

ANALYSIS OF PARENT-TEACHER COOPERATION IN INCREASING LEARNING MOTIVATION GRADE III STUDENTS OF ASDU PRIVATE ISLAMIC ELEMENTARY SCHOOL TANGERANG REGENCY

¹Dina Erika Septiana, ²Sunardin, ³Yeni Nuraeni

^{1,2,3}Department of Primary School Teacher Education, Faculty of
Teacher Training and Education

Muhammadiyah University of Tangerang, Tangerang City,
Indonesia

1dinaerikaseptiana@gmail.com, 2sunardindeo@gmail.com,

3yeniyayang1973@gmail.com

ABSTRACT

This research is entitled "Analysis of Parent-Teacher Cooperation in Increasing the Learning Motivation of Grade III Students of ASDU Private Islamic Elementary School, Tangerang Regency." This study aims to find out the form of cooperation carried out by parents and teachers in increasing the learning motivation of grade III students. This study uses a qualitative descriptive method with subjects consisting of classroom teachers, guardians, and grade III students. The research was conducted at the ASDU Private Islamic Elementary School, Tangerang Regency, in 2024. The data collection techniques used include observation, interviews, and documentation studies. Data reduction techniques, presentation, and conclusions are used to analyze the data. The study results show that cooperation between parents and teachers in learning activities includes creating communication groups and forums that students' guardians routinely attend. In addition, collaboration outside of learning activities is shown through liaison books to monitor student activities and encourage children to engage in positive activities outside of study hours, such as extracurricular activities. This result is expected to increase students' overall learning motivation.

Keywords : Parent cooperation, student motivation, teacher cooperation.

ABSTRAK

Penelitian ini berjudul "Analisis Kerja Sama Orang Tua dan Guru dalam Meningkatkan Motivasi Belajar Siswa Kelas III di SD Islam Swasta ASDU, Kabupaten Tangerang." Tujuan dari penelitian ini adalah untuk mengetahui bentuk kerja sama yang dilakukan oleh orang tua dan guru dalam meningkatkan motivasi belajar siswa kelas III. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek yang terdiri dari guru kelas, wali murid, dan siswa kelas III. Penelitian dilaksanakan di SD Islam Swasta ASDU, Kabupaten Tangerang, pada tahun 2024. Teknik pengumpulan data yang digunakan meliputi observasi, wawancara, dan studi dokumentasi. Analisis data dilakukan melalui teknik pengurangan data,

penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kerja sama antara orang tua dan guru dalam kegiatan belajar meliputi penciptaan kelompok komunikasi dan forum yang rutin dihadiri oleh wali murid. Selain itu, kolaborasi di luar kegiatan belajar ditunjukkan melalui penggunaan buku penghubung untuk memantau aktivitas siswa, serta mendorong anak-anak untuk terlibat dalam kegiatan positif di luar jam belajar, seperti kegiatan ekstrakurikuler. Temuan ini diharapkan dapat meningkatkan motivasi belajar siswa secara keseluruhan.

Kata kunci: kerja sama orang tua, kerjasama guru, motivasi belajar siswa

A. INTRODUCTION

Education is the primary foundation for developing children's character and potential. Education has a vital role in improving a country's human resources quality (Salmah & Hakim, 2021). Understanding and skills are one of the goals of Indonesian education. In the 1945 Constitution it is said to be "Educating the Life of the Nation", then in Law No. 20 of Tahun 2003 article 3 it is explained that "National education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens". Education carried out by every human being on this earth is for the benefit of the Indonesian nation. We can get education anywhere, both at school, in the family environment, and in the community. However, the most basic education is obtained in the family environment (Maria & Anriani, 2024). The goal of education can be achieved optimally if improvements are always

made and developments continue to be made (Herawati et al., 2023). The education program being carried out will affect the quality of education. In the era of competition and globalization, the Indonesian nation needs intelligent, skilled, and competitive generations to move towards change for the better. Efforts to improve the quality of education are a strategy to improve the quality of human resources (Ali et al., 2020).

