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Effective Communication Between Schools, Teachers, And Parents In Improving Elementary School Students' Learning Achievement

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Abstract

This study aims to analyze the role of effective communication between schools, teachers, and parents in improving elementary school students' academic achievement. The background of this research is based on the lack of synchronized communication among educational stakeholders, which affects the effectiveness of student learning support. This research employed a qualitative approach with a case study design conducted at SDIT Darussalam Palembang. Data were collected through in-depth interviews, observations, and documentation involving the principal, classroom teachers, and parents. Data analysis was carried out through data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings indicate that planned, intensive, and partnership-based communication enhances parental involvement, strengthens coordination between teachers and schools, and positively impacts students' academic and non-academic achievements. This study concludes that effective communication is a strategic factor in building sustainable educational synergy at the elementary school level.

Keywords: effective communication, elementary school, parents, learning achievement

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INTRODUCTION

Basic education is the primary foundation for developing students' character, knowledge, and skills. Educational success at this level is determined not only by the quality of learning in schools, but also by parental involvement and effective communication between schools, teachers, and parents. Various studies have shown that weak communication between educational stakeholders often leads to low parental participation and suboptimal support for learning at home.

Recent research confirms that school-parent communication plays a crucial role in increasing parental engagement and student achievement. A study by Epstein (2018) showed that school-family partnerships significantly impact student academic success. Other research emphasizes the importance of ongoing two-way communication as a means of aligning educational goals.

Although numerous studies on educational communication have been conducted, most research focuses on secondary school contexts or utilizes quantitative approaches. Research that in-depth examines effective communication practices in integrated Islamic elementary schools using qualitative approaches is still limited.

The novelty of this research lies in the in-depth analysis of effective communication practices involving schools, teachers, and parents simultaneously in the context of integrated Islamic elementary schools, as well as its implications for student learning achievement.

Based on this description, this study aims to describe and analyze the role of effective communication between schools, teachers, and parents in improving student learning achievement at SDIT Darussalam Palembang.

RESEARCH METHODS

This research used a qualitative approach with a case study design. The research location was SDIT Darussalam Palembang. The research subjects included the principal, class teachers, and parents. Data collection techniques were conducted through in-depth interviews, observation, and documentation. Data validity was tested using source and technique triangulation. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing.

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RESULTS AND DISCUSSION

Forms and Channels of Communication between Schools, Teachers, and Parents

The research results show that communication between the school, teachers, and parents at SDIT Darussalam Palembang takes place through various formal and informal channels. The communication channels used are flexible and adaptive to parents' needs, thus enabling ongoing communication.

Table 1. Forms and Channels of Communication at SDIT Darussalam

No	Forms of Communication	Media Used	The main purpose
1	Formal	Parent-teacher meeting, report card distribution, parenting class	Policy delivery & evaluation
2	Semi-formal	Liaison book, circular letter	Academic & non-academic information
3	Non-formal	WhatsApp Group, private messages, phone calls	Daily coordination & monitoring of students

Data Interpretation: The diversity of communication channels demonstrates the school's institutional awareness that educational communication cannot be standardized. The class WhatsApp group is the most dominant medium because it allows for rapid, broad, and interactive information dissemination. The established two-way communication pattern encourages active parental participation and accelerates response to student needs.

DISCUSSION

This finding aligns with Epstein's (2018) theory of **school–family communication** , which emphasizes that the effectiveness of school–family communication is greatly influenced by media accessibility and the intensity of interaction. Previous research by Goodall & Montgomery (2014) also confirmed that participatory digital communication can increase parental involvement in children's education.

Communication Strategies Implemented by Schools and Teachers

The research revealed that schools and teachers implemented proactive, empathetic, and collaborative communication strategies. Teachers served not only as conveyors of information but

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also as facilitators of educational partnerships.

Table 2. School and Teacher Communication Strategies

Strategy	Implementation Form	Impact
Proactive	Regular reports on student progress	Parents are more ready to accompany
Empathetic	Polite language & no blaming	Increase trust
Collaborative	Joint deliberation & discussion	More effective problem solutions

Data Interpretation: The communication strategies implemented demonstrate a paradigm shift from instructional to collaborative communication. Teachers consciously build equal relationships with parents, fostering trust as the foundation for effective communication.

