

Mutual Relationship Management Between Teachers and Parents: Strategies for Improving Student Learning Outcomes

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Abstract:

This study aims to understand the mutual relationship between teachers and parents in improving student learning outcomes. The site of this research is SMA NU 01 Al-Hidayah Kendal. This research uses a qualitative case study approach, where the researcher tries to understand the meaning behind the phenomena that occur in the field through interviews, observations, and documentation. The results showed that the mutual relationship built by the school to make teachers and parents more intimate in improving student learning outcomes was carried out through careful and systematic planning by involving all school parties to obtain optimal results. The planning carried out then carried out optimally and carried out jointly by the school with a mutualistic symbiotic principle and continued with an evaluation with the principle of continuous improvement.

Keywords: *Mutual Relationship, Learning Outcomes, Teachers, Parents*

Abstrak:

Penelitian ini bertujuan untuk memahami tentang mutual relationship antara guru dan orang tua dalam meningkatkan hasil belajar peserta didik di sekolah. Situs penelitian ini adalah SMA NU 01 Al-Hidayah Kendal. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, di mana peneliti berusaha untuk memahami makna dibalik fenomena yang terjadi di lapangan melalui interview, obsevasi dan dokumenyaso. Hasil penelitian menunjukkan bahwa mutual relationship yang dibangun oleh sekolah untuk lebih mengakrabkan antara guru dan orang tua dalam meningkatkan hasil belajar peserta didik dilakukan melalui perencanaan yang matang dan sistematis dengan melibatkan semua pihak sekolah guna memperoleh hasil yang optimal. Dari perencanaan yang dilakukan, kemudian dilaksanakan secara optimal dan dilakukan bersama-sama oleh pihak sekolah dengan asas simbiotik mutualistic, dan dilanjutkan dengan evaluasi dengan prinsip *continuous improvement*.

Kata Kunci: *Mutual Relationship, Hasil Belajar, Guru, Orang Tua*

INTRODUCTION

Learning is a conscious activity carried out by every human being. Every human being does learning to produce changes in his behavior (Hanafy, 2014). Learning can be obtained from educational institutions such as madrasas. Learning aims to change habits, from bad to good (Qodir, 2017). The changed bad habits are used as a provision for a person's life to distinguish which ones are considered good amid society to be avoided and which ones must be maintained (Putri et al., 2019).

By studying, it is hoped that someone will get good learning outcomes. Learning is the initial foundation for managing, printing, and improving high-quality human resources. You can develop various potentials to prepare quality human resources (Juniati & Widiani, 2017). However, in reality, the learning outcomes obtained by students are not always good and as expected (Nurhasanah & Sobandi, 2016). Learning outcomes show how students can know, understand and even apply the learning gains they get from a teacher (Adawiyah, 2019).

Teachers are one of the external factors that affect student learning outcomes, which substantially contribute to the success of learning in schools (Sulistiani, 2016). In this case, it takes creativity in teaching. Teacher creativity is essential in teaching and learning activities and can even be an entry point in efforts to improve student learning outcomes (Agung, 2010). Creativity in teaching will make learning more exciting and not monotonous. So, students can more easily understand the material presented by the teacher (Oktiani, 2017). Interest in learning is the driving force within the individual to carry out learning activities and increase knowledge, skills, and experience. Interest is one of the internal factors that affect student learning outcomes (Karina et al., 2017).

The problem that the world of education often faces is the weakness of the learning process, which only emphasizes the teacher's influence. Teachers are required to provide more chances to students and parents fully surrender without participating in the success of learning; In contrast, the available learning time with teachers is minimal; this does not allow teachers to optimally stimulate the level of student learning outcomes without good management. Problems also arise because the abilities of each individual are different; they have their characteristics, not only from a physical and psychological perspective (Ahour & Haradasht, 2014). At the level of intelligence, children also have differences from one child to another because children have unique characteristics. In this case, a reasonable and appropriate learning management process will affect the quality of learning (Selian, 2019).

With a variety of problem factors that occur, a strategy for improving learning outcomes for students is needed so that teachers and parents can measure students' level of success. Through strategies for improving learning outcomes, planning targets are easier to achieve and realize, and successful education can lead a person to the desired achievement; therefore, in education, a strategy for improving learning outcomes is needed so that the level of development during education can be known, as conveyed by previous

researchers regarding The strategy for improving learning outcomes, namely Firmansyah (2015) conveys that efforts to improve learning outcomes in learning can be done by improving the learning process carried out by the teacher's strategy, for example by increasing the competence of the teacher. Then Hasbullah et al. (2019) emphasized that learning strategies are essential because they are related to the methods to be applied so that the learning outcomes set are achieved optimally. Then the factors that affect learning outcomes are also increasing due to active learning methods that are continuously implemented from an early age by teachers and parents (Selian, 2019).

