# Factor Analysis of Collaboration Between Parents and Teachers

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| ARTICLE INFO | ABSTRACT |
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| *Keywords:* <br><br> Colllaboration; <br> Early Chilhood Education; <br> Teachers; <br> Parents <br><br><br> *Article history:* <br><br> Received 2025-03-02 <br> Revised  2025-05-10 <br> Accepted 2025-06-02 | Collaboration between parents and teachers is key to optimizing the success of children's education, considering that education takes place both at home and at school. This study aims to describe the supporting and inhibiting factors of collaboration between teachers and parents at Ar-Rohmah KB Playgroup. The approach used in this study is descriptive qualitative with data collection techniques through observation, interviews and documentation. The results showed that there are three main factors in realizing collaboration between teachers and parents, namely effective communication, parental involvement at home, and field trip activities. In addition, there are supporting factors for collaboration, including the communication system and trust between parents and teachers. On the other hand, the inhibiting factors include the limited time of parents who are busy with work and sudden changes in the collaboration schedule. This research provides novelty by highlighting the importance of structural approaches in collaboration between teachers and parents. The practical impact of this research is to provide recommendations for educational institutions to strengthen such collaboration, in order to support optimal early childhood development. <br><br> *This is an open access article under the CC BY-NC-SA license.* |

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## 1. INTRODUCTION

Early childhood education (ECED) is an important foundation for child development, as children are in a critical stage of development that significantly affects their future cognitive, emotional, social and physical capacities (Sriastuti & Masing, 2020). During this period, proper stimulation from the environment both at home and at school is an important key to maintaining a child's proper growth and development. Parents have an important role in their children's education, both in meeting their needs and in ensuring that they get a proper education, despite the fact that education is a most noble endeavor that is fraught with many challenges and problems (Suwardi & Farnisa, 2018). Therefore, to

promote the achievement of comprehensive educational goals, parents should actively participate in early childhood education in addition to the role of schools.

The roles of teachers and parents are inseparable in the Early Childhood Education process. Because education for children happens at home as well as at school. Parents can fulfill three main roles for their children: 1) obliged to create a comfortable and calm atmosphere to support children's learning, 2) Being a good example and role model for children is important because children will absorb the morals of parents who behave in real life, 3) educating children, which is instilling moral values through guidance and modeling behavior (I Putu Widiana, 2021; Mulyati & Nurhayati, 2020; Nursa'adah et al., 2022; Patimah & Nurhayati, 2020; Rosita et al., 2020).

Teachers in PAUD institutions play a role in providing structured learning experiences as professional educators. To achieve predetermined educational goals, teachers also act as task executors in terms of teaching, directing, inspiring, and enabling students to learn (Nurzannah, 2022). In Mellyani's research (2024), the teacher has a role, namely: 1) the teacher acts as a demonstrator, 2) the teacher acts as a class manager, 3) the teacher acts as a facilitator, 4) the teacher acts as an evaluator, 5) the teacher acts as a motivator (Mellyani et al., 2024)

Collaboration in education, according to Ramadhini et al. (2023) is a relationship between schools and families or teachers and parents in the learning process that their students go through, where both parties know, understand, appreciate, and support each other in order to achieve educational goals related to children's learning (Ramadhini et al., 2023). To produce conducive environmental conditions, teacher and parent collaboration is very important in the field of education, especially at the Early Childhood Education level. According to Nugraha and Rahman (in Virgiana, 2021), to create a conducive learning environment and compatibility between the educational program set out in the school curriculum and the child's home environment, it is necessary to seek cooperation with parents and the community (Virgiana, 2021).

Collaboration between parents and teachers is essential in this digital age at all levels, including in Early Childhood Education institutions, as technology is an integral element of Early Childhood Education and exposure to rapid information is a key factor in the development of the early childhood education system (Aslindah & Sari, 2021; Maruddani & Sugito, 2022; Shaleh et al., 2022). Children are still developing their moral attitudes, social skills, emotions and religious traits at this time. The best development of these values, which are closely linked to the roles of parents and teachers, requires a balance between the child's education at home and at school (Diana & Susilo, 2020). Therefore, collaboration between parents and educators is essential in the educational environment (Niharotussadiah et al., 2021).

