

## The Role of Parental Collaboration with Teachers in Improving the Quality of Education at SDN Buncitan Sedati Sidoarjo

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### Abstract:

The Community Partnership Program (PKM) partner is SDN Buncitan, located at Jl. Raya Buncitan No. 76, Sedati, Sidoarjo, which serves as an institution for nurturing the nation's future generation by continuously implementing various learning methods and developing educational media to meet modern demands in producing high-quality human resources. However, the school faces several challenges, including a lack of collaboration between parents and teachers in improving educational quality, limited open and honest communication, insufficient cooperation, and the absence of a digital communication platform in the form of an interactive website to monitor students' academic and behavioral development. The development of an interactive website provides several benefits: for parents, it enables a better understanding of their children's learning process, fosters effective communication with teachers, and encourages active participation in education; for teachers, it allows a deeper understanding of student characteristics, enhances learning effectiveness, and increases motivation; and for the school, it contributes to improved academic achievement and educational quality, a more positive and conducive school climate, the establishment of good learning habits, reduced absenteeism, and faster problem detection. Through this synergy, a brighter future for students can be achieved, as stronger collaboration leads to higher educational quality. During the website development process, the partner school and the community service team worked closely to ensure that all targets were successfully met. The resulting interactive website, named "SI-PEKA" (Child Behavior Monitoring Information System), serves as an effective platform to address communication issues between teachers and parents, prevent misunderstandings, and strengthen collaboration to enhance the overall quality of education at SDN Buncitan Sedati Sidoarjo.

**Keyword:** Administration, Interactive Website, Management, Parenting, SI-PEKA, Socialization

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## Introduction

Teachers hold a position as professional educators at the levels of primary education, secondary education, and early childhood education within the formal education system, appointed in accordance with statutory regulations. The recognition of teachers' professional status is evidenced by the possession of an educator certificate. Furthermore, Law No. 14 of 2005 concerning Teachers defines a professional as an occupation or activity carried out by an individual that serves as a source of livelihood and requires expertise, skill, or proficiency that meets certain quality standards or norms, as well as necessitates professional education. It is expected that teachers, as professional educators, will function to enhance their dignity and role as learning agents and to contribute to the improvement of the overall quality of national education.

Teachers are the key to shaping excellent and competitive individuals; therefore, they play a crucial role in improving the quality of their students. Teachers hold a strategic position as educators, instructors, and mentors in developing a qualified generation and are expected to contribute to enhancing the quality of Indonesia's human resources. However, parents must also be actively involved in their children's educational process. Parents are provided with a platform such as the School Committee, which serves as an organization where parents directly participate in school activities from planning and implementation to evaluation. Numerous cases have emerged in which teachers are reported to the authorities by parents, primarily due to the low level of human resource quality and the lack of parental awareness regarding the importance of education (Aisyah et al., 2024).

Recently, there has been an increasing number of reports about teachers facing pressure from parents in relation to disciplining students. Some of these cases have even escalated to legal action, as teachers are accused of exceeding their limits in administering discipline, even though it is not always proven that the teachers committed any form of violence. A case that highlights the vulnerability of the teaching profession occurred in Konawe Selatan, Southeast Sulawesi. According to *detikcom*, a teacher named Supriyani was reported to the police after being accused of committing violence against a student at her school. Although she denied the accusation, Supriyani was still detained, and legal proceedings continued ("The Dilemma of Teachers: Reluctant to Discipline for Fear of Punishment," 2024).

Parental involvement in supporting teacher safety and student education contributes significantly to improving the quality of education and teacher well-being. Law No. 74 of 2008 provides a strong legal foundation for protecting teachers from various threats; however, its implementation in the field still faces numerous challenges. Therefore, synergy among the government, schools, and parents is required to create a supportive educational environment. It is essential for all parties to build effective communication and strengthen parental engagement in children's education to establish a safer and more conducive educational ecosystem (Aisyah et al., 2024).