Facts in the field, especially at SMA NU 01 Al-Hidayah Kendal, related to improving learning outcomes, namely; The learning outcomes of students tend to remain even there are declining various factors cause this, the findings in the field show a lack of cooperation between teachers and guardians of students in stimulating education in children so that learning outcomes decrease, the two strategies of teachers in implementing learning tend to be monotonous so that students find it easier bored and less interested in following subjects, the third fact is that the availability of facilities and infrastructure in the implementation of learning is very lacking so that learning is not conveyed in its entirety to students.

These symptoms provide a passion for schools to improve learning outcomes through strategies that can increase the target of learning outcomes for students. Not only are schools required to make system changes, but teachers are also required to be able to innovate, especially in improving students' learning outcomes. In integrating strategies for improving learning outcomes, this madrasa innovates by involving parents involved in education and learning activities in madrasas. This management is known to effectively improve learning outcomes for students, as stated by previous research. To achieve maximum learning outcomes, it is necessary to establish good cooperation between teachers and parents of students (Kartini, 2020). Madrasas can liaise between teachers and parents to collaborate to improve student learning outcomes (Nisa' & Fatmawati, 2020).

Management collaboration between teachers and parents aims to build communication in monitoring student learning progress (Handayani & Hasrul, 2021). This means that parents do not entirely give responsibility for obtaining good learning outcomes only to teachers. However, more than that, guardians of students can continue what students have learned at the madrasa to be repeated at the home of guardians of students as part of the community has rights and obligations in organizing education.

The form of cooperation between madrasas and parents can be done by forming management that madrasas can regulate to improve learning outcomes for students. The descriptions from a number of these researchers explain the importance of cooperation between teachers and parents through reciprocal relationships in maximizing learning stimulation in children so that the percentage of children's learning outcomes can increase so. This is a novelty from previous research. Referring to this description, the researcher is

interested in reviewing the mutual relationship between teachers and parents in improving student learning outcomes at SMA NU 01 Al-Hidayah Kendal.

RESEARCH METHODS

This study uses qualitative methods by conducting research that intends to describe the problem and analyze the problems that occur, namely, the mutual relationship between teachers and parents in improving student learning outcomes. This research site is SMA NU 01 Al-Hidayah Kendal, Kendal, Central Java. Researchers collect data through several stages: observation, observing directly at the research site, and doing documentation. Interviews were conducted on several informants, consisting of madrasa leaders, teachers, guardians of students, and students selected using a purposive technique. Observation, visit the research site. Study documentation, analyzing documents related to research. The data analysis technique used in this research is interactive analysis. This model has four analysis components: data collection, data reduction, data presentation, and concluding (Miles and Huberman, 2014).

RESULTS AND DISCUSSION

The results showed that the mutual relationship between teachers and parents in improving student learning outcomes was carried out through the following stages:

Mutual Relationship Planning

Running a program does not escape from a plan. Through careful planning, the program's success rate is closer to success. This planning includes the main activities that must be carried out before a program is implemented (Baharun et al., 2021). It can be seen in the documentation that is in the institution by making plans that are outlined in the curriculum used. The curriculum includes the management of reciprocal cooperation carried out by teachers and parents to support the implementation of more optimal teaching and learning activities.

The head of SMA NU 01 Al-Hidayah Kendal, said that a strategy is needed to establish good cooperation between teachers and parents and all components in the madrasa. We are committed to improving discipline with mutually agreed regulations and establishing good communication between the principal, teachers, and guardians of students. All aspects of complaints are submitted transparently in forums, carrying out activities according to the results of deliberation and prioritizing mutual agreements. Prior to implementing the program, we held a joint deliberation held by the madrasa with parents to discuss the reciprocal relationship that would be carried out to realize the level of achievement of children's learning outcomes.

One of the class VIII teachers also conveyed that the implementation of a mutual relationship planning that the school principal promoted was to increase teacher competence by attending training, seminars, and sharing with principals and colleagues. In addition to increasing competence, it also increases skills, discipline, and high commitment. Because the realization of

high educational discipline can affect working conditions and professional work results in an organization. Teacher professionalism represents quality education because it is critical in providing the best service and education to students and the community (Dewi & Khotimah, 2020).