To harmonize the values taught at home and at school and to promote the development of children's morality and character, collaboration between parents and educators is essential. By improving education in both environments, this position ensures the best growth for children (Saputri et al., 2024). Collaboration between parents and teachers not only improves the quality of education, but also fosters creativity in the learning process. Through strong communication, parents can help teachers understand the individual needs of their children, resulting in a more successful and enjoyable learning environment (Nuriyadi et al., 2024).

Teachers and parents can collaborate by organizing and attending meetings. This can be demonstrated through meetings organized by homerooms or the school as a whole. Attending and paying attention to school meetings is very important for parents (Zakariyah & Hamid, 2020) , because this meeting allows parents and teachers to discuss students' shortcomings and potentials (Rofiatun Nisa' & Eli Fatmawati, 2020). Parents need to listen, observe and act on it. Undoubtedly, communication between them is necessary to realize this partnership (Pratiningsih, 2017).

Mumu's research identified a number of patterns of parental involvement in education, such as collaboration between parents and their children at home (e.g., helping with homework), school-related activities (e.g., attending school events), communication between parents and teachers (e.g., discussing children's progress with teachers), and behavior monitoring. Parenting, communication, volunteerism, parents' availability for children's education at home, decision-making and cooperation with community organizations are examples of teacher-parent collaboration (Mumu et al., 2019).

Collaboration between teachers and parents can be understood as a partnership between teachers and parents in the education, supervision and training of children to improve their academic performance, attitudes and capacities. In order to achieve the goal of teacher-parent interaction, which is to increase efforts to meet the needs of students, collaboration between teachers and parents is carried out to determine the needs required by schools and parents (Cahyati & Kusumah, 2020).

In addition, collaboration between educators and parents also promotes honest neighborhood communication. This allows parents to provide relevant information about their children's needs and conditions at home, and also allows schools to provide more detailed feedback on their children's academic performance. As a result, teaching strategies that are more tailored to each child's needs can be developed (Putri & Arien, 2023).

In reality, parents today are less aware of the importance of fostering positive collaboration between parents and teachers at school. Due to household issues such as being busy outside the home, financial constraints that force parents to work late into the night, and a lack of parental awareness when it comes to teaching and educating children at home, some parents simply delegate the responsibility of children's education entirely to the school. Therefore, many students lack attention from parents at home (Amalia & Samsudin, 2022).

Initial observations found by the researcher, the planned collaboration is communication through Whatsapp groups, meetings at the beginning of school, every month, mid-semester, and end of semester. However, in reality, collaboration between parents and teachers often faces various challenges. Actively participating in school activities, including attending meetings, interacting with teachers or supporting other programs, is a challenge for many parents. This is supported by the interview results, such as busy work schedules and lack of effective communication between the two parties. However, time constraints and lack of effective communication techniques also often make it difficult for teachers to build relationships with parents. Children's growth is negatively affected by this lack of cooperation. Children who do not get equal support from their homes and schools tend to experience difficulties in terms of social skills, learning motivation and emotional development. In addition, teachers often feel burdened in dealing with children's developmental difficulties without adequate parental support, reducing the effectiveness of the educational process.

Research on the factors that influence collaboration between parents and teachers is important. For this reason, this study aims to clearly identify the form of collaboration between teachers and parents and identify the influencing factors. By identifying the influencing factors, it is possible to find strategic ways to improve collaboration between the two parties. It is hoped that this research will help create a more productive collaboration, allowing for a supportive learning environment at home and in the classroom. Ultimately, the best cooperation between parents and educators will benefit the overall growth of children and strengthen the foundation of national education in the future.

