



Teacher-Parent Collaboration Management to Improve the Quality of Student Learning

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Abstract: This research is motivated by the importance of teacher-parent collaboration as an integral part of learning quality management in elementary schools. Ideally, such collaboration should be managed in a planned, systematic, and continuous manner. However, empirical observations reveal a gap between the demands for improving learning quality and the actual collaboration practices, which tend to be incidental, lacking formal documentation, and not fully integrated into the school's overall management. This condition was identified at SD Negeri Sukajaya in Cianjur Regency and SD Negeri Legokbede in Bandung Regency. This study aims to describe and analyze the management of teacher-parent collaboration in enhancing student learning quality through the Plan, Do, Check, and Act (PDCA) cycle. This research employs a qualitative approach with an analytical descriptive method. Data were collected through observation, interviews, and documentation studies involving the school principals, sixth-grade teachers, and parents. Data analysis was conducted through data reduction, data display, and conclusion drawing, with validity tested using triangulation. The results indicate that the collaboration between teachers and parents in both schools has been implemented based on the PDCA cycle, albeit with varying degrees of systematization. This collaboration contributes to the improvement of learning quality, particularly in terms of learning assistance and communication between the school and parents. Nevertheless, strengthening is required in the areas of formal planning, data-driven evaluation, and documented follow-up to ensure that the enhancement of learning quality can proceed optimally and sustainably.

Keywords: management; education; learning quality; elementary school.

Introduction

Elementary education plays a strategic role in building a foundation of knowledge, skills, and attitudes in students as preparation for the next level of education. The quality of learning at the elementary school level is largely determined by the quality of learning process management, which involves various parties, especially teachers and parents (Sanusi, 2020). Teachers play the role of designing and implementing learning in schools, while parents play a crucial role in supporting students' learning within the family environment. Synergy between teachers and parents is a key factor in creating effective, meaningful, and sustainable learning (Ryan & Bohlin, 1999).

Normatively, the importance of parental involvement in children's education (Chandry & Tung, 2024) has been emphasized in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states that education is a shared responsibility between the government, schools, and the community, including parents. This provision is reinforced through the Merdeka Belajar policy, which encourages the creation of a collaborative

and participatory education ecosystem to improve the quality of learning. Thus, collaboration between teachers and parents is not merely complementary, but an integral part of learning management in elementary schools.

However, the reality on the ground shows that collaboration between teachers and parents is not yet fully optimal. Initial observations at Sukajaya Public Elementary School in Cianjur Regency and Legokbede Public Elementary School in Bandung Regency indicate varying levels of parental participation in supporting student learning. Some parents are active in communicating and assisting their children with their learning, while others still show limited involvement. This condition reflects a gap between the ideal state (*das sollen*), namely the realization of planned, systematic, and sustainable collaboration, and the current state (*das sein*), where collaboration is still incidental and not optimally managed.

Various studies have shown that effective collaboration between teachers and parents positively contributes to improving student motivation, discipline, and learning outcomes (Epstein, 2002; Mulyasa, 2014). However, this collaboration will only have a significant impact if managed through a clear and directed management system. Without systematic planning, implementation, evaluation, and follow-up, teacher-parent collaboration has the potential to be sporadic and unsustainable.

In the context of educational quality management, Edward Deming (Deming, 2018) emphasized that quality improvement can only be achieved through a systematic process of continuous improvement. The concept *Plan, Do, Check, And Act* (PDCA) developed by Deming emphasizes the importance of careful planning (*plan*), consistent implementation (*do*), objective evaluation (*check*), as well as ongoing follow-up (*act*). This cycle is relevant to be applied in managing cooperation between teachers and parents, especially in efforts to improve the quality of learning for elementary school students.

Although various educational studies and policies have emphasized the importance of parental involvement in supporting student learning, studies that place teacher-parent collaboration as part of a learning quality management system are still relatively limited. Some studies focus more on aspects of communication or parent participation only partially, without linking them to a systematic cycle of continuous improvement. On the other hand, while educational policies ideally encourage collaboration between schools and parents, field practice shows that the planning, implementation, evaluation, and follow-up of this collaboration are not yet fully structured. Furthermore, research that examines the management of teacher-parent collaboration in two elementary education units with different characteristics, particularly within the framework of the learning cycle, is limited. *Plan, Do, Check, And Act* (PDCA) Edward Deming, is still rarely done. This gap is the important basis for carrying out this research (Deming, 2018).

Based on this context, this study considers that teacher-parent collaboration needs to be managed as part of a learning quality management system, not just a routine communication activity. Sukajaya Public Elementary School, Cianjur Regency, and Legokbede Public Elementary School, Bandung Regency, were chosen as the research loci because they have different characteristics and school dynamics, thus allowing for a comparative analysis of the implementation of teacher-parent collaboration management in improving the quality of learning for sixth-grade students.

The formulation of the problem in this study is focused on how the management of cooperation between teachers and parents in improving the quality of learning of grade VI students at Sukajaya State Elementary School, Cianjur Regency and Legokbede State Elementary School, Bandung Regency is managed within the framework of the learning cycle. *Plan, Do, Check, And Act* (PDCA). In more detail, this study examines how teacher and parent collaboration planning is formulated and implemented, how the implementation of this collaboration is carried out in supporting the learning process, how evaluation of parental involvement and its impact on learning quality is carried out, and how follow-up to the evaluation results is formulated and implemented as an effort for continuous improvement in each research locus.