It was also mentioned by the Deputy Head of the Madrasah Curriculum that in planning, it was not only teachers who had to improve competence in education, but parents were also required to increase knowledge about education by attending parenting every six months, which was carried out by Madrasahs. Parenting is expected to provide an understanding to parents about the importance of education and the importance of cooperation in creating a mutually beneficial relationship that is beneficial for both parties.

Through planning carried out long in advance, it is easier to implement the management that will be carried out in this institution. Mutual relationship management is expected to improve student learning outcomes so that problems that occur can be resolved and become a fighting spirit for teachers and parents to educate the nation's children.

Implementation of Mutual Relationship

In this aspect, it will refer to the planning that has been made and mutually agreed upon by the madrasa to achieve the goals that have been mutually desired (Haromain, 2021). Based on cultural observations within the institution, it is very thick with togetherness. The community within the institution is very enthusiastic about carrying out activities carried out by deliberation and jointly decided and carried out together, such as cooperation in cleaning the environment, maintaining order or environmental security, and participating in promoting and introducing madrasa institutions broader community. This is an opportunity for madrasahs to form mutual management relationships with parents of students to improve student achievement or learning outcomes.

As stated by one of the teachers that the community within the institution is very enthusiastic and voluntary if they are involved in madrasa activities, especially the guardians of students; they volunteer when asked for help, especially in terms of advancing the institution. Therefore, this needs to be utilized in developing the quality and quality of education in the institution.

Based on an interview with one of the parents, it was stated that we are delighted to be involved in activities that can improve the quality of the madrasa, especially regarding our children's learning outcomes. The program carried out by the madrasa is to form an association in which all parents or guardians of the students are involved. Through the community facilities, we can also obtain information regarding the child's progress. With collaboration, both teachers and parents or guardians of students can control the progress and development of students who are carried out at the madrasa and at home.

In the implementation of mutual relationship management, the institution creates a culture of cooperation that always involves students' parents to create a culture of mutual need or reciprocity. The culture of school institutions is often referred to as the work environment, which represents the

atmosphere of working relationships between fellow teachers, between teachers and the head of the madrasa, between teachers and other education staff, and between teachers and guardians of students as a form of environment that is as expected. Several things need to be considered to maintain a conducive madrasa institutional culture: First, it allows schools to create a school institutional culture that helps teacher performance, such as collaboration, friendship, and mutual support to achieve the expected goals. Second, teachers increase engagement and work discipline by coming to school on time, obeying school rules, and being loyal to the institution (Purwoko, 2018).

One of the guardians of class IX students also emphasized that the collaborative culture formed by the institution gave us the motivation to pay more attention to our children, especially in their growth and development in achieving more significant progress. With our involvement as guardians of students in school activities, we better understand the character and interests of our children in the field they want.

Several programs are implemented in institutions and can provide cohesiveness in cooperation and improve student learning outcomes and improve the quality of education in institutions. Some of the cooperation programs that have been carried out in the institution include:

Formation of A Student Guardian Association

The class association is an association of parents in a class that aims to build, grow, and increase parental care and responsibility participation by providing suggestions and input to improve student learning outcomes. Through the association of guardians of students, they can provide ideas and input for educators who can later be screened and implemented for students. In the community, it is not only discussing inputs in the application of learning such as holding lessons or tutoring, participating in competitions at the sub-district, district, and even provincial levels, etc.

Apart from the activities mentioned, there are several other activities as stated by one of the teachers that the association also carries out recreational activities; this activity involves parents of students to determine recreation areas and is adjusted to the theme of children's learning, then involving parents of students in commemorating Islamic holidays and Nationally, student guardians take part in the success of big and national day events to make the parents' closeness to school more intensive and feel more ownership, especially in terms of improving school quality and student learning outcomes.

Parenting Activities

The Cooperation Program with parents is carried out in parenting activities held by the school every six months or one semester. This parenting activity is carried out to provide scientific experience to parents, especially in improving student learning outcomes.

As stated by the head of the madrasa, parenting is beneficial for parents, especially about the mutual management relationship between teachers and guardians of students so that the learning methods that teachers apply can also

be applied by parents at home so that learning is sustainable and can improve learning outcomes for students.

