Educators Communication with Parents in Increasing the Activities and Learning Achievement of Students in Primary Schools

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Abstrack : Educators Communication with Parents in Increasing the Activities and Learning Achievement of students in Primary Schools. This study aims to describe the communication between educators and parents in increasing the activity and learning achievement of students. The research used is descriptive qualitative case study method. Data collection techniques through interviews, questionnaires, and documentation. Data analysis techniques used steps of data reduction, data presentation, and conclusion (verification). The results showed that 1) communication between educators and parents through official meetings at school, home visits, periodic reports, educators' attitudes to parents and communication outside of school via cell phones, 2) communication barriers between educators and parents, including busyness. parents, misunderstanding, slow response, difficult signal constraints, lack of focus, distance from home to school, feeling shy and reluctant, and lack of understanding of the content of the conversation, 3) efforts to overcome communication barriers.

Keywords: *Communication, Educators, Parents*

        Abstrak: Komunikasi Pendidik dengan Orang Tua dalam Meningkatkan Aktivitas dan Prestasi Belajar siswa di Sekolah Dasar. Penelitian ini bertujuan untuk mendeskripsikan komunikasi antara pendidik dan orang tua dalam meningkatkan aktivitas dan prestasi belajar siswa. Penelitian yang digunakan adalah metode studi kasus deskriptif kualitatif. Teknik pengumpulan data melalui wawancara, angket, dan dokumentasi. Teknik analisis data menggunakan langkah-langkah reduksi data, penyajian data, dan penarikan kesimpulan (verifikasi). Hasil penelitian menunjukkan bahwa 1) komunikasi antara pendidik dan orang tua melalui pertemuan resmi di sekolah, kunjungan rumah, laporan berkala, sikap pendidik terhadap orang tua dan komunikasi di luar sekolah melalui telepon seluler, 2) hambatan komunikasi antara pendidik dan orang tua, termasuk kesibukan. orang tua, salah paham, lambat tanggap, kendala sinyal sulit, kurang fokus, jarak dari rumah ke sekolah, rasa malu dan enggan, serta kurang memahami isi percakapan, 3) upaya mengatasi hambatan komunikasi dengan orang tua dengan mengubah jadwal bersekolah bersama pasangan, kunjungan rumah, menyampaikan hasil rapat melalui telepon, dan melaksanakan komunikasi yang efektif, 4) terdapat pengaruh komunikasi antara pendidik dan orang tua terhadap aktivitas dan prestasi belajar siswa.

Kata Kunci: Komunikasi, Pendidik, Orang Tua

- **INTRODUCTION**

	Humans as social beings cannot live alone without the help of others. Humans always need each other in living their lives. Therefore, humans are required to relate to other people. The main thing that must be done to establish a relationship with other people is social interaction in the form of communication. Communication is very important for the continuity of human life, with communication humans can understand and understand each other.

	Likewise in family, community, and state life, communication is always fundamental in building these relationships. However, communication is not only carried out in the field of society, in the field of education it is also very much needed. Without communication, the learning process will not occur.

	Children's education consists of three channels, namely informal, formal, and non-formal education. These three pathways must be related and always be connected in order to create a good and quality education. One of the things that can realize quality education is the collaboration and communication between schools and parents of students. The importance of communication between educators and parents of students has been stated by Pusitaningtyas (2016: 938) which states that "parents are the main work partners for teachers in children's education. Effective communication between parents and teachers is needed in order to equalize the perceptions of both parties about what is needed in children's education. "

	However, in reality, the communication made by educators or schools with parents is still rare. This is reinforced by the statement Purwanto (2007: 127) "there are still many parents who have not realized the need to establish relationships and cooperation. "There are still parents who are reluctant to make contact with schools because they don't have time and don't have time, he said."

This is further strengthened by research conducted by Sugihandari in Syamsudduha (2017: 142) which suggests a poll conducted by Kompas media on 22-24 April 2015 on 326 respondents of parents who have school-age children, showing that 74% of students' parents admitted that he did not know the learning pattern or curriculum that was applied in schools.

