tends to focus on communication practices without explaining how collaboration is systematically planned, implemented, supervised, and evaluated within school management systems. Furthermore, empirical evidence from rural elementary schools in developing countries remains limited, particularly regarding digital collaboration after the post-pandemic educational transition.

The advancement of information and communication technology has brought significant changes to various aspects of life, including education. Digital transformation has encouraged schools to utilize various technological platforms in learning activities, communication, and educational management. Learning in the digital era is no longer confined to the classroom but also involves interactions through digital media that enable more flexible learning processes. This condition requires adaptation from all educational stakeholders, including schools, teachers, students, and parents.

In the digital era, the role of parents has become increasingly important as they function not only as learning companions at home but also as facilitators of technology use for their children. Parents are expected to supervise the use of digital devices, assist children in understanding learning materials, and maintain effective communication with schools regarding students' academic progress. Numerous studies have demonstrated that parental involvement in education positively influences learning motivation, academic achievement, discipline, and character development. Therefore, effective collaboration between schools and parents is considered one of the key factors in enhancing learning effectiveness.

The concept of school-parent collaboration has received considerable attention in educational management studies. Epstein (2018) explains that partnerships between schools and families are among the essential components in creating a learning environment that supports student success. Such collaboration can be realized through intensive communication, parental involvement in school activities, learning assistance at home, and participation in decision-making processes related to children's education. In the digital era, these forms of collaboration have evolved through the utilization of communication technologies such as instant messaging applications, social media platforms, and various online learning systems.

Nevertheless, the implementation of school–parent collaboration continues to face several challenges. Differences in educational backgrounds, socioeconomic conditions, levels of digital literacy, and parents' time constraints often hinder the development of optimal partnerships. Furthermore, not all schools have established structured and sustainable collaboration management systems. In many cases, communication between schools and parents remains incidental and primarily focused on the delivery of academic information, thereby limiting the development of strong partnerships that effectively support student learning.

SDN 2 Pancawarna is one of the elementary schools that has sought to utilize digital technology to support both learning processes and communication with parents. The school has adopted digital communication media, particularly WhatsApp, as a platform for disseminating information regarding school activities, students' learning progress, and coordination between teachers and parents. In addition, the school has implemented various programs that encourage parental involvement in supporting children's education. However, preliminary observations indicate that collaboration efforts still encounter several obstacles, including varying levels of parental participation, limited digital literacy among some parents, and the absence of a structured and well-documented collaboration evaluation system. These challenges have reduced the effectiveness of collaboration in supporting learning within the digital environment.

Although numerous studies have examined school–parent collaboration, most have focused primarily on parental involvement in children's education. This study differs by investigating collaboration from an educational management perspective, encompassing the functions of planning, implementation, and evaluation of collaboration between schools and parents. Therefore, this research not only describes forms of parental involvement but also analyzes how collaborative processes are managed to support learning effectiveness in the digital era.

Based on the aforementioned background, this study aims to describe the management of school–parent collaboration in supporting learning effectiveness in the digital era at SDN 2 Pancawarna, identify the factors that facilitate and hinder its implementation, and analyze its impact on students' learning effectiveness. The findings are expected to contribute to the development of educational management studies and serve as a reference for schools in designing more effective, systematic, and sustainable school–family collaboration systems in the digital era.

B. Method

This study employed a qualitative approach using a descriptive research design to explore the management of school–parent collaboration in supporting learning effectiveness in the digital era. The research was conducted at SDN 2 Pancawarna during the 2025/2026 academic year. Prior to data collection, permission was obtained from the school principal. All participants voluntarily participated after receiving information regarding the research objectives. Written informed consent was obtained from adult participants, while parental consent was secured for student participants. Participants' identities were anonymized to ensure confidentiality throughout the study.

The participants were selected through purposive sampling to obtain in-depth information relevant to the research objectives. The informants consisted of one principal, five classroom teachers, three parents, and five students who were directly involved in the implementation of school–parent collaboration programs. Data were collected through observations, semi-structured interviews, and documentation. Observations were conducted to examine the implementation of collaboration activities between the school and parents. Interviews were carried out with the principal, teachers, parents, and students to obtain comprehensive information regarding collaboration management, supporting and inhibiting factors, and its impact on learning effectiveness. Documentation was used to support the findings obtained from observations and interviews, including school reports, meeting records, communication documents, and other relevant administrative records.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2020), which consists of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, simplifying, and organizing the collected information. Data display was conducted by presenting the findings in narrative and thematic forms to facilitate interpretation. Finally, conclusions were drawn and continuously verified throughout the research process to ensure the credibility and consistency of the findings.

To ensure the trustworthiness of the data, triangulation techniques were applied, including source triangulation and method triangulation. Source triangulation was conducted by comparing information obtained from different informants, while method triangulation involved comparing data gathered through observations, interviews, and documentation. These procedures enhanced the validity and reliability of the research findings.