Collaboration between parents and teachers is Acrucial in increasing student learning motivation to create a quality education. Learning motivation is important in providing enthusiasm to achieve goals. With this motivation, it is important for someone to have it as a driver and supporter to make a change and achieve success. High and low motivation can affect the high and low effort and enthusiasm carried out by a person. A supportive environment will make it easier for students to achieve better motivation and achievement (Triandini & Kuswanto, 2020). The success of the learning process at the elementary education level is greatly influenced by the synergy between schools and families, primarily through practical cooperation between teachers and

parents (Frasandy et al., 2024). In the early stages of formal education, such as in Grade III of Elementary School, students are still in a critical period of cognitive, emotional, and behavioral development. Cooperation between parents and teachers is essential, several factors that affect the importance of the role of parents in the learning process in order to increase student learning motivation are the availability of parental time in accompanying students' learning time, providing positive support, paying attention to students, providing motivation to students, and helping students do schoolwork (Stefanny & Susanto, 2023).

This is in line with the opinion (Maria et al., 2024) who argue that it is important for parents to provide good learning time and environment and support their children's learning activities. In addition to the support of parents and families, creating a quality education that can achieve national goals also requires educators or teachers who are reliable in carrying out important tasks in every learning process (Nisa' et al., 2020). At this stage, learning motivation is important in shaping students' academic performance and long-term attitudes towards learning. However, maintaining and increasing such motivation cannot rely only on the efforts of teachers in the classroom, but also requires consistent support and involvement from parents at home. This condition raises questions about how parent-teacher collaboration is carried out and the extent to which it affects student

motivation. By analyzing current practices and challenges in parent-teacher cooperation at Asdu Private Islamic Primary School, this study provides a comprehensive understanding of how collaborative efforts can effectively support and increase student learning motivation, especially in Grade III, where basic learning attitudes are being formed.

According to Suryabrata in(Rahim et al., 2023). Explained that motivation comes from the word Motif. Motive is a state in a person that encourages individuals to do certain activities to achieve a goal. Meanwhile, learning motivation is the tendency of students to carry out learning activities driven by the desire to achieve the best possible achievement or learning outcomes. Motivation is a mental drive that drives and directs human behavior, including learning behavior, according to (Yogi Fernando et al. 2024), who say that students' learning motivation in each learning activity plays a vital role in improving student learning outcomes in specific subjects. According to (Khadafi & Qamariyah, 2024) Without motivation, there will be no activities because people will become passive. So, any effort that arises from motivation is essential. To thrive, people need motivation. Motivation can also be interpreted as something that exists within a person and is not visible from the outside and is only visible through a person's behavior that can be seen.

High motivation to learn will encourage students to be more(Rahim et al., 2023) active, disciplined, and

enthusiastic in learning activities. According to Muhibbin Shah in (Yogi Fernando et al., 2024) put forward the factors that affect learning; at least three things, 1) internal factors (factors from within the student namely the physical and spiritual condition/condition of the student, 2) external factors (factors from outside the student, environmental conditions around the student). Intrinsic motivation arises from within students. The role and responsibility of parents is carried out correctly, which will foster motivation in a child, who will indirectly get extrinsic motivation from parents and teachers, who will be able to support a child's learning spirit (Hasanah et al., 2020).

Students' motivation to learn can be shaped by their individual motivation and by reinforcement provided by their physical and non-physical environments, including parents or family, teachers, peers, and the surrounding community. High student motivation to learn will lead to a higher likelihood of positive outcomes. Therefore, teachers, as an integral part of education, must play an active role and position themselves as professionals in accordance with the evolving demands of society (Andeka et al., 2021). By looking at these problems, the communication built between parents and teachers is an important part to be able to encourage motivated students in the learning process. Therefore, this study aims to analyze the form and impact of cooperation between parents and teachers in increasing the learning motivation of grade III students at

ASDU Private Islamic Elementary School in Tangerang Regency. Cooperation between parents and teachers is important in the educational process, especially at the elementary school level.