Collaboration between parents and teachers allows for better information exchange regarding students' academic progress and behavior, enabling the learning process to be tailored to individual needs. Furthermore, parental involvement in children's education increases students' motivation to learn, as they feel supported both at home and at school. By sharing insights and information, teachers and parents can more effectively address students' challenges or difficulties. Strong cooperation between parents and teachers thus helps create a more comprehensive and supportive learning environment (Guru Inovatif, 2023; Dinas Pendidikan Kabupaten Bandung

Barat, 2023). The collaboration established between schools and parents represents a mutual effort in developing students, as both parties work together toward a shared educational goal. Such collaboration can positively influence students' development, and it will be most effective when teachers actively involve parents in the educational growth of their children (Baroroh & Putri, 2024). As the closest family members and the primary source of education, parents play a crucial role in a child's educational journey. A harmonious family relationship facilitates the smooth progress of children's education, especially within the household. Parents must create a conducive learning environment to nurture and guide their children's potential. Meanwhile, schools also play an equally important role in shaping students' intellectual, moral, and practical development. Teachers are expected not only to deliver knowledge but also to build good character and essential life skills in their students. Therefore, cooperation between parents and teachers must be fostered to ensure effective educational guidance for students. Parental support is vital in maintaining the quality of education, as enthusiasm and motivation in children often arise when parents, as the closest figures, actively support their learning journey. Consequently, parents play a key role in maintaining educational standards and should also understand their children's development within the school environment (Irwan, Nuryani, & Masruddin, 2023).

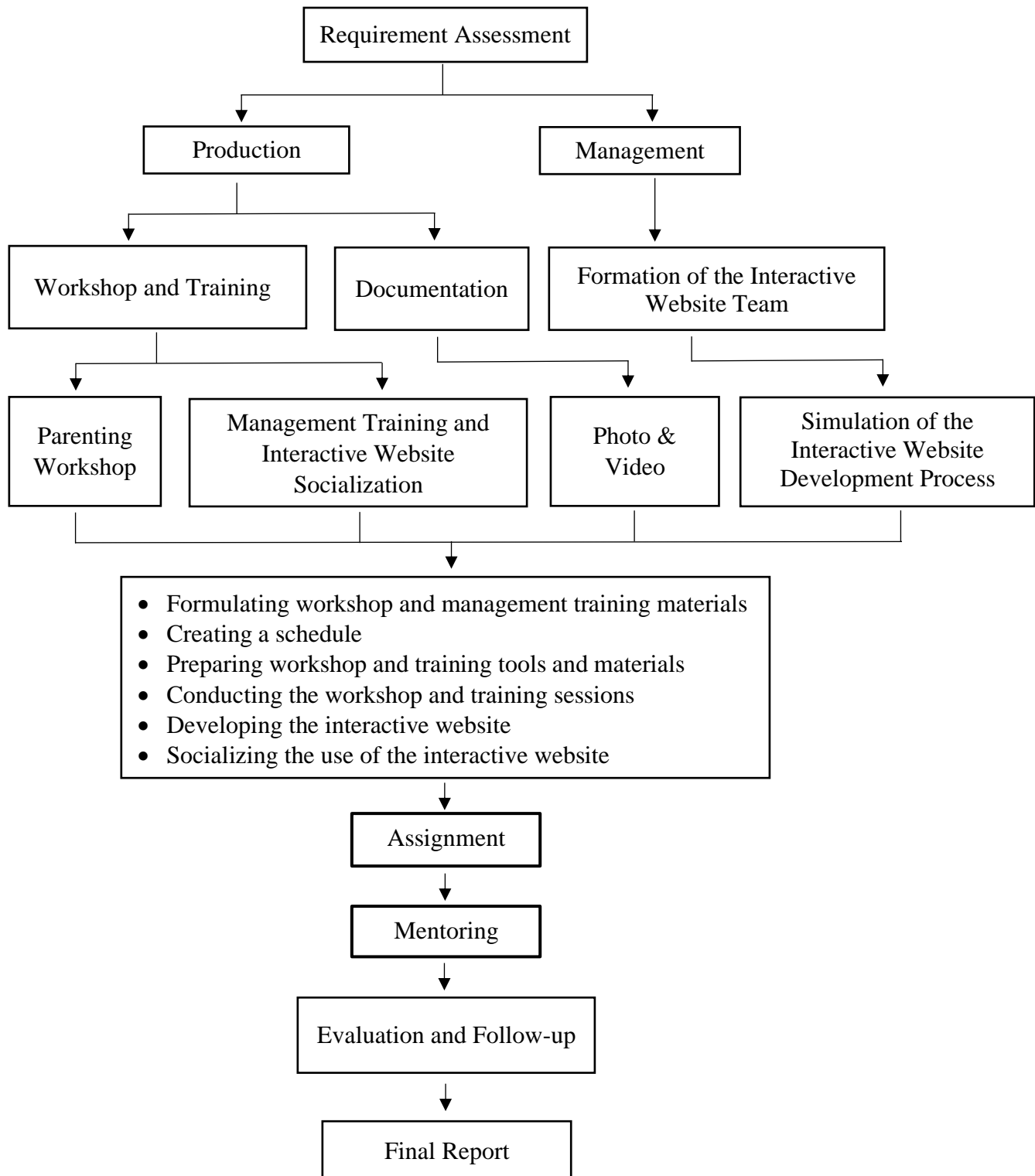
The role of teachers in improving educational quality includes several key aspects: (1) providing high-quality learning, (2) applying individualized approaches, (3) implementing character education, and (4) utilizing technology. Meanwhile, the role of parents includes (1) providing support at home, (2) collaborating with schools, (3) setting good examples, and (4) offering supervision and guidance. Through effective collaboration between teachers and parents, students' educational quality can be significantly enhanced. This partnership creates an environment that supports both academic and character development in a holistic manner (Suyono, 2024). Based on interviews conducted by the community service team with the partner school, collaboration between teachers and parents in improving educational quality, especially character development, is still limited. Many parents are less involved in students' home learning, which affects both academic performance and moral formation. Therefore, strengthening parental participation in school and extracurricular activities is essential. Cooperation between schools and parents should become a shared commitment to build positive behavior, such as honesty, politeness, responsibility, and active participation in religious or moral programs that support character education. At SDN Buncitan Sedati Sidoarjo, teachers often hesitate to discipline students due to fear of misunderstanding or legal disputes with parents. To address this issue, open and transparent communication is needed to build mutual trust, enhance teacher professionalism, and improve learning quality. This community service program aims to develop an interactive website that strengthens collaboration between teachers and parents. The school building of SDN Buncitan Sedati Sidoarjo is shown in Figure 1.1 below.



