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School and Parents Partnership in Improving Student Achievement at Primary School (SD) Plus Muhammadiyah 1 Waru Pamekasan

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Abstract

The partnership between schools and parents plays a significant role in creating a conducive learning environment, fostering an enjoyable atmosphere both at school and at home. This study investigates the impact of school-parent partnerships on enhancing student achievement, utilizing a qualitative case approach. Data were collected through interviews, observations, and documentation. Two key findings about the school-parent partnership at SD Plus Muhammadiyah 1 Waru were identified. First, the school involves parents through various communication mechanisms: routine meetings, parenting sessions, home visits, parent associations, social media for information and communication, school committee engagement, violation control cards, daily monitoring books, and formal letters. Second, parents respond to school programs by integrating school and home learning activities, attending school events, providing necessary information during teacher visits, staying updated through social media, actively participating in communication groups, and monitoring student activities through the provided tools. The collaboration and synergy between school and home learning activities contribute significantly to fostering a positive and effective learning environment for students.

This study will show other schools how important structured parent-school partnerships are, especially when combined with culturally relevant approaches. They will provide a replicable framework for improving student learning outcomes and professional school management.

Keywords: Holistic Education; Instructional Communication; Spiritual Strengthening.

A. Introduction

To enhance student achievement, a crucial interdependent relationship exists between parents and schools. This is the case at SD Plus Muhammadiyah 1 Waru, which is located 35 km from the city center in a rural area of Pamekasan Regency. This school has overcome common obstacles to school-parent collaboration, demonstrating the critical role of measurable school-parent collaboration in improving school management, which in turn affects student achievement. Amin (2018) suggested that fostering intelligent and well-behaved children requires mutual support and enhancement between parents and schools . Chen et al. (2019) and Hidayati (2016) asserted that positive interactions between parents and schools can elevate academic performance and contribute to students' emotional development. Collaborative efforts between educational institutions and guardians can shape educators' and parents' perspectives on education, especially in creating a positive learning environment at home and in the classroom. Therefore, establishing positive communication between schools and parents is essential. Teachers play a vital role as stakeholders with full responsibility for learning activities at school, while parents contribute significantly to implementing the school's vision and shaping student character (Green, 2018). They also play a crucial role in overseeing, providing input, and evaluating school programs. Since parents are the primary companions and caregivers during their children's learning at home, they can exert a substantial influence on children's behavior, emotions, and cognitive development (Devaney & Crosse, 2023).

The insufficient collaboration between schools and parents persists, particularly in rural schools. SD Plus Muhammadiyah 1 Waru experiences similar challenges, especially since this school is located in a rural area that requires an understanding of the importance of cooperation between both parties, especially teachers and parents. Utari suggests that the initial challenges in this partnership often originate from the school's perspective, primarily represented by the teachers. Teachers might hesitate to engage with parents due to (1) their

accustomed independence in working without parental assistance, (2) their preference for focusing solely on teaching students and avoiding involvement in partnerships, (3) their satisfaction with the government addressing educational issues, and (4) their lack of responsiveness to parents with limited understanding of education (Utari, 2010). William and Sanchez identified several challenges that schools often face in building collaboration with parents. These challenges stem from obstacles parents encounter in engaging with their child's education. There are at least four main hurdles that parents face, making it difficult for them to participate actively in their child's education at school. These include (a) limited time, (b) insufficient access to schools, (c) poverty, and (d) lack of awareness (Williams & Sánchez, 2013).

The issue of school-parent partnership is a classic problem. Communication gaps between parents and schools, especially in rural areas, still persist. The issue of school-parent cooperation in rural Pamekasan is exemplified by the situation at SD Plus Muhammadiyah 1 Waru. According to Kristanti et al. (2024), this happened because a lot of parents can't participate because of time constraints and work obligations, which limits their involvement in school events. Pasiningsih (2021) highlighted the lack of school and parent communication. Utari (2010) identified the school, represented by teachers, as the initial source of the problem in this relationship. Teachers may be hesitant to collaborate with parents due to several reasons: (a) a tendency to function independently, (b) reservations towards parents with limited education knowledge, (c) a belief that they are adequately addressing educational issues as per government guidelines, and (d) a desire to focus solely on educating children without getting involved in partnerships. Challenges faced by parents in increasing their involvement in their children's education, a common obstacle encountered by schools seeking parent-school cooperation, include: (a) time constraints, (b) limited access to schools, (c) economic challenges, and (d) lack of awareness (Williams & Sánchez, 2013).