B. MATERIAL AND METHODS

This study uses a qualitative approach with a case study design to analyze the cooperation between parents and teachers in increasing the learning motivation of grade III students at Asdu Private Islamic Elementary School, Tangerang Regency. Participants consist of one grade III teacher, one parent, and two students who will give their views on learning motivation. Data were collected through semi-structured interviews, participatory classroom observations, parent meetings, and documentation of school activities. The aspects observed are perseverance in completing tasks, solving problems when difficult (not giving up), motivation of interest in learning, curiosity (initiative). To ensure the validity and reliability of the data, this study applied data triangulation by comparing information from various sources. In particular, triangulation is carried out by collecting the results of interviews with teachers, people and students to see views on learning motivation. It then observed interactions in the classroom and compared it with information obtained from interviews, to assess the consistency between teaching practices and parents' perceptions. Finally, it examines documentation of school activities, such as activity

reports and educational policies, to provide additional context and support the findings of interviews and observations.

C. RESULTS AND DISCUSSION

The research, which was conducted based on observations at the ASDU Private Islamic Elementary School in Tangerang Regency, revealed several important findings related to the form and impact of parent-teacher cooperation on the learning motivation of grade III students:

Table 1. Collaboration between Teachers and Parents

Aspek	Penjelasan
Active Collaboration	Teachers and parents communicate actively through WhatsApp groups, liaison books, and semester evaluations. Regular meetings are held every three months to discuss student learning outcomes and strategies for increasing learning interest. .
Mutual Trust	The interviews show that there is trust between parents and teachers. Parents entrust children's education to teachers, while teachers get insights from parents about children's behavior at home.
Role in the Home Environment	Students with engaged parents are more confident, active, and enthusiastic. Motivation is measured by perseverance, resilience, intrinsic motivation, and curiosity. Emotional support increases student motivation.
Correlation with Engagement	Students with parental support are more active and confident. Low parental involvement is associated with distracted and impaired concentration.
Identified Challenges	Some parents, especially working ones, find it difficult to provide consistent support due to time constraints or lack of knowledge about the subject.

Based on the table above, it summarizes important information about collaboration between teachers and parents, as well as its influence on student motivation and behavior. The findings of this study underscore the important role of parent-teacher relationships in improving the learning motivation of elementary school students. This is in line with the existing literature while also highlighting practical implications and areas for improvement. Active collaboration observed in ASDU

schools shows that the formation of motivation extends beyond the classroom to the family environment. This emphasizes the importance of balanced support from both parties to stimulate students' curiosity, independence, and confidence. These insights support Epstein's theory of the school-family partnership, which states that the role of parents includes psychological and academic support, rather than just administrative tasks. In addition, this collaboration is in line with the view of teacher motivation strategies, including diverse teaching methods, rewards, and the creation of a conducive learning atmosphere to achieve effective learning goals (Silvianetri et al., 2022). This shows the need for cooperation between parents and teachers in optimizing student behavior (Stefanny & Susanto, 2023). The need for strategies based on educational principles, such as creating a supportive learning environment and forming good habits, can be an effective solution to increase students' motivation to learn (Umam & Aceh, 2025).

Parental support in supervision and encouragement to maintain an interest in learning is essential (Mayyustita & Ainin, 2020). In ASDU schools, cooperation between parents and teachers is very strategic to increase students' motivation to learn. The results of interviews with teachers and parents show that this collaboration has built trust between

the two parties. Parents give teachers full trust in educating their children, while teachers get valuable information from parents about the child's character at home. This collaboration is crucial because The formation of children's motivation to learn does not only occur in the classroom, but also in the family environment. At home, parents play the role of the main educators, especially in accompanying children with tasks and providing emotional motivation. At school, teachers facilitate fun and meaningful learning activities and provide reinforcement such as praise and positive recognition of students' efforts. The results of the interviews showed that collaboration between parents and teachers significantly affected student learning outcomes. Teachers create various ways, such as WhatsApp communication groups, liaison books, and periodic evaluations, to facilitate communication between parents and teachers in monitoring children's learning development. Regular meetings every three months are also an important forum to convey learning outcomes and discuss strategies for increasing learning interest.