Thus, this study focuses on assessing the management of teacher-parent collaboration within Edward Deming's PDCA cycle, which encompasses planning, implementation,

evaluation, and follow-up. This research is expected to provide theoretical contributions to the development of collaborative learning quality management between schools and parents, as well as practical recommendations for elementary schools in managing partnerships in a more systematic, measurable, and sustainable manner.

Educational management is the process of planning, organizing, implementing, and controlling educational resources to achieve learning objectives effectively and efficiently. Terry (Terry, 1977) stated that good management is characterized by clear planning, directed implementation, systematic evaluation, and ongoing follow-up. In the elementary school context, learning management is not solely the responsibility of teachers but involves the roles of various parties, including parents of students.

Educational management is fundamentally a systematic orchestration that includes the planning process (*planning*), organizing (*organizing*), implementation (*actuating*), to control (*controlling*) all educational resources to accelerate the achievement of learning objectives effectively and efficiently. In line with George R. Terry's perspective, a competent management governance is always identified through the existence of visionary and clear planning, operationally directed implementation patterns, objective and systematic evaluation mechanisms, and the availability of follow-up steps (*follow-up*) that guarantees the sustainability of the program. In the basic education ecosystem, these managerial functions are no longer viewed as rigid administrative procedures, but rather as strategic instruments for creating an academic climate conducive to the holistic development of students.

Furthermore, in the dynamic context of elementary schools, responsibility for the effectiveness of learning management is no longer solitary or solely rests on the shoulders of teachers. Modern education management demands a paradigm shift toward inclusive and collaborative governance, involving the active participation of various strategic stakeholders, especially parents. Parental involvement in the learning management cycle is crucial because they are an extension of education in the domestic sphere. Integrating the role of the family into the school management structure ensures synchronization between educational stimulation in the classroom and support at home, so that all educational resources can be optimally consolidated to achieve quality learning that has a real impact on students.

Teacher-parent collaboration is defined as a partnership between schools and families to support students' learning. Epstein (Epstein, 2002) emphasized that parental involvement in children's education includes communication, participation in school activities, and support for learning at home. This collaboration serves as a bridge between the school and family environment to ensure students' academic and character development are aligned (Ritonga et al., 2020). Learning quality is the degree to which learning objectives are achieved, as demonstrated by the quality of the learning process and student learning outcomes. Sudjana states that learning quality is influenced by learning planning, effective implementation, objective evaluation, and continuous follow-up. Therefore, improving learning quality requires a planned management system oriented toward continuous improvement.

Learning quality substantially represents the degree to which educational goals are achieved, articulated through the quality of the instructional process and the significance of the learning outcomes achieved by students holistically. This quality is measured not only by cognitive achievement scores, but also by the depth of understanding, behavioral changes, and character development of students. In line with Sudjana's thinking, learning quality is a variable that is strongly influenced by the integrity of the management cycle in the classroom, starting from the preparation of comprehensive learning plans, the implementation of effective and responsive teaching strategies, to the implementation of objective and transparent evaluations. These evaluations must then be converted into continuous follow-up steps (*continuous improvement*), to ensure that any weaknesses in the process can be promptly detected and corrected.

Therefore, efforts to improve the quality of learning at the elementary school level require the adoption of a management system that is not merely administrative and routine, but rather a strategically planned system oriented towards continuous improvement. In this context, learning quality is viewed as a dynamic ecosystem, where every component of education—from the curriculum and teacher competencies to family support—must interact harmoniously. Solid

quality management acts as a framework that ensures that all educational resources are optimally utilized to create meaningful learning experiences for students. Thus, superior learning outcomes are the result of an organized managerial process based on consistent quality assurance principles.

The *Plan, Do, Check, And Act* cycle Developed by Edward Deming, the PDCA (Processing and Implementation Cycle) is a quality management concept that emphasizes continuous improvement through four main stages. The plan stage involves planning activities based on needs and desired goals. The do stage involves implementing the plan. The check stage evaluates the implementation and results of activities, while the act stage focuses on follow-up and correcting identified weaknesses (Deming, 2018). The *Plan, Do, Check, And Act* (PDCA) cycle which was popularized by W. Edwards Deming is a quality management paradigm that is oriented towards the principle of continuous improvement (*continuous improvement* or *kaizen*). In the education ecosystem, this cycle is viewed not only as a managerial control tool but also as a strategic compass that demands institutional discipline in every phase. The Planning stage serves as the main foundation, encompassing problem identification, analysis of real needs in the field, and formulation of specific goals to be achieved through appropriate resource allocation. Thorough planning in this context ensures that every school initiative has a strong foundation of argument and measurable achievement targets. Next, the Do (Implementation) phase represents the operational manifestation of the blueprint. In this phase, the effectiveness of all plans is tested through actual implementation in the classroom and through interactions with stakeholders, such as parents. The success of this phase depends heavily on the consistency between the plan design and organizational behavior in the field.