In this study, the focus was on SD Plus Muhammadiyah 1 Waru Pamekasan Elementary School, an Islamic institution incorporating Quran memorization and the promotion of Islamic character in its robust program. Located in a village roughly 35 kilometers from Pamekasan city, The school has demonstrated successful collaboration between teachers and the institution through intensive cooperation with parents, evidenced by regular communication, frequent meetings between both parties, and collaborative efforts to address children's educational challenges. The various challenges of collaborative school-parents partnerships at

SD Plus Muhammadiyah 1 Waru can be overcome with strategic steps that create a good partnership culture, making the school grow rapidly. Consequently, this paper delves into the establishment of school-parent partnerships, the role of parents in collaborating with teachers, and the impact of such collaborations on students' academic performance. The study aims to provide a comprehensive understanding of effective collaboration for parents, teachers, and stakeholders at SD Plus Muhammadiyah 1 Waru Pamekasan Primary School to foster conducive learning environments both at home and at school.

This study offers valuable practical insights that can directly inform school policy and strengthen parental involvement strategies at SD Plus Muhammadiyah 1 Waru. By documenting the effectiveness of structured programs—such as routine parent-teacher meetings, home visits, parenting workshops, and communication through social media and liaison tools—the research highlights actionable practices that can be institutionalized through formal school policy. The introduction of tools like Violation Control Cards and the Mutabaah Yaumiyah Book demonstrates how behavior and character education can be systematically reinforced across school and home environments. Moreover, the findings support the implementation of more inclusive communication frameworks and parent outreach programs, especially for families in rural or low-access areas. These insights can guide school leadership in developing targeted initiatives, such as mandatory orientation sessions for new parents, training for teachers on parent engagement, and formal inclusion of school committees in curriculum-related decisions, ultimately fostering a more cohesive and supportive educational ecosystem.

B. Methods

Researchers used qualitative methods in this study. The research employed a case study within qualitative methodology to achieve in-depth results, aiming to understand subjective human experiences directly (Ulfatin, 2022). The author served as the research instrument over three months (June-September 2023), conducting interviews with school principal, vice principal, homeroom teacher, school committee, and parents to gather data on school-parent collaboration. The researcher also observed relevant activities like parent-teacher meetings, monitoring parent attendance at the schoo, and teachers collaboration. Observation is crucial in research as the findings can be used to strengthen interview data through direct observation of events in the field (Creswell & Creswell, 2018).

Data analysis followed Miles, Huberman, and Saldana's technique with four stages: collection, condensation, display, and conclusion drawing. Data collection is a crucial initial stage that lays the foundation for analysis, commonly involving in-depth interviews, observations, and document analysis to gather rich and contextual data. Data condensation involves selecting, focusing, and simplifying raw qualitative data to preserve essential information while reducing volume. Data display organizes this condensed information into visual formats like matrices or charts to help identify patterns and relationships systematically. Data conclusion drawing represents the final stage where researchers interpret the displayed data to derive meaningful insights and verify these findings against original data. The study gathered information through observation, documentation, and interviews, with visual aids used for data presentation and conclusions subject to revision if new evidencce emerged (Miles et al., 2014).

C. Result and Discussion

The partnership between schools and parents plays a crucial role in improving the academic achievement of primary school students. Castro et al. (2015) in their research concluded that school and parent partnerships can enhance students' academic performance. Henderson and Mapp, (2002) revealed that students with actively involved parents tend to achieve higher grades, better attendance, and higher graduation rates. Therefore, according to Emerson et al. (2021) schools need to recommend professional development for teachers to facilitate parent involvement and sustainable school partnerships. SD Plus Muhammadiyah 1 Waru Pamekasan, one of the schools in a remote village in Pamekasan Regency, specifically in the northern part, has consistently been able to elaborate school and parent partnerships, thereby improving student achievement. This study will discuss the implementation of school and parent partnerships, the forms of partnership, and the impact of school and parent partnerships on student achievement.