In the research on parent-teacher collaboration in education, there are some significant research gaps. First, while some studies address collaboration in an online context, such as those by (Niharotussadiah et al., 2021) and ( Maruddani & Sugito, 2022) very few focus on the influence of specific technologies (such as communication apps or educational platforms) on collaboration effectiveness. Furthermore, while many studies examine collaboration in general, research on how parents' socioeconomic, cultural or educational background affects their involvement in collaboration

with teachers is lacking. In addition, the emotional impact of parent-teacher collaboration on student development is often overlooked; there is potential to investigate how emotional support from both contributes to students' emotional intelligence, as revealed by (Ramadhini et al., 2023). Furthermore, research generally focuses on collaboration in normal learning periods, so there is a need for studies exploring how this collaboration adapts during transitional periods, for example from kindergarten to primary school or when curriculum changes occur. Finally, while many studies point to the importance of collaboration, evaluations of best practices for establishing and sustaining such collaboration in diverse contexts are limited. Investigating these gaps could make a meaningful contribution to the understanding of parent-teacher collaboration and help develop more effective strategies to facilitate these interactions.

## 2.  METHODS

This research is a descriptive qualitative analysis. The results of the research are described in the form of a narrative (Andy Ibrahim dkk, 2018),changes are made according to the data collected in the field, resulting in a cohesive set of data (Moleong, 2010).The data collection techniques used were observations, interviews, and documentation. Things that are observed using the participatory observation method are: the place of the research subject, namely KB Ar-Rohmah about the condition of the infrastructure that supports collaboration between teachers and parents; actors, namely principals, teachers, and parents. The interviews that researchers conducted were interviews directly with the principal, teachers and parents of KB Ar-Rohmah institutions. Researchers' findings can be strengthened by using a documentation approach, which is also useful for studying photo and image documents as well as written data and other information regarding teacher and parent collaboration. In this study, the number of participants included principals, teachers, and parents from Ar-Rohmah KB institutions. The sampling technique used was purposive sampling, where researchers selected individuals who were considered to be able to provide relevant information related to collaboration between teachers and parents. Data validation was conducted through triangulation using various data collection techniques, such as observation, interviews, and documentation studies, to ensure the accuracy of the information.

The Miles and Hubermen paradigm, which includes the process of data collection, data reduction, data presentation, and conclusion drawing, is used in the data analysis approach of this study (Sugiyono, 2018) dalam (Kase et all, 2023). The data that has been collected includes the results of observations of cooperation activities between teachers and parents, the results of interviews with teachers and parents and institutional documentation studies. Researchers used documentation studies, interviews, and observations to obtain these data. The collected data were then categorized into three groups: supporting and inhibiting factors, services offered by the school to student guardians, and cooperation planning. The data analysis procedure involved systematic steps, starting with the collection of diverse data to gain a thorough understanding. Next, the researcher conducted data reduction to filter out important information, after which the data obtained underwent a reduction process to select important elements related to collaboration. This process included identifying themes and patterns related to the collaboration, and prioritizing the most significant information for in-depth analysis. Once the data was categorized, the information was presented in a narrative form that made it easier for researchers to express their findings. Finally, the researcher drew conclusions based on a comprehensive analysis, considering the relationships between the identified factors and how they can contribute to the development of better collaboration between teachers and parents. With this approach, the research was able to provide deep insights into the challenges and opportunities in educational collaboration. Data visualization is described and illustrated through Venn diagrams that

aim to help illustrate the relationship between these factors, so that readers can immediately understand the dynamics of collaboration between teachers and parents.