The access that teachers have made at school is used quite well by the parents of students, and communication runs according to their respective portions(Yulianingsih et al., 2020). In addition, the school also holds regular meetings every three months which are attended by all parents. This meeting is a forum to convey overall student learning results, motivate parents to be more active in accompanying their children, and discuss strategies that can be done together to increase students' interest and enthusiasm for learning. This constructive meeting strengthens the synergy between schools and families in educating children.

Observations in the classroom show that students whose parents are actively involved in cooperation with teachers tend to be more confident, diligent, and active during the learning process. They show enthusiasm in asking questions, enthusiasm in completing assignments, and discipline in following class rules. In contrast, students whose parents are less involved are often seen to lose focus, are reluctant to do assignments, and are less motivated. This emphasizes that synergy between home and school is very important in building students' motivation to learn. From learning outside the classroom, teachers also try to instill positive and spiritual values in students. Teachers encourage students to participate in extracurricular activities that match their interests, such as art, sports, or religious activities. This activity trains skills and strengthens students'

enthusiasm for learning through potential development. In this study, students' learning motivation was analyzed through four indicators table 2.

Table 2. Motivation Indicators

Indicator	Description
Perseverance in Completing Tasks	Students show diligence in completing the assigned tasks..
Resilience in the Face of Adversity	Students show diligence in completing the assigned tasks.
High Intrinsic Motivation	Students have an internal drive to learn and achieve academic goals.
A Strong Sense of Curiosity	Students show an interest and desire to know more about the material being studied.

These four indicators are clearly visible in most third-grade students at ASDU Private Islamic Elementary School. That students state they are motivated to learn in order to get good grades in class, get recognition from teachers and parents, and feel proud when their work is rewarded. Some students also say that they become diligent in studying when they have help from parents and teachers in completing difficult tasks.

When facing learning difficulties, students admitted that they are used to asking classmates, teachers, or parents. They also feel more motivated when given emotional support such as encouragement, hugs, or praise from their loved ones. This indicates that emotional support from the surrounding environment is

very important in fostering students' motivation to learn. In addition, there are several factors that can affect students' learning motivation, namely social support, teachers and parents who play an important role as educators and child supervisor. Both have the same task to carry out and are important tasks in nurturing children to become the expected ideal human being. Collaboration between teachers and parents in developing the quality of children's education has synergy and integration between the two components, namely, educators at school (teachers) and educators at home (parents), to achieve the development of the quality of children's education at school (Natsir dkk, 2018). This shows that, students who receive learning support from parents at home tend to be more active, enthusiastic, and confident when participating in classroom learning. They look enthusiastic in completing tasks and show a positive learning attitude. In contrast, some students whose parents are less involved show a lack of interest, easily distracted concentration, and an unwillingness to complete schoolwork. There is a strong correlation between parental involvement and children's learning motivation. Students who receive active support from parents and teachers show higher levels of learning motivation. They seem enthusiastic about taking lessons, completing tasks more disciplined, and more confident in expressing opinions. Meanwhile, students with low parental involvement tend to be

less focused and easily lose interest in learning (Zurriyati, 2021).

So it is important to be able to build cooperation between teachers and parents, where the role of parents is not only administrative, but also psychological and academic support for their children. Internal factors and external support from the home and school environment affect students' motivation to learn. Forms of motivation that parents instill at home, such as praise, simple appreciation, or emotional reinforcement, have been proven to increase children's enthusiasm for learning. In the context of teachers, their role as facilitators, motivators, and evaluators also has a great influence on the formation of student learning motivation. Teachers who use varied teaching methods, provide symbolic rewards such as stars or words of praise, and create a conducive classroom atmosphere can spark students' enthusiasm and active engagement. This is in line with Uno's opinion in (Denzin & Lincoln, 2011).