1. The implementation of school-parent partnership in SD Plus Muhammadiyah 1 Waru Pamekasan

SD Plus Muhammadiyah 1 Waru Pamekasan is a school in the northern part of Pamekasan regency, located on Jl. Raya Waru - Sotabar, Tlangi 1, West Waru, Kec. Waru, Pamekasan regency. Established in 2003 with operational authorization number 481/3917/411.302/2003 from the Pamekasan district

Ministry of Education and Culture, the school has made significant progress in both quality and quantity. The increase in students shows the school's development. The table below provides the number of students enrolled at SD Plus Muhammadiyah 1 Waru Pamekasan.

Table 1. Number of students at SD Plus Muhammadiyah 1 Waru Pamekasan

Class	Amount	Total
1A	20	60
1B	20	
1C	20	
2A	27	55
2B	28	
3	36	36
4A	29	59
4B	30	
5A	28	52
5B	24	
6A	23	47
6B	24	

Source: Documentation from the deputy head of student affairs (2023)

The school has flourished through effective parent-school collaboration. Increasing enrollment reflects parental commitment to education and their support of learning at home. Since Mr. Syamsul Arifin became principal in 2021, both student numbers and academic quality have improved significantly. He credits this success to parent-school partnerships that create engaging learning environments. Laili (2023), the deputy head of curriculum, confirmed that SD Plus Muhammadiyah 1 Waru Pamekasan ha dbecome a leading school in Waru through improved management, attracting more community interest and consistent enrollment growth. This achievement results from productive parent-school collaboration fostering positive educational experiences.

Graham-Clay (2024) stressed the importance of a strong relationship between schools and parents in supporting children's education through two-way communication and jointly-designed activities. Barr and Saltmarsh (2014) suggested various cooperative activities, like parent-teacher conferences, school visits, parent involvement in events, home visits, parent handbooks, organizations, correspondence, and reports. SD Plus Muhammadiyah 1 Waru Pamekasan has implemented these to foster effective interaction. Zuhri (2023), the deputy head of

community relations, mentioned, "*several activities, including regular teacher-parent meetings, home visits, parenting classes, class-based parent associations, social media usage, liaison books, formal letters, and collaboration with school committees, have been carried out for effective cooperation between schools and parents".*

The increase in student enrollment at SD Plus Muhammadiyah 1 Waru Pamekasan is not only a sign of the school's academic quality but a direct outcome of deliberate and structured parental involvement initiatives. Arifin, (2023c), Headmaster of SD Plus Muhammadiyah 1 Waru said that since the implementation of routine parent-teacher meetings, digital communication channels, and outreach through home visits and parenting workshops, parental confidence in the school's mission has significantly increased. This growing trust has translated into word-of-mouth promotion, higher parent satisfaction, and greater community interest, all of which contribute directly to the school's expanding student population. For instance, enrollment has risen to 309 students across all grades—a measurable outcome strongly associated with the school's parent-centered approach and community engagement strategy. This is in accordance with the results of Kelty and Wakabayashi (2020) research, stated that strong relationships, inclusive practices, communication, and parental education are key to parental involvement in their children's education, which can have an impact on improving the quantity and quality of schools.

At SD Plus Muhammadiyah 1 Waru Pamekasan, regular parent-teacher meetings take various forms. These include sessions with parents of new students at the beginning of the school year and meetings with all parents twice a year after the odd and even semester end-of-semester assessments (PAS and PAT). Fauzi (2023) , the deputy head of student affairs, mentions that meetings with parents of new students aim 'to explain the school's vision and mission, agenda, and upcoming programs, helping parents understand the importance of supporting their children's education by collaborating with the school. He added that the regular agenda for the meetings after PAS and PAT includes agenda plans, upcoming school programs, student learning outcomes development, discussions on various parenting issues faced by instructors and parents, and the distribution of report cards to students.. The principal, Arifin,(2023), added that 'during these meetings, the school's designed programs are explained to help parents understand and use them in tandem with their children's at-home learning activities. The gathering also provides an opportunity to discuss issues related to

childcare and educational activities, allowing parents and instructors to find practical solutions. The final agenda item is for parents to receive their child's report directly, enabling them to see their child's learning progress".