Discussion:

These findings support the theory of **effective interpersonal communication** , which emphasizes the importance of empathy and feedback (DeVito, 2016). Furthermore, the school's values of deliberation and mutual cooperation align with the concept of **partnership-based communication** , which, according to Henderson & Mapp (2002), is key to successful school-family collaboration.

Role and Involvement of Parents

The research results show that parents at SDIT Darussalam play an active role as school partners in supporting students' learning. Parental involvement is reflected in their response to teacher communication, attendance at school activities, and support with learning at home.

Data Interpretation: Although levels of parental involvement varied due to differences in work schedules and backgrounds, parents generally demonstrated a cooperative attitude. This suggests that open communication can foster parental awareness of their role in their children's education.

Discussion:

These results align with research by Jeynes (2012), which found that parental involvement consistently contributes positively to student achievement. Epstein (2018) also emphasized that parents who feel valued in school communications tend to be more actively involved in the educational process.

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Barriers in the Communication Process

This research also identified several communication barriers, including technical, structural, and cultural ones. These barriers include parents' limited time, potential misunderstandings in digital communication, and differences in parents' educational backgrounds.

Data Interpretation: Despite these obstacles, the school was able to manage them through persuasive and flexible approaches, such as personal communication and direct clarification. This demonstrates the school's adaptive capacity to maintain effective communication.

Discussion:

This finding supports Rogers' (2003) view that communication barriers are an unavoidable phenomenon, but can be minimized through appropriate communication strategies and awareness of the social context of the message recipient.

The Impact of Effective Communication on Student Learning Achievement

The research results confirm that effective communication has a positive impact on student achievement, both academic and non-academic. Students demonstrated increased motivation to learn, discipline, and responsibility in completing assignments.

Data Interpretation: Intensive communication allows teachers and parents to monitor and intervene effectively. Information obtained from parents helps teachers adjust learning strategies to meet student needs.

Discussion:

These findings reinforce Bronfenbrenner's **ecological systems theory** , which positions families and schools as the primary environments influencing child development. The findings of this study are also consistent with those of Hill & Tyson (2009), who stated that synergy between school and family communication contributes significantly to improved student achievement.

CONCLUSION

This conclusion is compiled as a comprehensive synthesis of the data analysis and research discussion outlined in the previous chapter. The purpose of this conclusion is not only to summarize the research findings but also to systematically answer the research problem formulation and confirm its relationship to the theoretical foundation used. Therefore, this conclusion is expected to provide a comprehensive overview of the role of effective

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communication between schools, teachers, and parents in improving student achievement at Darussalam Integrated Islamic Elementary School (SDIT) Palembang.

Based on the research results, it can be concluded that the research problem formulation has been answered empirically. First, communication between the school, teachers, and parents at SDIT Darussalam takes place through various formal and informal channels that are two-way and participatory, thus enabling a rapid and continuous exchange of information. Second, the communication strategy implemented by the school and teachers emphasizes openness, clarity of messages, empathy, and confirmation of feedback, which plays a vital role in building trust and partnerships with parents. Third, parents play an active role as school partners in supporting their children's educational process, both through involvement in school activities and learning support at home. Fourth, despite communication barriers such as limited parental time and technical constraints on digital media, the school is able to overcome these through a flexible and persuasive approach. Fifth, effective communication has been shown to have a positive impact on student achievement, not only in academic aspects, but also on motivation, discipline, and learning attitudes.

The results of this study have both theoretical and practical implications. Theoretically, the findings of this study reinforce Epstein's concept of *school–family partnerships* , stating that effective collaboration between schools and families is a crucial factor in supporting student learning success. This study also confirms that effective educational communication is not one-way, but rather dialogic and ongoing. Practically, the results of this study provide implications for schools to continue developing communication systems that are planned, inclusive, and adaptive to parents' circumstances, and for teachers to improve their interpersonal communication skills in building partnerships with parents.

However, this study has limitations, including its limited scope to a single educational unit, which prevents broad generalization of the results. Furthermore, this study emphasizes a qualitative perspective, thus failing to quantitatively measure the impact of communication on student achievement. Therefore, further research is recommended to involve more schools with diverse characteristics and utilize a mixed methods approach *to* obtain a more comprehensive picture.

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