	Based on the phenomena found in the results of the survey and research above, it is known that communication between the school or educators and parents is still very minimal. This causes distance between educators and parents, a lack of cooperation which not only affects learning activities and students' academic achievement, but also has an impact on the quality of schools and the quality of education. Therefore, communication between educators and parents needs to be done as often as possible.

	Communication between educators and parents is very important and needed. SDIT Miftahul Jannah is an IT-based private school (Integrated Islam) under the auspices of the Bandar Lampung City Education and Culture Office. The results of preliminary research observations conducted by researchers indicated that the communication between educators and parents was very good. Based on the description above,

a research was carried out with the title "Educator Communication with the Parents of Students in Increasing the Activities and Learning Achievement of Students at SDIT Miftahul Jannah Bandar Lampung".

- **METHOD**

This research is a qualitative research. This type of research is descriptive research with a case study research method, namely in-depth research on an object. The research that the researchers will do is to explain and describe the communication carried out by educators with parents of students in increasing the activities and learning achievements of high-class students at SDIT Miftahul Jannah Bandar Lampung for the 2019/2020 academic year.

The research subjects in this study were the principal, 3 (three) educators, and the parents of high-grade students, namely class IV (four), V (five) and VI (six) at SDIT Miftahul Jannah Bandar Lampung as many as 63 people. The object of this research is a descriptive study of the communication of educators with the parents of students in increasing the activity and learning achievement of high-grade students of SDIT Miftahul Jannah Bandar Lampung.

Data collection techniques used in this study were interviews, documentation, and questionnaires (to strengthen the data and the end result using percentages). The instruments in this study were interview guidelines, documentation sheets and questionnaires in the form of a rating scale which states the levels in the answer.

After all the data has been collected and it is considered sufficient, then the next step is to analyze the data. The data analysis technique used is based on Miles and Huberman (in Basrowi and Suwandi, 2008: 209-210) which includes three concurrent activities: (1) data reduction, (2) data presentation, and (3) drawing conclusions (verification).).

The data validity technique in this study used triangulation of sources by asking the same question from different sources. Researchers compare the information obtained from one source to another. This aims to obtain assurance of data trust and avoid subjectivity. The data from the three sources were then described, categorized, which were the same, which were different, and which were specific. Researchers compared the results of interviews with one data source with other data sources and concluded to seek and understand the meaning of the research results obtained.

- **DISCUSSION**

The research was conducted at SDIT Miftahul Jannah Bandar Lampung. Researchers collected data through interviews with the principal and 3 (three) educators. Researchers also distributed questionnaires aimed at the parents of students but only to strengthen the data and in the form of a percentage. Based on the data obtained from interviews, questionnaires, and documentation, the following data were obtained:

1. Forms of communication made by educators with parents of students

The data that the researchers obtained from interviews with educators, questionnaires given by students' parents, and documentation obtained the results of research on the sub-focus of forms of communication conducted by educators with parents of students.

The forms of communication carried out by SDIT Miftahul Jannah Bandar Lampung can be grouped into 2 forms, namely formal communication and non-formal communication. Formal communication includes meetings held at school, home visits, and periodic reports. Meetings held at school are in the form of routine studies with parents or guardians of students, meetings, distribution of report cards and tahfidz graduation. The periodical reports used in SDIT Miftahul Jannah are in the form of a connecting book and a mutaba'ah book.

Then for non-formal communication includes the attitude shown by educators to the parents of students who visit the school and communication made via cell phones.

2. The Effect of Barriers to Establishing Communication between Educators and Parents of
Students at SDIT Miftahu Jannah

The obstacles raised by school principals and educators were parents' busyness, parents did not understand when there was a new program or policy from the school, and parents who only listened when given information via cell phone on the WhatsApp application so that only one-way communication occurred.

Researchers also obtained information that there are a small proportion of parents who experience problems with signal difficulties so that they are late in receiving information if the information is conveyed via cellphone. Furthermore, there are a small proportion of parents who speak the local language and parents who are far from their homes from school. In addition, educators do not know for sure if there are parents who feel embarrassed and reluctant when they want to ask questions or talk to educators. However, some educators say that parents feel relaxed and relaxed when talking to them. When talking with educators, parents tended to understand what was being said, only a small part did not understand.