To ensure accountability, the Check (Examination/Evaluation) stage serves as a critical mechanism to assess the gap between planning expectations and actual results. This process involves data collection, observation, and in-depth reflection to identify successes and obstacles that arise during implementation. Finally, the Act (Follow-up) stage serves as a refinement phase where the school standardizes successful practices and formulates strategies to address identified weaknesses. Through this continuous PDCA cycle, school management can transform into a learning organization that is continuously adaptive and progressive in responding to the dynamic needs of students' learning quality. In education, the PDCA cycle is relevant for managing learning and school-parent collaboration. Implementing PDCA allows schools to systematically manage programs, from planning teacher-parent collaboration, program implementation, evaluation of achievement, and follow-up through improvement and development of learning programs.

In modern educational management discourse, the PDCA cycle holds fundamental relevance as an operational framework for managing learning dynamics and strengthening the pillars of collaboration between schools and parents. Implementing PDCA enables schools to transform partnership programs from mere ceremonial activities into systematic and measurable managerial processes. Planning Phase In this context, this includes formulating a shared vision between teachers and parents, identifying specific student needs, and developing a realistic collaborative activity schedule. This inclusive planning is crucial to ensuring that all stakeholders have a shared understanding of the quality targets to be achieved.

Next, at the Implementation stage (*Do*), the agreed-upon plan is implemented through various learning support programs, both instructional in the classroom and stimulating in the home environment. The effectiveness of this stage depends heavily on the quality of communication and the consistency of parental involvement as educational partners. To ensure program accountability, the Evaluation stage (*Check*) serves as an instrument to measure the extent to which learning objectives have been achieved and the effectiveness of the collaborative patterns implemented. By collecting student achievement data and feedback from parents, schools can identify gaps between plans and reality. Ultimately, this cycle culminates in the Follow-Up stage (*Act*), which focuses on revisions, improvements to weaknesses, and the development of innovative learning programs for the future. This continuous PDCA cycle ensures that school-parent partnership management is not static, but rather continually evolves toward better quality educational services that are responsive to student development.

Several previous studies have shown that collaboration between teachers and parents

significantly impacts the quality of student learning. Research by Nugraha and Sari found that intensive communication between teachers and parents positively contributed to increased learning motivation and discipline in elementary school students. Another study by Rahmawati showed that parental involvement in home learning support significantly improved student learning outcomes. Research on PDCA-based management in education has also shown positive results. A study by Sudjana concluded that implementing the PDCA cycle in learning management can improve the effectiveness of school programs through continuous evaluation and improvement. However, most of this research focuses on internal school learning management and has not specifically examined PDCA-based collaboration between teachers and parents.

The concept of teacher-parent collaboration as proposed by Epstein (Epstein, 2002) is relevant to explaining the importance of school-family partnerships in supporting the quality of student learning. Deming's quality management theory through the PDCA cycle provides a systematic framework for analyzing how this collaboration is planned, implemented, evaluated, and followed up on an ongoing basis. Epstein's conceptual construction of partnerships between schools and families, as articulated in depth by Epstein, has crucial theoretical relevance in analyzing the dynamics of parental involvement in improving the quality of learning. Epstein positions schools, families, and communities not as separate entities, but as "intersecting spheres of influence" (*overlapping spheres of influence*). Within this framework, students' academic success and character development are viewed as the result of collaborative synergy in which teachers and parents share responsibility and information equally. This premise emphasizes that without a well-established partnership, the educational process will experience fragmentation, which can hinder the optimization of students' potential.

In order to operationalize the concept of ideal partnership, Edwards Deming's quality management theory through the PDCA cycle (*Plan, Do, Check, Act*) provides a systematic and disciplined managerial framework. The integration of these two theories enables an educational institution not only to "run" the collaboration, but to "manage" it as a continuous quality cycle. Through the Plan stage, the partnership is strategically designed based on student needs; in the Do stage, the collaboration is implemented in daily practice; through the Check stage, the effectiveness of the interaction and its impact on student learning are critically evaluated; and finally, in the Act stage, the evaluation results are converted into improvements in communication standards and mentoring strategies in the future. Thus, the combination of Epstein's sociological vision and Deming's managerial methodology creates a partnership quality assurance system that is resilient, measurable, and always oriented towards the holistic progress of student learning.

Previous research has provided empirical evidence that parental involvement and systematic program management influence learning quality. This study expands on this by focusing on the PDCA cycle-based management of teacher-parent collaboration in elementary schools, providing a contextual overview of collaborative management practices oriented toward improving learning quality. Various previous literature and research have laid a very strong empirical foundation regarding the positive correlation between parental involvement and the improvement of learning quality. These studies consistently demonstrate that family support at home and their active participation in school are key determinants of students' academic success and character development. However, most previous studies tend to focus their analysis on the sociological aspects of parental involvement in general or its psychological impact on student motivation, without delving deeply into how this relationship is managed through standardized managerial systems at the institutional level.