To support the information mentioned earlier, the researcher observed a classroom event on June 24, 2023, following the year-end assessment (PAT) during a meeting with teachers and parents. The class-divided meeting had excellent attendance (Fauzan, 2024). Sutrisna (2023), the Grade 5 homeroom teacher, noted that parents of her pupils consistently respond promptly to school invitations. Approximately eighty percent of the parents attended the meeting, showcasing their cooperation with the school to enhance their kids' education. Shomad (2023), a parent of a fourth-grader, emphasized the necessity of attending school invitations to stay informed about his child's progress and important school information. Mr. Haikal, with a child in grade 6, shared a similar sentiment: "*I have to attend school invitations as a parent. Missing them means missing out on crucial information about my child's education. It's important for me to manage my time well so that, in addition to learning about school activities, I can discuss my child's learning progress and the challenges I face in helping him"*. According to Gestaldi, the positive intensity of parent-teacher meetings indicates the establishment of a supportive learning environment between the two parties at the school (Gastaldi et al., 2015).

Some parents may not be very involved in their children's education, possibly due to being busy or not realizing its importance. To overcome this, the school conducts in-class parenting workshops and home visits for parents needing extra support. According to laili (2023), "*home visits are arranged for students or parents facing challenges, aiming to resolve problems and increase awareness of the importance of teacher and school collaboration. Parenting classes are also held to provide parents with knowledge about their children's education and teach them skills for teaching and maintaining strong ties with their kids*". Class teachers visit parents' homes as part of home visitation programs to emphasize the value of collaboration with the school. Various parenting activities, such as meetings and occasional school visits, are organized to enhance parents' understanding of the importance of working together with teachers and address any issues that may arise between educators and caregivers.

Đurišić and Bunijevac (2017) suggests that parenting workshops aim to make parents more responsible for their children's education. These workshops provide parents with the knowledge to support childcare and education effectively.

It is expected that parents actively contribute to their children's growth and development. Lin and Bates recommend teacher visits to parents' homes to understand the family dynamic and address issues affecting both parties. This fosters discussions encouraging parents to play a more active role in their children's education (Lin & Bates, 2010).

Schools use formal letters to communicate important information to parents about their child's education. They also have a presence on social media platforms like Facebook, Instagram, TikTok, WhatsApp, and YouTube to improve communication between teachers and parents. This helps parents stay updated on important school information. Fauzi (2023b), Deputy Head of Student Affairs stated*, "highlights the establishment of WhatsApp groups for each class as a strategy to promote efficient communication between educators and parents. This platform allows parents and educators to connect and discuss any issues that may arise at any time".*[1] *Ramadhani and Hariyanto assert that leveraging social media can strengthen the relationship between parents and schools, facilitating feedback and responsiveness, thereby increasing parental involvement in their children's education.*

Despite the effectiveness of social media, traditional correspondence remains a staple in official communication due to its role as administrative documentation. Letters, as mentioned by Ayurindah and Riduan, serve as a reliable reference for information when needed and act as proof of school administration paperwork, particularly during institutional evaluations such as accreditation activities (Iqbal et al., 2023).

To ensure parents receive timely information, the school committee has been entrusted with the responsibility of communicating school-related updates. As noted by Hikmah (2023), the school committee serves as a vital link between the community and the school, nurturing relationships, facilitating collaboration, and advocating for school policies and program (Nurhasanah et al., 2021). Khadijah (2023), the Chairperson of the School Committee at SD Plus Muhammadiyah 1 Waru Pamekasan, emphasizes her active role in disseminating essential school information to parents. She acknowledges that many parents may struggle to comprehend or may overlook information shared in WhatsApp groups due to busy schedules. Consequently, she serves as a conduit for parents who may otherwise remain uninformed.

In addition, a student identity card has been implemented, featuring a Violation Control Card that students are required to wear while at school. This initiative aims to cultivate a robust collaboration between teachers and parents in overseeing children's activities and character development. Each transgression committed by a student is recorded on the card, which parents subsequently review when the child returns home. To further regulate and familiarize children with character-building activities at home, a 'Mutabaah Yaumiyah' book has been introduced. This book encompasses a daily log of character-building tasks assigned by the school, such as expressing respect to parents by kissing their hands when departing and returning from school, performing the five daily prayers, and other activities. The Control Card and Mutabaah Yaumiyah book provide a means for teachers and parents to communicate effectively in managing students' behavior and character both at home and at school. According to Sari and Wahyuni, the liaison book serves as a communication channel for parents and teachers to collaborate on supporting each other in guiding their children's development, and it serves as a repository of information regarding students' activities both at home and at school (Sari & Wahyuni, 2021).