3. Educators' Efforts in Overcoming Obstacles in Establishing Communication with Parents
of Students at SDIT Miftahul Jannah Bandar Lampung

There are several attempts by schools to overcome obstacles when communicating with students' parents or guardians. These efforts include conveying information over the phone when parents are unable to attend meetings held at school. However, the principal suggested being able to meet face to face in person on different days so that it would be clearer than by telephone.

Another effort made by educators is by visiting the homes of the parents of students who are unable to attend the meeting. Conducting effective communication is also one of the efforts that can be made to overcome obstacles in communication. This effective communication has five indicators, namely respect, empathy, audible, clarity, and humble which is commonly abbreviated as the word REACH. Through interviews that researchers have conducted, educators have implemented REACH when communicating with students' parents.

4. The Impact of Educators' and Parents' Communication on Students' Learning Activities
and Achievements

Communication between educators and parents of students has an impact on students' learning activities. Learning activities that are affected include 1) reading activities; 2) the

activity of asking questions, giving suggestions and opinions, discussing; 3) writing activities; 4) listening activity; 5) drawing activities; and 6) mental activity. However, according to educators there are several activities that are less impacted by the existence of educator and parent communication, including listening or listening and motor activities.

Educators always discuss developments and what are the problems of students so that parents can help at home. So that this communication has an impact on the rest of the students' defense. Without communication with educators, of course parents will not know the abilities and difficulties of their children so that it is difficult to achieve success because there is no good cooperation.

This section will discuss the results of research on communication between educators and parents of students in increasing the activity and learning achievement of high-class students at SDIT Miftahul Jannah Bandar Lampung, the discussion is adjusted to the research sub-focus.

1. Forms of communication made by educators with parents of students

The formal communication made by SDIT Miftahul Jannah includes official meetings at school, home visits, and periodic reports. Official meetings at the school include meetings, routine studies, distribution of report cards, and students' tahfidz graduation. Activities in routine studies are in the form of presenting lectures, memorizing the Qur'an by students 'parents and closing with sharing time between the educators and the students' parents or guardians. This routine study is a mainstay program at SDIT Miftahul Jannah because it has a very positive impact on the relationship that exists between the school and the parents or guardians of students. Parents' responses in attending meetings with this school varied. Some were enthusiastic about attending, but there were also those who were busy so they couldn't attend.

Home visits are also formal communications that have only been used as an official program from schools since the Covid-19 pandemic to control the development of students at home. According to the information the researchers obtained from interviews with educators, there were educators who often made home visits before the implementation of this program. The educator said that it was his personal agenda with the parents of the students, not only visiting the house but the educator also scheduled a trip with the parents of the students. However, this is only done by some educators who do have better communication skills so that they are familiar with the students' parents.

Then the formal communication at SDIT Miftahul Jannah is also in the form of periodic reports in the form of connecting books and mutaba'ah books. Connecting books have become the hallmark of IT-based schools (Integrated Islam). This contact book contains activities or activities carried out by students at school and at home so that both educators and parents can monitor their progress. Meanwhile, the mutaba'ah book is a book that reports on students' achievement of memorizing the Al-Qur'an.

Furthermore, SDIT Miftahul Jannah, apart from communicating formally, also communicates informally. This communication takes place outside school hours and is informal. Non-formal communication is carried out like the attitude of educators when talking with parents of students and communicating via cell phones. The attitude of educators with parents also greatly affects communication between the two. Educators at SDIT Miftahul Jannah always strive to be polite and friendly when talking or communicating with parents. Communication is also carried out via cell phones for matters

of an informal nature, such as asking for news, checking homework that is given, and other information that is still appropriate to ask or to share via cell phone.