## 3. FINDINGS AND DISCUSSION

**Teacher and Parent Collaboration Program**

Based on the findings from the research and interviews. Principals and teachers make a number of efforts to foster collaboration with parents, namely effective communication including communicating with parents when dropping off and picking up children, creating Whatsapp Groups, holding and inviting parents to regular meetings, assigning parents to stay involved at home and holding activities that strengthen the relationship between principals, teachers and parents.
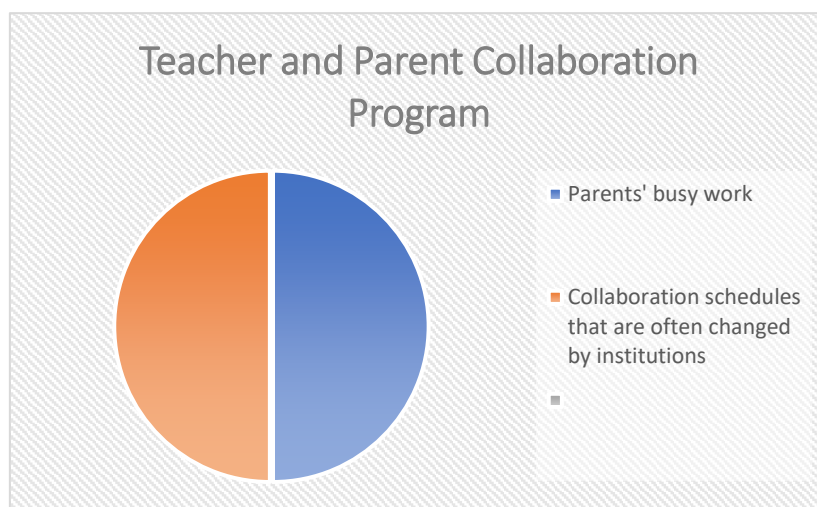


*Diagram 1. Teacher and Parent Collaboration Program*

## 1. Effective communication

From the results of the interviews, the researchers obtained from the homeroom teachers of Groups A and B as follows:

"As a form of communication and information center for our parents, WhatsApp groups are often used for interaction between the school especially teachers and parents. Although children have been informed of the information, parents are reassured and reminded that the information is available. Another routine communication is parent meetings or meetings that have been scheduled by the school on a regular basis, these parent meetings or so-called meetings are conducted in the beginning of the semester, every month, mid semester and meetings at the end of the learning period or during the distribution of report cards. And for other communication is a home visit when parents cannot come or attend the planned parent meeting."

The statement above discusses two forms of communication that KB Ar-Rohmah uses to build partnerships with parents: formal and informal. Scheduled meetings and meetings during report card distribution are examples of formal communication. While non-formal communication occurs when parents wait for their children to drop off and pick up, through Whatsapp groups, and through direct conversations and home visits.

The most effective communication is through WhatsApp groups, because if through parent meetings or meetings, not a few parents are unable to attend or are absent due to uncertain school schedules. And also because of the busyness of parents who both work. Through WhatsApp groups, parents can still monitor their children's activities and can also communicate with teachers or the

school. Another effective communication is through parent meetings or meetings held regularly by the school, at this time parents and teachers will exchange information about child development and other information.

### 2. Parental involvement at home

Parents of KB Ar-Rohmah students conduct enrichment or recalling to children after the child comes home. Parents actively ask about the activities the child did that day and interact with the child's story. However, the data that has been collected is that not all parents do recalling to children because there are some parents of children who both work and some are fostered and cared for by their grandmothers. This was obtained from the results of interviews conducted with representatives of student parents,

> "As a parent, I don't do enough activities at home that are related to school. Because we as parents are already busy in work activities. So at home, I only ask what I can to my children or to the neighbors I entrusted to."

> "As a grandmother, I only drop off and pick up my children at school, and I don't have much time for such activities because I also have to do other housework. So after picking up the child, the child is left to eat and take a nap."

In terms of child development, teachers can benefit from parental participation at home as children spend more time at home than at school. In addition to school, parents also continue to stimulate children at home. Therefore, after children come home from school, parents should stimulate them at home.

### 3. Field Trip

Another collaborative activity between teachers and parents is a field trip or picnic together. This activity is routinely carried out in the middle of the semester and at the end of each semester. Through interviews and observations, this activity aims to improve and maintain good relationships between schools, teachers and parents. This activity can be done to strengthen the relationship between teachers and parents who rarely meet at school, because parents are busy working and cannot drop off and pick up children at school.