**Figure 1.** Physical Building Facilities of SDN Buncitan Sedati Sidoarjo

### Method

The stages of solution implementation can be seen in Figure 1.2 below.



**Figure 2.** Stages of Solution Implementation

Based on the proposed solutions and the results of discussions with the partner, the stages of solution implementation to be carried out collaboratively consist of three phases: (1) Training, (2) Assignment, and (3) Mentoring, which are described in detail as follows:

#### 1. Training

From the needs analysis, two training groups were identified: the production training group and the management training group. The production training group includes parenting workshops and the development and socialization of the use of the interactive website, while the management training group focuses on forming the school's interactive website management team. The training stages are as follows:

- a. Parenting Workshop: conducted for teachers and parents to enhance their understanding of shared roles in children's education, both at home and in school. This workshop aims to foster synergy in character education through collaboration between families and schools to nurture a generation that is virtuous, independent, and accomplished (Livingstone & Blum-Ross, 2020; Epstein, 2018).
- b. Management Training: a basic training program on the process of developing digital communication media in the form of an interactive website, conducted after the parenting workshop. The material focuses on cognitive-level concepts such as the benefits, functions, importance, and attractiveness of digital communication media, as well as the process of developing such media.
- c. Simulation of Digital Communication Media Development: a practical session designed to ensure that each team member clearly understands their functions and responsibilities in the website creation process. Digital communication media refer to communication tools that utilize digital technology to create, store, and deliver messages or information from sender to receiver through internet-connected electronic devices.
- d. Socialization of Interactive Website Usage: aimed at introducing how to use digital communication media effectively, especially for collaboration between teachers and parents. This stage includes determining necessary features and objectives, selecting suitable platforms, providing user guidelines, and sharing practical and safe usage tips.

#### 2. Assignment

After the parenting workshop led by the leader, the next activity is management training conducted by the second team member, followed by forming the website management team. The third team member then delivers training on developing digital communication media through an interactive website and conducts socialization sessions. Beyond workshop, the team assigns practical tasks to the management team as the school's partner. These tasks include testing and operating the interactive website, involving teachers, parents, guidance counselors, and homeroom teachers under supervision by the project team and university students. The team continuously monitors the implementation process to ensure effective performance and the successful creation of a high-quality digital communication platform.

#### 3. Mentoring

During the use of the digital communication medium in the form of an interactive website by parents, teachers, guidance counselors, homeroom teachers, administrators, and the management team, mentoring is provided by university students and the project team. This mentoring process is carried out intensively through discussions and coordination meetings to achieve optimal outcomes. Mentoring is conducted continuously during the website's development, socialization, and usage stages to ensure the effectiveness and sustainability of the interactive digital communication media.