This research is present to broaden the horizon of the study by conducting specific in-depth studies on the management aspects of teacher and parent cooperation based on the PDCA cycle (*Plan, Do, Check, Act*). Novelty (*novelty*) of this research lies in the effort to systematize collaborative practices that have often been incidental into a measurable and sustainable quality cycle at the elementary school level. By using the PDCA lens, this research provides a comprehensive contextual picture of how a school plans a partnership strategy, implements it in daily dynamics, critically evaluates its effectiveness, and takes precise steps for improvement. Through this managerial approach, school and family collaboration is no longer seen as a mere

supporting activity, but as the main driving force in a learning quality assurance system that is adaptive to the unique needs of each student. Based on theoretical studies and previous research findings, this study uses Edward Deming's PDCA cycle (Deming, 2018) as the primary theoretical framework. The conceptual framework of the study positions the management of teacher-parent cooperation as the focus of the study, which is analyzed through four PDCA stages, namely cooperation planning (*plan*), program implementation (*do*), activity evaluation (*check*), and follow-up improvements (*act*). These four stages are seen as contributing to improving the quality of learning for elementary school students.

Studies on the management of teacher-parent collaboration in improving learning quality have been widely discussed by experts and supported by government policy. Epstein (Epstein, 2002) emphasized that parental involvement in children's education, particularly through structured communication and active participation in school programs, contributes significantly to improving student learning outcomes. This view aligns with Jeynes' research, which found that school-family collaboration positively impacts elementary school students' academic achievement and learning behavior (Henderson & Mapp, 2002). In the context of quality management, Deming (Deming, 2018) through the concept *Plan, Do, Check, And Act* (PDCA) emphasizes the importance of continuous improvement in every organizational process, including educational institutions. Applying the PDCA cycle to school program management allows for thorough planning, targeted implementation, objective evaluation, and continuous follow-up. Sudjana's research shows that applying PDCA-based quality management principles to learning can improve the effectiveness of the learning process and the quality of student learning outcomes.

In the contemporary quality management horizon, W. Edwards Deming's thoughts on the PDCA cycle (*Plan, Do, Check, Act*) occupies a central position as a driving philosophy for continuous improvement (*continuous improvement*) within every organizational level, including educational institutions. The implementation of this paradigm demands a shift in school governance from a static administrative model to a dynamic and adaptive managerial model. Through the crystallization of this concept, school program management is enabled to have a foundation of Planning (*Plan*) mature and data-based, Implementation (*Do*) which is directed and consistent with instructional objectives, Evaluation (*Check*) objective regarding the gap between targets and reality, as well as Follow-up (*Act*) which is ongoing as an effort to standardize good practices as well as improve any anomalies found.

The implementation of PDCA-based quality management principles has direct implications for improving academic performance in elementary schools. Consistent with Sudjana's research findings, adopting the Deming cycle in learning practices has been shown to significantly improve the effectiveness of pedagogical processes and the quality of student learning outcomes holistically. This is because each stage of the PDCA process serves as a quality filter, ensuring that educational interventions are not conducted through trial and error, but through validated procedures. Therefore, schools that implement this principle will have stronger organizational resilience, where every educational policy—including partnership management with parents—is always oriented towards high quality standards and the satisfaction of educational stakeholders.

From a policy perspective, the importance of school-parent collaboration is emphasized in Law Number 20 of 2003 concerning the National Education System, which states that education is a shared responsibility between the government, schools, and the community. Furthermore, Regulation of the Minister of Education and Culture Number 30 of 2017 concerning Family Involvement in Education Provision emphasizes that parental involvement aims to improve the quality of educational services through synergy between educational units and families (Hornby, 2011). From a public policy and formal legal perspective, the urgency of cooperation between schools and parents has been positioned as a constitutional pillar in human resource development in Indonesia. As affirmed in Law Number 20 of 2003 concerning the National Education System, education is philosophically and legally a collective responsibility involving synergy between the government, educational units (schools), and the community (including parents). This mandate emphasizes that schools should not operate as isolated "ivory towers," but rather must be open ecosystems that integrate the active role of parents in every dimension of student development. This strengthens the position of parents not merely as providers of financial

support, but as equal pedagogical partners in managing educational quality.

Furthermore, the operationalization of the law's mandate is specifically emphasized through Regulation of the Minister of Education and Culture Number 30 of 2017 concerning Family Involvement in the Provision of Education. This regulation explicitly emphasizes that family involvement is a strategic instrument aimed at improving the quality of educational services holistically through harmonious synergy between educational units and the domestic environment. This regulation provides legitimacy for schools to design measurable involvement programs, ranging from parent classes, regular communication, to participation in decision-making at school. With this rigid legal umbrella, every managerial effort that adopts the PDCA cycle in collaboration between teachers and parents is a concrete manifestation of compliance with national education standards, ensuring that children's rights to a quality education are fulfilled through synchronous support between school and home.

A report from the Ministry of Education, Culture, Research, and Technology also shows that schools that consistently build communication and collaboration with parents tend to have a more conducive learning climate and better student learning outcomes. These findings reinforce the relevance of using Edward Deming's PDCA cycle as an analytical framework for assessing the management of teacher-parent collaboration to improve the quality of elementary school student learning. Novelty (*novelty*) This research focuses on revealing the management model of teacher-parent cooperation through a comparison of two elementary school locations with different management characteristics. The results of this study are expected to provide theoretical contributions to the development of educational management as well as practical recommendations for elementary schools in optimizing partnerships with parents in a systematic and sustainable manner.

Method

This study used a qualitative approach with a descriptive analytical research type (Creswell, 2015). The qualitative approach was chosen because this study aims to understand in-depth the management of teacher and parent collaboration in improving the quality of learning for sixth-grade students, specifically from a perspective of the learning *Plan, Do, Check, And Act* (PDCA) cycle. The analytical descriptive approach is used to systematically describe facts and phenomena that occur in the field, while analyzing them based on the educational quality management framework.