Besides being fun for the children, field trips or picnics also have several benefits for parents and teachers. It provides an opportunity for teachers to learn more about parents' personalities outside the school environment. Teachers gain a better understanding of each child's family dynamics through casual engagement, which can then be incorporated into the parenting and learning process in the classroom. In addition, teachers can provide facts or engage in casual conversations regarding children's growth in a more intimate and personal way, strengthening and humanizing their bond with parents.

Meanwhile, this activity gives parents the opportunity to meet the teachers who work with their children at school. Parents who have direct communication with the teachers will feel closer and have more trust in the education process. Without waiting for official events such as parent conferences, they can also express their wishes, criticisms or even concerns about their child's growth directly. This fosters a sense of community and shared responsibility between parents and teachers in supporting their child's development.

### Supporting and inhibiting factors of collaboration between teachers and parents

There are several supporting and inhibiting factors for teacher-parent collaboration, according to the research findings and interviews conducted. At KB Ar-Rohmah, the following factors encourage collaboration between parents and teachers: effective communication, excellent relationships are

greatly helped by open, frequent and efficient communication between both parties. This type of communication takes the form of parent meetings and information-sharing conversations via WhatsApp groups. Parents' trust in teachers is also an important factor; parents who believe that teachers are capable of teaching their children will be more cooperative.  In addition, this trust can also increase the bond between parents and teachers.

The first inhibiting factor that makes collaboration at KB Ar-Rohmah a little less effective is time. One of the factors inhibiting collaboration between parents and teachers is time constraints. Many parents have busy work schedules that make it difficult to be actively involved in school activities, such as attending meetings or accompanying children in the learning process at home. On the other hand, teachers are also busy outside of school hours, such as participating in PKK (Pembinaan Kesejahteraan Keluarga) activities, training or other additional tasks. This results in limited time to communicate with parents, which can hamper cooperation between the two.

> "We as parents find it difficult to attend events planned by the school, despite the fact that they are very important. Most of the time, we just wait until the activity or parent meeting is over. This is because we find it difficult to manage our time when we are busy with work that clashes with school obligations."

Each teacher has a schedule outside the teaching schedule at the institution which causes some interactions between teachers and parents to be hampered. After the meeting, the teacher's job is to share the results of the meeting with the parents, but when the teacher has another schedule after the schedule at the institution, the teacher often forgets to share the results of the meeting to the WhatsApp Group.

Another inhibiting factor is the schedule that is often changed. Parent meeting schedules at schools often change suddenly due to internal reasons, such as agenda changes or technical issues.  One of the main obstacles in trying to build collaboration between teachers and parents is this schedule adjustment.  Many parents, especially those with scheduled work schedules, voiced their displeasure with this.  According to one parent, she is often in a difficult situation where she has to choose between her job or attending school meetings.  Due to these circumstances, the majority of parents end up choosing to prioritize their work in order to maintain the financial stability of the family.

Due to these irregular schedule changes, parents are less likely to participate in school activities and find it difficult to adjust their time, especially if the notice is sudden and uninformed. Over time, this can lead to a lack of parental involvement in their child's education and reduce the quality of communication and collaboration between teachers and parents, which is important as good collaboration is needed to support children's emotional growth and development. Therefore, consistency and openness in the preparation and delivery of activity schedules are important aspects that must be considered by schools to maximize the expected collaboration.

## Discussion

### Teacher and Parent Collaboration Program

The research findings provide the following information: KB Ar-Rohmah Cirebon provides a number of teacher-parent collaboration programs. To help parents assist and understand their children's development both at home and at school, this institution uses the partnership method. As the school prioritizes the development of children's morality and character, collaboration between parents and teachers is essential to balance the values taught at home and at school.  By enhancing education in both environments, this position ensures the best development for children.