Parental involvement at SD Plus Muhammadiyah 1 Waru has led to notable improvements in student achievement and behavior, exemplified by students like Qonita Asfoura, who memorized 2 Juz of the Qur'an and improved in mathematics through consistent home and school support. Enhanced discipline, respect, and independence have also been observed, supported by structured collaboration tools such as the Daily Monitoring Book, Violation Control Cards, Mutabaah Yaumiyah book, liaison books, and smart ID-based attendance systems, enabling continuous character and academic monitoring between parents and teachers (Fauzan, 2023b).

2. The Role of Parents in Collaboration with Schools in SD Plus Muhamadiyah 1 Waru Pamekasan

While children are at home, parents bear the primary responsibility for their education, thereby playing a crucial role in shaping their children's learning experiences. Consequently, schools cannot overlook the vital role parents play in advancing their children's education. However, for parents to effectively contribute to providing, monitoring, and guiding their children's education at home, schools must establish collaborative partnerships with them. Hidayat (2023), a parent of a fifth-grader, exemplifies a dedicated effort to support his child's educational journey by actively engaging with teachers in various school-

related capacities. This involvement includes regular attendance at school meetings, staying updated on school announcements through social media, participating in active communication with teachers via WhatsApp groups, monitoring his child's academic progress and character through parent-teacher liaison books, and providing guidance and supervision for his child's academic activities at home. In situations where children's cognitive capacities have shown significant improvement, Topor contends that ongoing collaboration of this nature can positively enhance children's achievements (Topor et al., 2010).

Rusmanto (2023), a parent of a Grade 2 student, shares a similar perspective: "*I hold high aspirations for my children to achieve more than I have.' Consequently, I dedicate significant effort to collaborating with the school. I consistently respond to school invitations and establish a positive relationship with my child's teachers to stay informed about their progress. I ensure that my child's homeroom teacher is kept abreast of each learning milestone achieved. To foster synergy between home and school learning processes, I regularly meet with the homeroom teacher after dropping off my child at school to discuss their academic progress*".

As the parent of a third-grader, Yulianto (2023) was dedicated to providing comprehensive support for his child's education, as outlined below: "*when my child is at home, I ensure that he comprehends all the material covered in school and completes his assignments. Firstly, I manage his study time and learning strategies. Secondly, I make concerted efforts to supervise and assist our child in their educational pursuits. Thirdly, I closely monitor the development of my child's academic skills. Fourthly, I pay attention to my child's character development, encompassing behavior, values, and attitude. With this support, my child finds it easier to complete schoolwork, and his personality development is monitored. Importantly, I maintain regular communication with the instructors, especially the homeroom teachers, providing updates on the progress the child is making at home and staying informed about any challenges the child may be facing at school*". Muzdalifah asserts that parents actively participating in their children's education can significantly contribute to the development of their cognitive, emotional, and spiritual faculties (Nair et al., 2024).

As parents, it is essential to monitor and accompany children's learning process while they are at home, as this can instill a sense of appreciation in them. (Jumardin, 2023), S.Pd, the parent of a third-grade student, expressed*, 'To ensure that my child continues to study, I have to study along with them, accompanying my*

child during their learning sessions so that they do not feel alone. They feel noticed and loved. I also always strive to motivate my child to study diligently and fulfill the learning needs and facilities at home, ensuring that my child's learning requirements are met and they do not face difficulties in their studies. I believe that providing support in my child's learning greatly contributes to improving their academic performance because my child feels more motivated in their studies". This is in line with Breiner et al. (2016) opinion that parents' togetherness with their children in learning activities at home can improve their discipline, which impacts the improvement of their achievement."

For parents to actively support their children's activities and collaborate with the school, effective communication with teachers is crucial. Khadijah, (2023b), a parent of a 5th-grade student and the head of the committee, highlighted this point. She mentioned, "*I regularly talk to my child's teacher, especially the homeroom teacher. This helps me assist my child in learning. For example, if there's a challenging lesson, I can ask the teacher directly or indirectly. Sometimes, when I drop off my child at school, I use the opportunity to discuss topics and my child's progress. I also communicate indirectly with the teacher through a WhatsApp group*". The utilization of WhatsApp as a communication tool within schools has become inevitable, as it aligns with contemporary demands in madrasah management practices, in establishing effective collaboration within the school environment (Muhdi & Nurkolis, 2020). This collaborative relationship between parents and teachers establishes a consistent educational framework that benefits the child's academic development and fosters a sense of accountability across both school and home environments (Sihombing, 2023).