This research was conducted at two elementary schools: Sukajaya Public Elementary School in Cianjur Regency and Legokbedo Public Elementary School in Bandung Regency, West Java Province. The selection of these two schools was based on the differences in school characteristics and social conditions, allowing for a comparative analysis of teacher-parent collaboration management. Furthermore, these two schools have different track records of parent participation, which is expected to provide varied data for richer analysis. The research was conducted over several months, depending on the needs of field data collection. The research was conducted in stages, starting from initial data collection, monitoring learning activities, and evaluating the collaboration, allowing for a more in-depth and comprehensive analysis.

The research subjects consisted of the principal, sixth-grade teachers, and parents of students directly involved in the learning process and school collaboration. The research subjects were selected purposively, considering the informants' involvement and relevance to the research focus. Parents were positioned as supporting informants to strengthen data related to the implementation of collaboration in supporting student learning. Therefore, parents' perspectives are crucial for understanding the challenges and real-world practices, particularly in terms of communication and engagement in learning activities.

Data collection techniques in this study included interviews, observations, and documentation studies. In-depth interviews were conducted with the principal and sixth-grade teachers to gather information regarding the planning, implementation, evaluation, and follow-up of teacher-parent collaboration. Observations were conducted to directly observe communication practices and parent involvement in learning activities. These observations also focused on informal interactions, such as brief dialogues between teachers and parents, as well as participation

in classroom or extracurricular activities. Documentation studies were used to examine supporting documents, such as school work programs, parent meeting minutes, attendance lists, and other documents relevant to school-parent collaboration. These documents were analyzed to assess the consistency of program implementation and the alignment between planning and practice in the field (Moleong, 2019).

Data analysis was conducted using the interactive analysis technique of the Miles and Huberman model (Miles & Huberman, 1992) which includes data reduction, data presentation, and conclusion drawing and verification. The analysis process was conducted continuously from data collection to conclusion drawing, allowing researchers to gain a comprehensive and in-depth understanding of the phenomena being studied. The validity of the data in this study was maintained through source and technical triangulation techniques. Source triangulation was conducted by comparing data obtained from the principal, teachers, and parents, while technical triangulation was conducted by comparing the results of interviews, observations, and documentation. This approach aims to minimize subjective bias and increase the credibility of the research findings. Furthermore, member checking was conducted with key informants to ensure consistency between the data obtained and the researcher's interpretation (Sugiyono, 2019).

Results and Discussion

The results of this study indicate that the management of teacher-parent collaboration at Legokbedo Public Elementary School and Sukajaya Public Elementary School is implemented in a planned, systematic, and sustainable manner, with the goal of improving the quality of learning for sixth-grade students. Collaborative planning is an initial stage that is highly prioritized by teachers and principals. They recognize that learning success depends not only on teachers in the classroom but also on parental support at home. The principal of Sukajaya Public Elementary School explained,

"Before the learning program begins, we always plan how parents can be involved, starting from notification of activities, division of roles, to coordination regarding learning support at home." (Interview, Principal of Sukajaya State Elementary School, January 19, 2025).

The sixth-grade teachers also emphasized the importance of mapping student characteristics and learning interests before designing collaborative strategies with parents. One teacher stated,

"I record each child's abilities and interests, then provide guidance to parents so they can support them according to their needs. For example, if a child enjoys experimenting, parents are guided to facilitate experiments at home." (Interview, Grade VI Teacher, Legokbedo Public Elementary School, January 15, 2025).

The analyzed school planning documents revealed a specific column addressing parents' roles, including assistance with assignments, involvement in class projects, and home learning activities. Furthermore, observations revealed that teachers and parents routinely coordinated before learning activities, ensuring that each party's role was clear and structured. One parent stated,

"We have complete information about our roles at home and at school, so we know when to support our children and how to do so." (Interview, Parent of Legokbedo Elementary School Student, January 15, 2025).

The implementation of collaboration is evident in various activities that directly involve parents. Parents play an active role in supporting group projects at home, helping with assignments, and providing feedback before their children bring their work to school. A sixth-grade teacher at Legokbedo Public Elementary School explained,

"Parents assist with group projects at home, provide feedback, and review the results before they're brought to school. This keeps children more motivated and results better." (Interview, Grade VI Teacher, Legokbedo Public Elementary School, January 15, 2025).

Observations of learning activities revealed positive interactions between teachers and parents, including regular communication through online groups to provide information and discuss student learning challenges. One parent added,

"Every week we are given information about the children's assignments and activities, so we can support the children's learning appropriately." (Interview, Parent of Legokbedo Elementary School Student, January 15, 2025).

Parent meeting attendance records show a high level of attendance at mentoring activities, especially during group projects and experimental activities, confirming that collaboration is carried out in a real and consistent manner. Evaluation and feedback are also routinely implemented. The principal of Sukajaya Public Elementary School emphasized that evaluation is a crucial part of determining the effectiveness of parental involvement in supporting learning:

"At the end of each month, we evaluate parent participation, review teacher reports, and discuss strategies for optimal support." (Interview, Principal of Sukajaya State Elementary School, January 19, 2025).