The first form of collaboration is effective communication. Communication is the means by which information is shared; teachers can use it to share information about students' progress during the learning process, and parents can use it to inform teachers about their child's development. In general,

parents and teachers (schools) communicate in two ways: formally and informally (Anwas, 2013). According to Anis Pusitaningtyas' research, children's education depends on the role of teachers in the classroom and parents at home. Effective communication is essential to maintain continuity between educators and parents. There are two directions of communication that can be done. When teachers inform parents about events, activities or child development, this is known as one-way communication. In contrast, when teachers and parents engage in an engaging dialog, this is known as two-way communication. Teachers and parents will develop mutual trust if they communicate well. Children will feel they have the freedom to realize their potential if there is mutual trust, support in guiding children, and communication between parents and teachers. This will encourage creativity and enhance children's development (Pusitaningtyas, 2016).

To organize education and teaching in schools, collaboration between parents and teachers is a must. Parents need to be informed about their children when they are at school, in addition to teachers who need information about their students (Nasution, 2010). Therefore, it is very important for parents and teachers to stay in touch with each other, both privately and in WhatsApp groups. Because parents collaborating to support children's healthy growth is just as important as teachers in the classroom.

Effective learning is supported when parents and teachers are on good terms and establish a consistent learning environment at home and at school (Husna et al., 2023). In addition, exchanging data on children's development allows for modifications in parenting and teaching methods that are better suited to children's needs. For example, lesson plans that involve parents in open dialog or literacy exercises can help children develop critical thinking and problem-solving skills (Hardaningtyas & Prihantoro, 2024).

Ongoing communication is another important component of effective collaboration. Teachers and parents should actively communicate about the child's growth in addition to taking part in school activities such as project-based learning or frequent meetings (Hakim, 2020). As a result, parents can understand the teaching strategies used in the classroom and incorporate them into their children's education at home, as well as offer structured learning opportunities and encourage critical thinking in a variety of contexts.

From the research results, the communication carried out by KB Ar-Rohmah is active communication in Whatsapp groups, parent meetings, home visits and direct communication. Whatsapp groups function for teachers and parents to share information related to events that must be known immediately by parents or teachers. For example, regarding permits for student absences and regarding the distribution of meeting results from teachers to parents. Parent meetings or meetings are held regularly at the beginning of each semester, monthly, mid-semester and the end of the learning period. Home visits are conducted when the school comes to the residence of a sick student or, if needed, to talk to parents about issues related to the child's development. This direct communication is done when students are dropped off and picked up. This communication is brief and relates to the child's developmental stage at the time. This is in line with research findings (Irwan et al., 2023), because of the nature of this collaboration, parents are encouraged to talk to teachers to learn more about their children's educational needs. Parents are asked to help create and discuss the activity program to be implemented in addition to providing information.

The second form of collaboration is parental involvement at home. One of the most important requirements for raising children from infancy to adulthood is parental involvement. However, not all parents realize the importance of their involvement in their child's education. It is important to remember that parental involvement in Early Childhood Education includes more than just supervising children; it also involves taking part in the educational process at home that complements classroom teaching. According to research published in 2013 by Gillian Hampden-Thompson, Lina Guzman Child Trends, and Laura Lippman, Parental participation is an important component in children's education,

regardless of where they come from. This suggests that parent participation places a strong emphasis on school-home partnerships, which have been shown in numerous cross-national studies to be a successful approach in bringing parents and teachers together to support children struggling with a range of issues (Hampden-Thompson et al., 2013).

The same thing is done by the parents of KB Ar-rohmah students, parents routinely monitor and ask questions to children about activities carried out by children at school, this is an effort by parents to participate in their children's education at home. And also parents who routinely provide information at home to teachers as information on child development. The results show that parental involvement occurs more at home than at school.