To promote effective collaboration between parents and schools, parents regularly attend school meetings with teachers, held twice a year after the Semester Final Assessment (PAS) and the End-of-Year Assessment (PAT). Through these meetings, parents enhance their rapport with teachers, acquire a better understanding of their child's academic progress through teacher insights, and discuss any challenges they encounter in supporting their children. Riswanto (2023), a parent of a 1st-grade student, stated*, "my child is still in first grade, and I'm pleased to observe progress not only in his academic development but also in his overall attitude. I credit this improvement to the robust collaboration between me as a parent and the school, which maintains consistent communication with us. Consequently, I make it a point to attend every school invitation, particularly post-exam meetings with teachers, to discuss my child's progress. During these sessions, I*

also express any concerns I may have about my child.[2] Parents actively participating in their child's education significantly impact the child's social skills, fostering adaptability to their surroundings and sustaining a strong enthusiasm for learning – a vital factor in academic improvement.

The realization of this collaboration is confirmed by the Deputy Head of Student Affairs at SD Plus Muhammadiyah 1 Waru Pamekasan, Fauzi (2023c), stated that the school-parent cooperation at SD Plus Muhammadiyah 1 Waru Pamekasan has been well-established, contributing to the enhancement of educational quality in the school. However, he acknowledges the challenges, noting that collaboration is not easy due to the diverse backgrounds and differing parental understandings of their children's education. In response, SD Plus Muhammadiyah 1 Waru Pamekasan has made efforts to minimize learning-related issues by conducting home visits for specific students or parents (visiting home) and organizing parenting class activities. This approach aligns with research by Henderson and Mapp (2002) which demonstrates that school-initiated outreach programs significantly increase parental engagement, particularly among diverse socioeconomic communities, resulting in improved student academic outcomes and social adjustment

The role of parents in the visiting home activity involves welcoming teachers and providing necessary information and data. Parents can also directly share with teachers regarding their child's learning progress and any issues they may be facing. This type of activity fosters a closer relationship with teachers, making parents more comfortable communicating with them. Rijal (2023), a parent of a 3rd-grade student, expressed, "*Alhamdulillah, with the teacher's visit, I can share many things and learn about my child's progress. I can also consult openly about my child's learning issues because it is done in the comfort of our home*". Research by Kraft and Dougherty (2013) demonstrates that such bidirectional communication builds "relational trust" between families and educators, increasing parental confidence in supporting learning while enabling teachers to better understand family educational values, ultimately creating more effective personalized educational support for students.

According to (Arifin, 2023b), the visiting home activity is expected to raise parents' awareness of the importance of collaboration with the school and address issues faced by both teachers and parents. However, as this activity is conducted

for specific parents, communication between teachers and parents is facilitated through social media platforms such as WhatsApp, Facebook, Instagram, and TikTok. This allows parents to absorb information uploaded on these social media channels. Teachers and parents can also engage in continuous communication through a school class WhatsApp group, making it easier for parents to communicate and consult with teachers at any time.

Using social media for school communication benefits both parents and schools by sharing information effectively. Khadijah (2023c), a parent of students in grades 2 and 5, finds it convenient to get school updates through social media, particularly the WhatsApp group for her child's class, enabling her to communicate with the teacher anytime. Manfredo suggests in his article that popular social media can help in education by making information easily accessible to the school community and enhancing communication between teachers and parents (Manfredo, 2023).

Teachers and parents work together to keep track of a child's behavior using tools at SD Plus Muhammadiyah 1 Waru Pamekasan, like the Violation Control Card and the Daily Monitoring Book (Buku Mutaba'ah Yaumiyah). Fauzi, (2023a), the Deputy Head of Student Affairs, says "*these tools improve students' character by promoting discipline. Any violations are recorded on the Violation Con0trol Card, and parents can see them when the child comes home. At home, parents also monitor character activities such as prayer and helping out, noted in the Daily Monitoring Book, which teachers check at school*. Mr. Taufik Hidayat, a parent of a 5th-grade student, believes that these communication tools are beneficial in shaping his child's character. They motivate students to adhere to school rules and encourage them to be more disciplined in character-building activities at home, as their progress will be checked by the teacher at school. Communication tools between teachers and parents greatly facilitate effective communication between both parties, especially in monitoring a child's behavior. As mentioned by Hancock (1998), these tools ease the review and active response to students' activities both at school and at home.