To reinforce the idea that social support from parents and teachers as educators and mentors promotes integrated child development. Strategies such as creating a supportive environment and encouraging habit formation have proven effective in this regard. Further, the observed differences in student behavior show a direct correlation: higher parental involvement results in increased motivation, discipline, and engagement, while lower involvement results in reduced focus and interest. This suggests that emotional and

practical support such as praise, appreciation, and guidance from parents and teachers foster intrinsic resilience and encouragement in students. Thus, the cooperation between the two parties is strategic to optimize student behavior and learning outcomes at the elementary school level. Cooperation between parents and teachers is very important in the educational process, especially at the elementary school level to build good communication between teachers and parents is indispensable to ensure the effectiveness of learning. The role of parents in supporting and creating conducive learning behaviors, including learning motivation, is key in this process.

However, challenges remain. The time constraints faced by working parents and the gap in subject understanding can be significant barriers to consistent engagement. To address these issues, schools may consider implementing flexible meeting schedules or providing easily accessible home-study guidelines. Effective collaboration relies on mutual trust and the exchange of strategies, which demonstrates the need for continuous innovation to adapt to modern demands and the unique characteristics of each child.

The broader implications of the study's success in ASDU schools suggest that well-managed parent-teacher cooperation has a positive impact on students' motivation and quality of education. This demands continuous improvement in communication and shared responsibility to ensure the continued

growth of student enthusiasm, in line with the ever-evolving demands of education. Motivation is related to many ethical and emotional issues that determine behavior for students. In the learning process, students who are highly motivated tend to show positive behaviors such as enthusiasm for learning, good attention, concentration, and perseverance. On the other hand, students with low motivation will show negative behaviors, such as reluctance to learn, get bored quickly, be less active in learning activities, and try to avoid learning activities.

The cooperation between parents and teachers at ASDU Private Islamic Elementary School in Tangerang Regency runs effectively and makes a positive contribution to the learning motivation of third-grade students. This partnership is supported by trust, active communication, and shared responsibility in the educational process. Students' motivation to learn is fostered through balanced support provided in both the home and school environments, which together foster an atmosphere conducive to curiosity, independence, and confidence. The success observed at the primary school level in this study underscores the important role of collaboration between families and schools, two fundamental agents in child development. Therefore, continuous innovation in collaboration between parents and teachers is essential to ensure that students' motivation can develop according to the demands of

an ever-evolving society and the individual characteristics of students.

D. Conclusion

The cooperation between parents and teachers at SD Islam ASDU, Tangerang, has a great influence on increasing the learning motivation of grade III students. Collaboration through active communication (WhatsApp, communication books, regular meetings), involvement in school activities, and supervision of learning at home create a conducive learning environment. This collaboration increases students' perseverance, enthusiasm, curiosity, and intrinsic and extrinsic motivation, so that their performance is more stable and confident. Teachers act as facilitators and motivators, while parents support emotionally and spiritually. Obstacles such as parental time constraints are overcome with flexible communication and simple study guides. This synergy is an important foundation to form a generation that is intelligent, characterful, and passionate about pursuing knowledge.

BIBLIOGRAPHY

Ali, M., Sudaryono, Soeharto, Maskur, A., Luknato, D., Alfian, M. A., Amirrachman, A., & Rahmawati, Y. (2020). *Arah kompetensi generasi indonesia menuju 2045*. Badan Standar Nasional Pendidikan.

Andeka, W., Darniyanti, Y., Pd, M., & Saputra, A. (2021). *CONSILIUM Journal : Journal Education and Counseling*. *CONSILIUM Journal : Journal Education and Counseling*.

Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*. sage.

Frasandy, R., Rusdinal, Alwen Bentri, Silvia Sandi Wisuda Lubis, & Dwi Nur Ummi Rahmawati. (2024). Kerjasama Orangtua dan Guru dalam Meningkatkan Motivasi Belajar Anak di Sekolah. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2, 768–781. <https://doi.org/10.19105/kiddo.v1i1.12835>

Hasanah, U., Amin, sagir moh, & Suharnis. (2020). Kerja Sama Guru dan Orang Tua dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam di SMPN 04 Sarudu. In *Jurnal Pendidikan Islam* (Vol. 1, Issue 1).