Counseling for students

The totality of parents' attitude in paying attention to all children's activities while carrying out their routines as students are essential so that the child can quickly transfer knowledge during the learning process and achieve maximum learning achievement. Parents can do counseling with the school, which can be discussed privately with the principal according to a predetermined schedule. This counseling is a place for parents to express complaints or ask for advice to guide children to improve their learning outcomes further.

Parental attention in other forms can be providing guidance and advice, supervising learning, providing motivation and rewards, and fulfilling learning facilities (Assefa & Sintayehu, 2019; Kim & Barrett, 2019). Providing guidance and advice makes children have ideals; providing supervision over their learning is to provide motivation and rewards so that children are encouraged to learn and excel, while the fulfillment of the facilities needed in learning is so that children are more firmly established in an idealism to be achieved by utilizing available facilities there is. The forms of parental participation in the development of children's achievements include: Giving encouragement to children about the importance of education for their children's future, as a facilitator for all children's activities, being a source of knowledge and knowledge in the family, motivating children to continuously improve learning achievement they, as a place to ask questions and complain about things that are children's problems, provide clear directions for their children's future (Kurt & Taş, 2018; Rajendran et al., 2020).

One of the guardians emphasized that through a program that has been launched by the school principal, namely mutual relationship management by involving us as guardians of students to be active in school activities so that we are motivated to advance educational institutions in the institution. The existing cooperation will produce maximum results in producing balanced reciprocity.

With the participation of parents, it shows that the progress and improvement of children's learning achievement at school can continue to increase, along with the increasing age and reasoning power of children (Kusaeri et al., 2018; Saka, 2021; Emanet & Kezer, 2021). Giving assignments to children can train them to be responsible for themselves and others. Lack of parental participation can make children souls or individuals who feel not neglected, useless, and even blame others for their actions in society. Those who lack support from their parents think that their parents do not care about them and tend to put a distance between their children and their parents.

With several activities carried out through mutual relationships, the madrasa program runs smoothly through a culture of collaboration that involves all components of the school with the parents. These programs have a significant impact on the progress and existence of madrasas. Through high organizational commitment, all components will work more optimally, and the

performance produced by an organization will also increase positively (Gidayani et al., 2022).

The head of the madrasa said he was delighted and proud to adopt a mutual relationship management program that could improve the quality and quality of schools in a better direction, especially in improving student learning outcomes. By involving parental cooperation and prioritizing mutual consensus, programs that have been planned can run optimally according to the desired goals. Improved learning outcomes can be felt when students participate in competitions and win the event, thus bringing the institution's good name.

Judging from the results that have been implemented, although not all programs have been implemented well, the activities that have been launched by involving cooperative relationships with parents can develop education in institutions in a better direction, especially in the field of improving learning outcomes and the quality and quality of education (Suwardi et al., 2020). The quality improvement appears in the increasing public trust to choose education in this institution (Agrawal, 2019; Saut et al., 2020). Schools must apply maximum student admission restrictions to minimize the number of students who can meet the existing capacity.

Program Evaluation

Evaluation is carried out as a form of observation of activities that have been carried out several times. By conducting an evaluation, educators can find out how far students' level of achievement with programs already running. From this evaluation, step-by-step plans can also be made to make further plans to improve and strengthen the program being implemented (Basri & Rusdiana, 2015).

The seventh-grade teacher said that the evaluation of the mutual relationship management program was carried out once a month by inviting all guardians of the students. Through the evaluation, a joint discussion was held on programs that needed to be reduced or increased according to the conditions of the students. This evaluation activity shows how far the program can run and can positively influence the development of children's learning outcomes (Borashkyzy et al., 2020; Karimi et al., 2021). Through evaluation, it can also provide direction to schools about the following steps to improve students' quality and quality of learning in a better direction (Goumairi et al., 2020; Nazari-Shirkouhi et al., 2020).

CONCLUSION

Activities that involve collaboration between teachers and parents (guardians) in the form of a mutual relationship shop at SMA NU 01 Al-Hidayah Kendal can produce a new concept or character that is more significant in improving student learning outcomes and the quality and quality of the school. The implementation that is carried out with a combination of collaboration between the school component and the parent component can have implications for improving learning outcomes and school quality towards a better direction; it can be seen in the involvement of students in participating

in several competitions and being able to win medals as well as an increasing number of students, from year to year. Of course, this program cannot be generalized to all institutions because it is based on the character and situation that exists within the institution. Thus it can provoke the emergence of further research, which is expected to be able to examine the same case more comprehensively and complexly.

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