The involvement of parents at SD Plus Muhammadiyah 1 Waru is well-documented through various testimonies, yet the article could be strengthened by offering more specific evidence on how these efforts translate into measurable student outcomes. While compelling examples like Qonita Asfoura's success in memorizing 2 Juz of the Qur'an and improving in mathematics are mentioned, similar concrete outcomes tied to other engaged parents—such as Mr. Taufik

Hidayat, Mr. Rusmanto, and Mr. Yulianto—would reinforce the argument. These parents describe active roles through teacher communication and home-based support, but the article falls short in linking their involvement with quantifiable improvements such as test scores, attendance, or behavioral milestones. Although communication tools like WhatsApp groups and liaison books are outlined, more detail is needed on how the school ensures consistent engagement, especially for parents with limited time or access. Furthermore, drawing clearer correlations between specific parental actions and students' emotional resilience, discipline, or academic progress would make the impact of home-school collaboration more compelling.

3. The Impact of School-Parent Collaboration on Student Achievement

The establishment of robust school-parent partnerships has generated significant positive impacts on SD Plus Muhammadiyah 1 Waru Pamekasan as an educational institution. According to research by Castro et al. (2015), school and parent partnerships can enhance students' academic performance, which has been evidenced at this school through measurable improvements in institutional quality and reputation. The school has experienced substantial enrollment growth, with student numbers increasing from 309 students across multiple grade levels, reflecting enhanced community trust and institutional credibility. Mr. Muhammad Zahri Anshari, S.Pd., Vice Principal of Public Relations, confirms that the school's rising educational quality stems directly from strong collaboration between educators and parents, noting significant improvements in both student achievement and character development that have boosted public confidence in the institution.

The partnership in SD Plus Muhammadiyah 1 Waru Pamekasan has also strengthened the school's operational effectiveness through improved communication systems and streamlined administrative processes. The implementation of multiple communication channels—including WhatsApp groups, social media platforms, formal letters, and liaison books—has created efficient information dissemination networks that enhance school management capabilities. Proff et al. (2025) confirms that structured, consistent communication strategies led by school leadership significantly increase parental involvement, which in turn positively impacts student achievement—especially in the context of post-pandemic learning recovery. Arifin (2023c) as the headmaster of the school also confirmed that the collaborative approach has enabled teachers to better

understand family contexts and educational values, leading to more personalized and effective teaching strategies. This systematic approach to parent-school collaboration has positioned SD Plus Muhammadiyah 1 Waru Pamekasan as a leading educational institution in the Waru district, demonstrating how strategic partnerships can transform school culture, academic outcomes, and community standing.

Anshari (2023), Vice Principal of Public Relations, affirms that the school's rising quality of education stems from the strong collaboration between educators and parents. He notes significant improvements in student achievement and character, attributing them to consistent parental involvement and effective teaching practices. This synergy has also boosted public trust, reflected in growing student enrollment. Research supports this, showing that parental engagement significantly enhances student outcomes and school reputation (Jeynes, 2005; Goodall & Montgomery, 2014).

Arifin (2023c), Head of SD Plus Muhammadiyah 1 Waru Pamekasan, reported significant improvements in student development over the past three years. These enhancements are evident in academic performance, character building, moral values, confidence, religious commitment, and social skills such as cooperation and responsibility. Such positive changes have increased the school's appeal within the local community. Research supports the impact of parental involvement and school collaboration on student outcomes. For instance, a meta-analysis by Sujarwo and Herwin (2023) found a positive correlation between parental involvement and student achievement. Additionally, a study by Zhu et al. (2022) highlights how parental and school influences contribute to character attributes among adolescents.