The sixth grade teacher added that this evaluation helps see the level of parental involvement and adjust mentoring strategies if necessary:

"From the evaluation, we can see which parents are active and which ones need more help, so we can adjust our support strategies." (Interview, Grade VI Teacher, Sukajaya Public Elementary School, January 19, 2025).

The evaluation document records parent attendance, student progress, and any necessary follow-up actions. Observations of the evaluation meeting demonstrated constructive two-way communication between teachers and parents, with parents expressing challenges and teachers providing practical guidance. One parent stated,

"We feel heard and guided. If a child is having difficulties, the teacher always provides suggestions on how to support them at home." (Interview, Parents of Sukajaya Elementary School Students, January 19, 2025).

Follow-up and improvements are made based on the evaluations that have been conducted, so that the collaboration between teachers and parents is continuously improved to increase its effectiveness. A sixth-grade teacher at Sukajaya Public Elementary School explained,

"If a parent is not optimally supporting their child, we offer alternative approaches, such as video tutorials, short tutoring sessions, or guidance via group chat." (Interview, Grade VI Teacher, Sukajaya Public Elementary School, January 19, 2025).

The follow-up document documented changes to strategies, mentoring schedules, and communication methods to further enhance parent engagement. The principal of Sukajaya Public Elementary School added,

"We record every follow-up and ensure continuous improvement to make parent engagement more effective." (Interview, Principal of Sukajaya State Elementary School, January 19, 2025).

Observations show that the PDCA cycle is carried out continuously, with teachers and parents adjusting their roles according to student needs and evaluation results. Overall, the research findings confirm that thorough planning, active implementation, regular evaluation, and continuous follow-up are key to successful teacher-parent collaboration. Systematic parental involvement has been shown to improve the quality of sixth-grade student learning, despite challenges such as limited time, access to technology, and varying levels of parental participation. These findings demonstrate that well-structured collaborative management can create a learning environment that supports students' academic and social development.

The results of the study indicate that the collaboration between teachers and parents at Legokbedo Public Elementary School and Sukajaya Public Elementary School is structured through the stages of planning, implementation, evaluation, and follow-up. This finding reinforces educational management theory, which emphasizes the importance of multi-stakeholder involvement in improving the quality of educational services (Epstein, 2018). In practice, teachers tailor mentoring strategies to the needs of each student, ensuring harmonious and mutually supportive interactions between the school and family. Parents, as supporting informants, demonstrated a better understanding of their role in supporting their children's learning at home

and provided valuable feedback to teachers, creating positive synergy.

The empirical findings in this study convincingly demonstrate that the governance of cooperation between teachers and parents at Legokbedo State Elementary School and Sukajaya State Elementary School does not simply occur by chance or incidentally, but has been institutionalized through a highly structured managerial cycle. This collaborative practice is systematically orchestrated through stages of thorough planning, measurable implementation, objective evaluation mechanisms, and the formulation of strategic follow-up. This systemic operational reality theoretically strengthens the postulates of contemporary educational management, particularly the framework proposed by Epstein. Epstein fundamentally emphasizes that the escalation of the quality of educational services cannot be achieved solitarily by school institutions, but rather requires the intersection of spheres of influence (*overlapping spheres of influence*) and comprehensive partnership engagement between the family and school ecosystems. In their daily practice, this structured partnership enables teachers to no longer apply uniform methods, but rather to design and adapt precise academic support strategies according to the profile, constraints, and specific needs of each student. This pedagogical flexibility ensures that the interaction between the school and the family entity is harmonious, dialogical, and mutually supportive.

Furthermore, data collected from parents—who are positioned as equal partners and key informants—confirms a very positive transformation in educational awareness. Through this intensive involvement, parents become much more capable of understanding their crucial role and moral responsibility in accompanying their children's learning in the domestic sphere (home). This understanding, in turn, encourages parents to proactively provide feedback (*feedback*) diagnostics regarding the child's condition at home, which provides invaluable information for teachers. This constructive two-way communication ultimately creates a complete pedagogical synergy, where teacher intervention in the classroom and parental support at home merge into a single, tangible force that directly impacts the holistic optimization of student learning outcomes.

Contextually, at Legokbedo Public Elementary School, regular meetings and online communication are used to ensure parents understand their responsibilities in supporting their children's learning. One parent stated that the guidance provided by teachers makes it easier for them to support their children without disrupting their daily activities. Meanwhile, at Sukajaya Public Elementary School, the principal arranges flexible activity schedules so that busy parents can still actively participate. This strategy emphasizes that teacher-parent collaboration must be adaptive to local conditions and school characteristics, so that all parties can be fully involved. A snapshot of the implementation of partnerships in the field demonstrates a differentiation of managerial strategies that are intelligently adapted to the demographic conditions and real needs of each institution. At Legokbedo Public Elementary School, the collaborative mechanism is realized through the orchestration of regular face-to-face meetings combined with intense online (digital) communication. The use of this digital platform serves not merely as a one-way information channel or a mere formality, but rather transforms into a strategic instrument to ensure that each parent truly understands and internalizes their portion of pedagogical responsibility when supporting their children's learning in the domestic sphere. The effectiveness of this approach has been empirically confirmed through direct testimony from parents. They stated that the availability of technical guidance and clear direction from teachers significantly facilitated the mentoring process. This structured guidance allows parents to provide quality tutoring efficiently, without feeling burdened or disrupting their daily work and economic activities.