### Results and discussions

The Community Partnership Program activities were carried out in the form of training and practical implementation. The training was conducted through lectures and discussions, while the practical activities

involved collaboration between the community service team and the partner school to develop an interactive website within the agreed timeframe. The outcomes of the Community Partnership Program are as follows:

### 1. Parenting Workshop

The parenting workshop on the role of collaboration between parents and teachers in improving educational quality successfully enhanced participants' understanding of several key aspects, including: the importance of collaboration, the objectives of parenting programs, the significance of open and honest communication, the value of cooperation, the respective roles of teachers and parents in children's education, forms of effective collaboration, strategies for overcoming barriers to cooperation between parents and teachers, methods for strengthening collaboration, and the importance of feedback and discussion in supporting continuous improvement.



**Figure 3.** The Head of the Community Service Team Delivering the Parenting Workshop

### 2. Interactive Website Management Training

Through the management training, the teachers of SDN Buncitan, parents, and the management team gained enhanced knowledge and understanding of how to manage an interactive website. The training covered several key topics, including the definition and benefits of an interactive website, the roles and responsibilities of the head and members of the management team, simulation of interactive website development, and the establishment of a regular work schedule, either monthly or weekly. The work schedule included activities such as collecting and compiling information. At the end of the management training, an interactive website management team was officially formed. Based on the coordination between the community service team and the partner school, it was agreed that the school's interactive website would be named "SI-PEKA".



**Figure 4.** The Second Member of the Community Service Team Delivering the Management Training

### 3. Socialization of the Interactive Website "SI-PEKA"

Through the socialization of the interactive website "SI-PEKA," users consisting of teachers, homeroom teachers, guidance counselors, parents, and administrators gained a comprehensive understanding of the system's concept and objectives, user roles, system architecture, data design, and related instruments. In

addition, participants were introduced to the Standard Operating Procedures (SOP) for using the *Student Behavior Monitoring Information System (SI-PEKA)*, which includes the purpose, scope, and operational steps from data entry by teachers, automatic processing by the system, to report reception by parents and dashboard access through Google Sites. In handling special cases, teachers record moderate or severe incidents, after which the guidance counselor receives an email notification to conduct follow-up actions such as counseling, mediation, and documentation of the results in the “Guidance Notes” section, while parents receive follow-up reports as part of transparency and collaboration in supporting student behavioral development.



**Figure 5.** Team 3 of the Community Service Group Conducting the Socialization of the Interactive Website “SI-PEKA”

#### 4. Assignment and Mentoring in the Use of the Interactive Website “SI-PEKA”

After participating in the socialization of the interactive website “SI-PEKA,” which serves as a child behavior monitoring information system, the service team assigned teachers and parents to try using SI-PEKA. The team provided direct assistance throughout the digital system implementation process, offering guidance and technical support. Additionally, the team conducted evaluations through discussions, surveys, and activity reports to refine the program, assess its outcomes, and develop plans for sustainability and continuous improvement.



**Figure 6.** The Community Service Team Providing Assignments and Mentoring

### Conclusion

Based on the overall implementation of activities, the results of the community partnership program can be summarized as follows.

Through the parenting workshop, management training, socialization, task assignments, and mentoring in the use of the interactive website, teachers and parents of SDN Buncitan Sedati Sidoarjo gained substantial knowledge about parenting and improved collaboration through open and honest

communication, management skills, website creation, and implementation support. This was evident from the interactive discussions with the community service team, where the partners expressed positive feedback and appreciation for the program. They found it highly beneficial, particularly in understanding parenting concepts and developing an interactive website designed to facilitate quantitative and qualitative monitoring of students' daily behavior, send automated reports to parents, and provide personalized dashboards for each child.

There was a significant improvement before and after the parenting workshop, management training, and the development of the interactive website. The enthusiasm shown during the assignment and mentoring sessions demonstrated that teachers and parents had formed a unified team in building a supportive learning ecosystem. Together, they can create a brighter future for children the stronger the synergy, the higher the educational quality achieved.

During the development process of the interactive website, the partner school and the community service team collaborated closely to ensure that the targeted outcomes were successfully met. The school's interactive website, named "SI-PEKA", serves as a platform to address communication challenges between teachers and parents, preventing misunderstandings and providing an effective medium to enhance the overall quality of education at SDN Buncitan Sedati Sidoarjo.

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