Parents of students at SD Plus Muhammadiyah 1 Waru Pamekasan also feel the significant impact of school and parent partnership. Mrs. Siti Khadijah has observed notable developmental strides in her daughters, Qonita Asfoura (2nd grade) and Alya Husna Kayyisa (5th grade), during their time at SD Plus Muhammadiyah 1 Waru Pamekasan. These changes are evident not only in academic performance but also in character growth, particularly in Quran memorization—an area emphasized by the school's curriculum and aligned with her parenting objectives. Qonita's sense of comfort and motivation to study is strengthened by the nurturing collaboration between teachers and parents, which research shows is instrumental in enhancing student outcomes (Epstein, 2015). The school's structured environment, with its emphasis on discipline and order,

supports the development of organizational habits in young learners, a trait linked to long-term academic success (Duckworth & Seligman, 2005). For Alya, the open communication channels between educators and parents boost her enthusiasm for learning and help shape positive behavioral traits. Tools like the Violation Control Card and Daily Monitoring Book reinforce a shared understanding of expectations, fostering consistency between home and school—a key factor in effective character education (Berkowitz & Bier, 2005). These institutional strategies reflect best practices found in global educational literature that emphasize the role of school-family partnerships and structured behavioral systems in holistic child development.

Hidayat (2023), father of Qonita Asfoura and Alya Husna Kayyisa, also highlighted the positive effects of strong parent-teacher collaboration on his children's development. He noted that his daughters, once shy, have grown more confident and exhibit commendable behavior at home—obedient, respectful, disciplined, and spiritually devoted. Their academic and religious achievements, such as Quran memorization (15 Juz by their eldest son, 4 Juz by Alya, and 2 Juz by Qonita), reflect the success of holistic education. Research supports the impact of school-family partnerships on student growth, showing improved character and academic outcomes through sustained collaboration (Epstein, 2015;Edwards & Alldred, 2000).

The teamwork between parents and schools impacts all participants. Teachers monitor student progress, while students experience personal development and parents observe improvements in their children's cognitive, emotional, and physical abilities—all resulting from effective school-home collaboration. For example, first-grader Fadli has improved academically and developed organizational habits, while his parent, Mr. Rismanto, notes positive behavioral changes including greeting others, praying, studying, and beginning Quran memorization (Fauzan, 2023a). Danişman (2017) research confirms that parental involvement positively affects academic achievement, and Lara and Saracostti (2019) studies indicate that significant parental engagement enhances student academic performance to varying degrees.

Qonita Asfoura, a second-grade student at SD Plus Muhammadiyah 1 Waru Pamekasan, expressed that she felt more confident and motivated in her studies due to the strong support from both her parents and teachers. She noted that her parents' involvement at home, combined with her teachers' clear guidance at school, played a crucial role in her academic progress. As a result of this

collaboration, she successfully memorized 2 Juz of the Qur'an and showed noticeable improvement in mathematics (Fauzan, 2023a). Her experience aligns with findings by Castro et al. (2015), whose Scopus-indexed meta-analysis demonstrated that parental involvement significantly contributes to students' academic success by promoting motivation, discipline, and emotional support within an effective home-school partnership. This is in line with the findings of Suriadi (2020) study, stated that school–parent collaboration aims to foster a religious culture both at school and at home.

This cooperative atmosphere influences the development of a child's personality and social awareness. Ekpenyong's research concludes that when a conducive learning environment and culture are established at both school and home, students' cognitive, emotional, and practical skills are likely to flourish. Therefore, schools should actively involve parents through activities like parent-teacher associations and voluntary programs, ensuring a safe and comfortable learning space that positively impacts the quality of education and student outcomes (Ekpenyong et al., 2023).

D. Conclusion

SD Plus Muhammadiyah 1 Waru Pamekasan collaborates with parents through regular meetings, home visits, parenting classes, class-based parent associations, and both traditional and digital communication channels such as WhatsApp groups, social media platforms, formal letters, Violation Control Cards, and Daily Monitoring Books. Parents actively support home learning, attend school activities, provide input during teacher visits, and monitor their children's development through consistent communication and reporting tools. This collaboration creates a strong synergy between school and home that supports children's holistic development—enhancing their academic performance, reading ability, Qur'anic memorization, character traits like discipline and diligence, and psychomotor skills through teamwork and real-life responsibilities.

This research highlights a successful model of school-parent collaboration in a rural Islamic school setting, offering practical insights into integrated communication strategies and monitoring systems. It shows how structured partnerships can improve student outcomes and school reputation, particularly in underserved areas. Moreover, the study emphasizes the value of culturally-relevant approaches that combine Islamic principles with modern methods,

providing a replicable framework for strengthening education in similar contexts across developing countries.

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