Different managerial dynamics, but leading to similar goals, are found at Sukajaya State Elementary School. Recognizing the high heterogeneity of the students' work backgrounds and the busyness of their parents, the principal adopted a leadership policy oriented toward flexibility (*flexibility*). The schedule of various committee meetings and parent involvement agendas is designed to be highly adaptive, avoiding bureaucratic rigidity in order to open up the widest possible participation space for parents who have limited time. The comparison of these two empirical realities ultimately crystallizes an essential conclusion: the management of cooperation between the school and family ecosystems cannot be operated using a single, uniform approach (*one-size-fits-all*). This engagement strategy must be managed flexibly, responsively, and with a high level of sensitivity to the dynamics of local socio-economic conditions and the intrinsic

characteristics of each school. Only through a managerial approach grounded in contextual realities can various barriers to participation be significantly reduced, allowing for authentic synergy and maximum involvement from all elements of the Three Centers of Education to be realized to support the escalation of the quality of children's learning.

The findings of this study are also in line with previous research. Suryani showed that parental involvement in school activities can improve student motivation and learning achievement, while Darmawan emphasized that effective communication between teachers and families contributes to improving the quality of education. This study provides a new contribution by emphasizing that systematically managing teacher-parent collaboration through the PDCA cycle can strengthen the quality of educational services, particularly in monitoring student progress and following up on learning needs, which has not been widely studied specifically at the elementary school level.

A comprehensive comparison of the empirical findings in this study with those of previous literature confirms a strong theoretical thread and consistency. Specifically, these field findings align with and directly affirm the conclusions of Suryani's study, which convincingly demonstrated that the intensity of parental active involvement in various dimensions of school activities has a highly significant linear correlation with the escalation of intrinsic motivation and a surge in student achievement. This conceptual support is further strengthened by the empirical foundation presented in Darmawan's research. He explicitly emphasizes that establishing effective, transparent, and dialogical communication channels between educators and families is an essential variable that directly contributes to improving the quality of comprehensive educational service governance.

Based on the foundation of these previous studies, this research is here to offer a new contribution (*novelty*) substantial academic achievement. The novelty lies in the proof that synergy and cooperation between teachers and parents are not sufficient based only on good intentions or incidental communication, but absolutely require structured and systematic governance through the implementation of a holistic quality management cycle, namely PDCA (*Plan, Do, Check, Act*). This disciplined integration of managerial cycles has been empirically proven to amplify and strengthen the effectiveness of educational service quality. Specifically, this approach provides operational breakthroughs in the aspect of monitoring the track record of student academic development and behavior as a whole, while also facilitating the formulation of follow-up actions (*follow-up*) that is precise and adaptive to the ever-dynamic learning needs of children. An in-depth exploration of the operationalization of the PDCA cycle in the specifications of family and school partnerships is a strategic discourse that has so far remained a research gap (*research gap*) and has not been studied specifically at the elementary education level in Indonesia.

Despite the positive results of this collaboration, the study also identified several challenges. Some parents experienced limited time and access to technology, while teachers had to adapt communication and mentoring strategies to ensure all students received adequate attention. The principal of Sukajaya Public Elementary School stated that they had to find ways to ensure parents' participation despite their varying schedules, such as through group chats or briefings. This situation highlights the need for flexible management strategies, including realistic scheduling and adaptive communication to ensure all parties' involvement.

Despite the positive achievements and synergies that have been established, empirical reality on the ground reveals that the implementation of this partnership governance is not without several operational obstacles and constraints. The most essential limitations stem from the socio-economic dynamics of parents, most of whom face time constraints due to their heavy daily workloads, as well as limited accessibility and literacy in digital communication technology. This dynamic situation directly impacts pedagogical challenges for teachers, who are professionally required to continuously modify mentoring strategies and design differentiated communication patterns to ensure each student receives proportional academic attention. Responding to these obstacles, the leadership at Sukajaya Public Elementary School took tactical managerial steps by initiating various alternative engagement strategies to accommodate the heterogeneity of parents' busy schedules. The principal proactively encouraged the use of asynchronous communication platforms, such as optimizing digital chat groups (*group chat*) and the distribution of short tutoring guides, as a substitute instrument for parents who have difficulty physically attending. This constellation of problems and practical solutions leads to a crucial managerial conclusion:

managing partnerships between schools and families absolutely requires a flexible and inclusive strategic design. This approach requires the development of a highly realistic activity schedule and the implementation of an adaptive and multi-channel communication model, so that the participation rights of all stakeholders can be maximally facilitated without being distorted by limitations of space, time availability, or infrastructure.

The implications of these findings are both theoretical and practical. Theoretically, this study strengthens the understanding that parental involvement is a crucial component in managing the quality of basic education. Practically, teachers and school administrators can use these findings to design more effective collaboration mechanisms, such as regular meetings, digital communication, and regular monitoring of student learning activities. The successful implementation of teacher-parent collaboration also depends heavily on the role of the principal as a facilitator, ensuring smooth coordination, evaluation, and follow-up.