SDIT Miftahul Jannah in the application of communication between educators and parents of students is in line with the opinion according to Patmonodewo (2003: 130) which states that "communication techniques that are enforced can take place in various forms or ways, in the range of informal to formal communication"

b. Barriers to Establishing Communication Between Educators and Parents of Students at SDIT Miftahul Jannah Bandar Lampung

Based on interviews with school principals and educators at SDIT Miftahul Jannah Bandar Lampung, the most common obstacle when communicating with parents is that there are some parents who do not have time to attend school meetings because they are constrained by work. Parents' busyness is the main obstacle experienced by SDIT Miftahul Jannah Bandar Lampung. This of course makes the communication less effective.

The next obstacle arises if the school has a new policy, there are some parents who do not understand the policy in terms of its content and purpose, which causes misunderstanding. Based on the results of interviews with educators, there were parents who asked about school policies that they had not agreed upon. So that educators must explain again the contents of the school policy so that parents can understand it. The next communication barrier occurred during the Covid-19 pandemic, where students carried out learning activities at home. The obstacle that occurs is the delay of students in sending assignments because their parents have to work and cannot accompany their children at home.

So that the assignment will be sent when the parents have returned from work. This only happens to students who do not have their own cell phones. When educators provide information and it is only read by parents without a response, it also becomes an obstacle in communicating because communication only takes place in one direction.

Based on the results of interviews conducted by researchers with educators, especially homeroom teachers from high classes (IV, V, and VI), educators also experience disturbances or other obstacles. The first obstacle is the obstacle caused by technical problems. This obstacle usually occurs when communicating via cell phone. This technical problem was in the form of difficult signals from cell phones, which hindered communication. According to the results of interviews with educators, there are a small proportion of parents who experience this technical disorder.

The next obstacle is semantic and psychological disturbances. This semantic disorder is in the form of differences in language (regional language), causing confusion for people who do not understand the meaning of the regional language. While psychological disorders, namely there is a conflict within the person who communicates so that it is imperfect in delivering information and receiving information. Educators also say that only a small proportion of parents experience semantic and psychological disorders. Parents sometimes speak their local language and there are also parents who do not focus when spoken to by educators, but only a small part of the parents.

Then there are obstacles in the form of physical obstacles, namely the distance from the parents' house to the school so that they often do not attend meetings. This physical obstacle is only experienced by parents who send their children to the cottage owned by

the Miftahul Jannah foundation. So that parents rarely go to school, and when the distribution of odd semester report cards the parents do not come, but the school still understands and takes the report cards when the distribution of semester reports is even.

The next obstacle is the status barrier, in this case the reluctance and embarrassment of the parents of students to the educator so that they rarely communicate. Based on the interview results, educators do not know for sure whether parents feel shy and embarrassed. However, educators always try to break the ice. The last obstacle is the hurdle of the frame of mind that makes parents do not understand what the educators say. According to the results of the interview, there were parents who did not understand when talking to educators, but this was only experienced by a small proportion of parents.

Based on the discussion above, there are several obstacles in communication between educators and parents that occur at SDIT Miftahul Jannah, including parents 'busyness, parents' misunderstanding of school and one-way communication. Other obstacles also arise as according to Cangara (2011: 155) which states that communication disorders consist of six types, namely "technical disorders, semantic and psychological disorders, physical obstacles, status barriers, frame-of-mind obstacles, and cultural obstacles".

c. Educators' Efforts in Overcoming Obstacles in Establishing Communication with Parents of Students at SDIT Miftahul Jannah Bandar Lampung

SDIT Miftahul Jannah also tried several ways to overcome the obstacles experienced when communicating with parents of students. As explained in the discussion section, the obstacle that often arises is the busyness of the working parents of students so that it is difficult to find time to attend meetings. The effort made by the school is to advise parents to arrange a schedule with their partner so that they can take turns in coming to future meetings, or they can be represented by other guardians so they can come to school. The next effort is to provide information by telephone, but the school still recommends doing face-to-face meetings so that information can be conveyed clearly and there are no misunderstandings. Face to face can be done by means of parents coming to school on another day or school parties visiting parents' homes.

Then one way to overcome obstacles is to carry out effective communication. Furthermore, Naim (2012: 46) states that "effective communication is summarized in what are called the five laws of effective communication (The 5 Inevitable Laws of Effective Communication). These five laws are summarized in the word REACH which means to embrace or reach out ". The word REACH here stands for respect, empathy, audible, clarity, and humble. Based on the interviews that have been conducted, educators have tried to make this effective communication well.