C. Results and Discussion

1. School-Parent Collaboration Management

The findings revealed that school-parent collaboration at SDN 2 Pancawarna was implemented through the management functions of planning, implementation, and supervision. In the planning stage, the school designed various programs to strengthen communication and cooperation with parents, including parent meetings, parenting activities, and digital communication initiatives. Although these programs were implemented regularly, the planning process was not yet fully documented in a structured management framework.

The findings revealed that WhatsApp functioned not only as a communication platform but also as an organizational coordination mechanism supporting collaborative educational governance. This finding extends Epstein's (2018) partnership model by demonstrating that digital communication enhances parental engagement beyond traditional face-to-face interactions. Similar findings were reported by Goodall (2021), who argued that digital engagement increases parents' accessibility to educational information. However, unlike previous studies conducted in urban schools, this study identified digital literacy disparities as a major barrier, indicating that technological readiness remains an important contextual factor in rural elementary education.

The implementation stage was characterized by active communication between teachers and parents through digital platforms, particularly WhatsApp groups. These platforms were utilized to disseminate information regarding learning activities, students' academic progress, school programs, and other educational matters. In addition, the school organized parenting activities to enhance parents' understanding of their roles in supporting children's learning. Classroom teachers served as the primary facilitators in maintaining communication and collaboration between the school and families.

The supervision process was conducted through continuous monitoring of parental participation in school activities and students' learning progress. The principal and teachers evaluated the effectiveness of communication and collaboration based on parental responses, student performance, and feedback obtained during meetings and informal interactions. However, the evaluation process remained relatively informal and had not been supported by a comprehensive assessment system. These findings support Epstein's partnership theory, which emphasizes the importance of communication and cooperation between schools and families in promoting student success. Effective collaboration creates a supportive educational environment in which schools and parents share responsibilities for students' academic and personal development.

2. Supporting and Inhibiting Factors of Collaboration

The study identified several factors that supported the implementation of school-parent collaboration. These included parental trust in the school, commitment to children's education, active parental involvement in learning activities, effective communication

between teachers and parents, and parental awareness of the importance of education. Such factors contributed to stronger cooperation and facilitated the implementation of educational programs designed to support students' learning.

On the other hand, several obstacles were found to hinder effective collaboration. These included parents' limited time due to work commitments, varying educational backgrounds, differences in perceptions regarding educational responsibilities, and inadequate digital literacy among some parents. In addition, unequal access to technological devices and internet connectivity posed challenges for several families in participating fully in digital communication and learning activities. The findings indicate that successful collaboration is influenced not only by school initiatives but also by the readiness and capacity of parents to engage in educational activities. Therefore, schools need to develop inclusive collaboration strategies that accommodate diverse parental backgrounds and technological capabilities.

3. The Impact of School-Parent Collaboration on Learning Effectiveness

The findings demonstrated that school-parent collaboration positively contributed to students' learning effectiveness. Students whose parents actively participated in communication and educational activities tended to demonstrate better learning discipline, greater responsibility in completing assignments, and higher levels of engagement in classroom and home-based learning activities.

The use of digital communication platforms enabled parents to receive timely information regarding learning tasks, school activities, and students' progress. This facilitated more effective supervision and support at home, resulting in stronger continuity between school learning and home learning environments. Consequently, students received more consistent guidance and encouragement throughout the learning process. Furthermore, collaboration enhanced mutual understanding between teachers and parents regarding students' academic and behavioral development. This shared understanding allowed both parties to identify learning difficulties more quickly and implement appropriate interventions to address students' needs.

These findings are consistent with previous studies indicating that parental involvement contributes significantly to students' academic achievement, motivation, and overall educational outcomes. In the context of the digital era, effective communication supported by technology strengthens the partnership between schools and families, thereby improving the quality and effectiveness of learning. Overall, the results suggest that well-managed school-parent collaboration serves as an important strategy for enhancing learning effectiveness. Nevertheless, efforts to improve collaboration should focus on strengthening digital literacy among parents, increasing parental participation, and

establishing more systematic mechanisms for planning, monitoring, and evaluating collaborative activities.

D. Conclusion

This study concludes that school–parent collaboration management at SDN 2 Pancawarna has been implemented through the management functions of planning, implementation, and supervision to support learning effectiveness in the digital era. The collaboration was realized through parenting programs, regular communication, and the utilization of digital communication platforms, particularly WhatsApp, to facilitate interactions between teachers and parents.

Several factors supported the implementation of collaboration, including parental trust, commitment, active involvement, and awareness of the importance of education. However, the collaboration also faced challenges such as limited parental time, differences in educational backgrounds and perceptions, low digital literacy among some parents, and unequal access to technology. These factors influenced the level of parental participation in educational activities.

The findings further indicate that effective school–parent collaboration contributes positively to students' learning effectiveness. This impact is reflected in improved learning discipline, greater responsibility in completing assignments, increased learning participation, and stronger continuity between learning activities at school and at home. Therefore, strengthening systematic and sustainable collaboration management between schools and parents is essential for enhancing learning effectiveness and supporting students' academic development in the digital era.

Future efforts should focus on improving parents' digital literacy, increasing parental engagement, and developing more structured mechanisms for planning, monitoring, and evaluating collaborative programs to ensure their long-term effectiveness and sustainability.

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