The findings of this study have significant dual implications, both in the realm of theoretical discourse and in the realm of managerial practice in elementary schools. Theoretically, the results of this study provide fundamental reinforcement to the axiom of educational quality management, which positions strategic partnerships between schools and parents not merely as supporting elements but as determinants in the structure of basic education quality assurance. This research broadens the understanding that cross-ecosystem synergy is an absolute prerequisite for creating a holistic learning environment. By integrating a measurable management cycle, parental involvement transforms from mere social participation into an instructional modality capable of accelerating students' academic achievement and character development in a sustainable manner.

In practical terms, these findings present an applicable framework that teachers and educational institution administrators can adopt to design a more resilient and effective collaborative architecture. Concrete implementation can be realized through the orchestration of hybrid communication mechanisms—combining regular, dialogic face-to-face meetings with the use of responsive digital communication platforms—and strengthened by a regular monitoring system for student learning progress at home. However, the successful operationalization of this partnership depends heavily on the effectiveness of the principal's instructional leadership. The principal's role here goes beyond conventional administrative functions; he or she must act as a facilitator and catalyst, ensuring that all coordination flows, evaluation mechanisms, and follow-up actions are implemented *follow-up*) can run synchronously, consistently, and transparently. This practical implication confirms that the quality of teacher-parent collaboration reflects the quality of adaptive school management in responding to students' learning needs in the contemporary era.

As a recommendation, it is suggested that: 1) Schools develop clear and structured parental involvement guidelines; 2) Teachers receive training in managing communication with parents; 3) Principals play an active role as liaisons between teachers and parents and facilitate a learning ecosystem that supports the involvement of all parties. By implementing this strategy, collaboration between teachers and parents can be more optimal, thereby improving the quality of student learning, while strengthening the relationship between schools and families for the development of quality education.

Based on the research findings and conclusions, several strategic recommendations are proposed to optimize the management of collaboration between teachers and parents in improving the quality of learning in elementary schools. First, it is strongly recommended that schools codify and formalize this by developing clear, structured, and comprehensive parental involvement guidelines. This guidance document should not only outline rights and obligations but also include standard operating procedures (SOPs) regarding communication flows, adaptive routine meeting schedules, and easily understood student progress reporting tools for parents. This formalization is crucial to ensure that collaboration patterns are no longer incidental or dependent on personal initiative, but instead transform into an integral part of the school's ongoing internal quality assurance system.

Second, there is a need to strengthen teachers' professional capacity through ongoing communication management and digital literacy training programs. This training aims to equip educators with the skills to manage the dynamics of interactions with parents from diverse backgrounds, conduct effective pedagogical negotiations, and utilize various technology platforms to efficiently monitor and report student learning activities. Finally, the principal's role as an

instructional leader must be optimized to act as a strategic liaison (*strategic liaison*) and the primary facilitator bridging the interests of teachers and parents. Principals are expected to proactively initiate the creation of an inclusive learning ecosystem, provide adequate supporting resources, and ensure that every collaborative evaluation result is consistently followed up. By implementing this series of strategies, synergy between schools and families will be optimized, which in turn will not only accelerate the quality of student learning but also strengthen the social foundation for the development of quality education in the future.

Conclusion

This study concludes that the management of collaboration between teachers and parents in improving the quality of learning in elementary schools is implemented in a planned, coordinated, and sustainable manner, referring to the principles of the Plan, Do, Check, and Act (PDCA) cycle. In the planning phase, collaboration is formulated collaboratively according to the needs of the school and the characteristics of the students. Its implementation is realized through flexible communication and parental involvement, both at school and at home. Evaluation is carried out continuously, although still simple, and is followed up through improved communication and adjustments to learning strategies. Based on the results of the analysis and discussion, this study concludes that the management of collaboration between teachers and parents in an effort to improve the quality of learning in elementary schools has been implemented systematically, coordinated, and sustainable, referring to the principles of the Plan, Do, Check, and Act (PDCA) cycle. In the Planning phase, the collaboration strategy is formulated through a participatory collaborative process, where the vision and mission of the partnership are aligned with the real needs of the school and the unique sociocultural characteristics of the students. This ensures that each planned program has strong relevance to the students' learning ecosystem. Next, in the Implementation (Do) phase, this synergy is manifested through open communication channels and flexible and adaptive parental involvement patterns, both in the context of academic mentoring at school and in the domestic sphere (at home). This flexible strategy has proven effective in reducing barriers to participation for parents with limited time. Meanwhile, in the Evaluation (Check) phase, continuous monitoring is carried out to gauge the effectiveness of collaboration, although administratively the instruments used are still simple and conventional. Finally, this cycle concludes with the Follow-up (Act) phase, where evaluation results are converted into concrete improvement steps through restructuring communication patterns and more precise adjustments to learning strategies. This consistent integration of the PDCA cycle has not only succeeded in creating harmony between schools and families but has also become a key driver in accelerating holistic and measurable improvements in the quality of student learning. Despite still facing obstacles such as time constraints, differences in parental backgrounds, and suboptimal documentation and evaluation, efforts to address these challenges are being made through strengthened planning, the use of adaptive communication media, and optimizing the role of the principal and school committee. Thus, this study confirms that cooperation between teachers and parents will be more effective in improving the quality of learning if it is managed systematically, evaluated objectively, and followed up continuously according to the PDCA principles.

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