The word respect which in Indonesian means respect. Educators at SDIT Miftahul Jannah really attach great importance to this mutual respect. Therefore, in every conversation with parents, educators are polite to parents. Educators also said that parents also respect educators even though they are younger.

Furthermore, namely empathy, in this case the researcher saw from a listening perspective. Based on the information the researchers got, educators listened well when parents were talking. Then audible, audible can be interpreted by using simple words so that it is easy to understand. Educators have also used language that is easily understood by the parents of students, this is more like using language that is relaxed and not standardized so that an effective atmosphere is created as well.

Next is clarity, or it can be called clarity in conveying information so that there is no misunderstanding. When there are parents who do not understand what the educator said,

the educator will repeat it again so that parents feel the information obtained is clear and does not cause misunderstandings. The last one is humble, which if translated into Indonesian means humble, in this case the researcher looks at the attitude of the educator when receiving criticism and suggestions from the parents of students. Based on the information obtained, when there are parents who provide criticism and suggestions, the educator will accept and be open.

d. The Impact of Educators' Communication with Parents of Students on Activities and Learning Achievement of Students at SDIT Miftahul Jannah Bandar Lampung.

Researchers collected information about the impact of teacher and parent communication on eight student learning activities as Paul B. Diedrich made a list containing 177 kinds of student activities which, among others, can be classified as follows (Sardiman, 2012: 101), namely "visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, emotional activites. "

However, due to the limitations of researchers, researchers only collected information on the impact of communication between educators and parents on one activity from each of these activities. The first activity is visual activities, in which the researcher looks for information on the impact of communication between educators and parents on students' reading activities. Based on the interviews that have been conducted, students become more monitored by reading activities at home and doing writing activities well at school.

The next activity is asking questions, giving suggestions and opinions as well as discussions, educators inviting parents to frequently communicate with students so that students are trained to speak and can ask questions, give suggestions and discuss when at school.

Furthermore, there are listening activities and motor activities, in this activity educators find it difficult to find out what the impact of educator and parent communication is on listening and motor activities. Educators argue that it depends on how the teacher uses the right strategy so that students want to listen and develop their motor skills.

Then for writing and drawing activities, parents are always reminded by educators to be able to accompany their children when studying at home. Especially during the Covid-19 pandemic, where educators really hope for parental cooperation because students carry out the learning process online at home.

Furthermore, in solving problem activities, educators also urge parents to accompany or help their children when they get difficult assignments. The last activity is emotional activity, educators can find out what causes students when they feel sad and not excited through information provided by parents. This can make it easier for educators to provide motivation, advice and how to return their cheerfulness appropriately. Educators can also inform parents not to scold students at home so as not to disturb their mood at school.

Educator and parent communication also have an impact on the learning achievement of students. As Henderson and Mapp in Blitch (2017: 2) argue that "the involvement of parents in children's educational and learning experiences is very important for their success in academic performance, school attendance, and emotional-social skills development". Based on the information the researchers obtained, educators always convey information about the development of students and what difficulties they have experienced to parents on various occasions, such as during the distribution of report cards, routine studies, home visits, or via cell phones. This makes parents aware of their child's progress

so that parents can help their children with difficulties at home. Vice versa, parents can report the difficulties of their children so that educators can help them while at school. That way students can achieve success, especially in academic achievement.

- **CONCLUSION**

Based on the results of research and discussion, the researchers concluded that:
Communication between educators and parents through official school meetings, home visits, periodic reports, educators' attitudes to parents and communication outside of school via cell phones. Barriers to communication between educators and parents include busyness of parents, misunderstanding, slow response, difficult signal constraints, lack of focus, distance from home from school, feeling embarrassed and reluctant, and not understanding the contents of the conversation. Efforts to overcome communication barriers with parents by changing the schedule for attending school with a partner, making home visits, delivering the results of meetings over the phone, and implementing effective communication. And There is an impact of communication between educators and parents on the activities and learning achievements of students.

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