Herawati, Arifin, M. M., Rahayu, T., Waritsman, A., Solang, D. J., Zulaichoh, S., Aniyati, K., Haryanto, T., Putri, S. S., & Kristanto, B. (2023). *Motivasi dalam Pendidikan buku* (I. A. Putri (ed.); 1st ed.). Literasi Nusantara Abadi Grup.

Khadafi, & Qamariyah. (2024). Peran Kerjasama Orang Tua dan Guru Dalam Meningkatkan Motivasi Belajar Siswa Kelas I SDIT Nabawi Caringin. *Katalis Pendidikan : Jurnal Ilmu Pendidikan Dan Matematika*, 1(4), 221–234. <https://doi.org/10.62383/katalis.v1i4.973>

Maria, V., & Anriani, N. (2024). Pengaruh Pola Asuh Orang Tua Terhadap Disiplin Belajar Siswa Kelas Vi Sdn I Sukamaju. *Indonesian Journal of Elementary Education (IJOEE)*, 6(1), 63. <https://doi.org/10.31000/ijoe.v6i1.10416>

Maria, V., Muhyidin, A., & Pahamzah, J. (2024). Pengaruh Status Sosial Ekonomi Keluarga Terhadap Motivasi Belajar Siswa Kelas V Dan Vi Di Sekolah Dasar Negeri 2 Serang. *Indonesian Journal of Elementary Education (IJOEE)*, 6(1), 42. <https://doi.org/10.31000/ijoe.v6i1.10417>

Nisa', R., Fatmawati, E., Al-Fattah, S., Lamongan, S., Pes, P., Siman, A.-F., & Lamongan, S. (2020). *KERJASAMA ORANG TUA DAN GURU DALAM MENINGKATKAN MOTIVASI BELAJAR PESERTA DIDIK*. <https://doi.org/10.37850/ibtida>

Rahim, A., Harbeng Masni, Mh., Diliza Afrila, Mp., Zuhri Saputra Hutabarat, Mp., Ayu Yarmayani, Mp., Satriyo Pamungkas, Mp., & Deki Syaputra, Mp. (2023). *MOTIVASI BELAJAR DAN HASIL BELAJAR MELALUI MODEL PEMBELAJARAN KOOPERATIF TIPE KANCING GEMERINCING* PENERBIT CV.EUREKA MEDIA AKSARA. CV.EUREKA MEDIA AKSARA.

Salmah, R., & Hakim, L. (2021). *Pendapatan , Pendidikan , Persepsi Kemudahan , dan Sikap sebagai Mediasi terhadap Keputusan Penggunaan Mobile*

Banking Syari ' ah. 7(02), 798–805.

Silvianetri, S., Irman, I., Zulfikar, Z., Zubaidah, Z., & Gusria, W. (2022). Penanaman Nilai kejujuran dan implikasinya pada konseling di Taman Kanak-Kanak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4783–4793.
<https://doi.org/10.31004/obsesi.v6i5.2685>

Stefanny, B., & Susanto, R. (2023). Analisis peran guru dan orang tua dalam memotivasi siswa belajar di sekolah dasar jaya suti abadi. *Education and Social Sciences Review*, 4(2), 82.
<https://doi.org/10.29210/07essr364500>

Triandini, S., & Kuswanto. (2020). PARADIGMA JOHN LOCKE TERJADAP PERKEMBANGAN PENDIDIKAN ANAK USIA DINI DI ERA MILENIAL. *Jurnal Audi*, 3359(229).

Umam, K., & Aceh, B. (2025). *STRATEGI PENERAPAN PSIKOLOGI PENDIDIKAN UNTUK*. 9(1), 1–9.

Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2020). Keterlibatan Orangtua dalam Pendampingan Belajar Anak selama Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1138–1150.
<https://doi.org/10.31004/obsesi.v5i2.740>

Zurriyati, E. (2021). Jurnal basicedu. *Kontribusi Perhatian Orang Tua Dan Motivasi Belajar Terhadap Keterlibatan Siswa Dalam Belajar Di Sekolah Dasar*, 5(3), 1555–1563.