The next form of collaboration is field trips. According to Maudin's research, silahturahmi interactions can be crucial in fostering collaborative relationships between parents and teachers. The best method is silahturahmi because it can bridge the gap between parents and teachers and foster family relationships. Teachers and parents need to communicate with each other regarding student health (Maudin et al., 2021). Parents should inform teachers about their children's conditions outside of school, and teachers should inform parents. In line with the KB Ar-Rohmah institution, which schedules and conducts this field trip activity as a collaborative program that can strengthen the relationship between teachers and parents. In this activity, parents who are busy working can meet and communicate with teachers.

**Supporting and inhibiting factors of collaboration between teachers and parents**
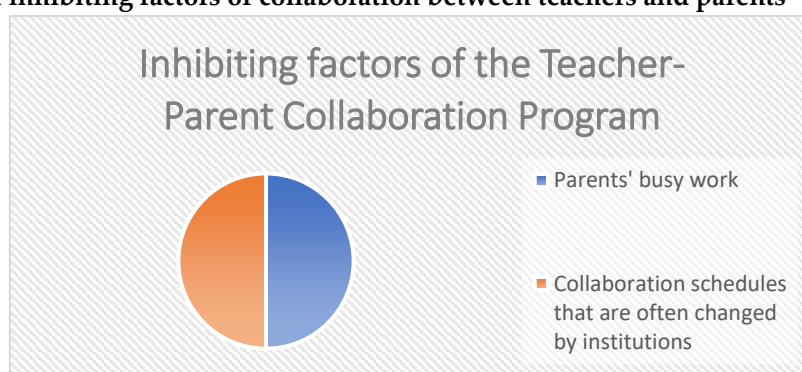


*Diagram 1. Inhibiting factors of the Teacher-Parent Collaboration Program*

According to Maya's research, better communication and collaboration between teachers and parents are two benefits of a good relationship. Teachers and parents can collaborate to more successfully identify and address problems at school or with students if they understand and support each other. Teachers who enjoy a positive relationship with parents are more likely to focus on the personal growth of each student. To provide more help to parents at home, they can share information regarding learning progress with them (Maya et al., 2024).

While there are many benefits of teacher-parent collaboration, such as improving children's critical thinking skills, there are also a number of obstacles that often stand in the way. Parents' limited time, which is often entangled in today's busy lives, is one of the main obstacles (Husna et al., 2023). This is in line with previous research by Suryani (2020), who found that the main inhibiting factor for parents' involvement in schools is often related to their busy work schedules. As a result, they communicate less with teachers and participate in educational activities with children. Both parents often lack a thorough understanding of children's learning needs as a result of this issue. Children cannot get the best help under these circumstances, and cooperation that could improve the learning process is hindered. Therefore, time constraints and parents' busy schedules are the main issues that hinder communication between educators and parents.

Building cooperation between parents and teachers in educational institutions is not easy. This is especially the case when parents and teachers have different - sometimes very different - goals, expectations and interests. Unifying these expectations and interests is fraught with difficulties (Suriansyah, 2014: 64). These obstacles can arise from the point of view of the principal or teachers as the executors of the relationship or from parents as the group asked to participate in various school-sponsored events.

Collaboration between educators and parents to provide the best attention to students' needs. Teachers and parents can increase their knowledge of child development by paying attention to each other. The basis of a cooperative relationship and the purpose of collaboration between parents and teachers is to give each other the best possible attention regarding the needs of children at school (Lustiawati, 2022). When educators and parents collaborate well, they can create an environment that encourages children to learn and grow as much as possible (Susanti et al., 2024).

Collaboration between parents and teachers in education has many important aspects to consider. First, the role of parents as educators at home is crucial; their active involvement can boost children's confidence and motivation to learn. For example, parents who routinely discuss lessons or help children with schoolwork can provide support that can boost academic success. In addition, effective communication between parents and teachers is key to maintaining this collaboration. Open and regular communication channels encourage problem-solving and provide constructive feedback on children's progress. For children, this collaborative environment also creates opportunities to develop social skills, where they learn to share and work in teams. In this age of technology, utilizing digital tools can also strengthen collaboration, for example with apps that allow regular updates on student learning progress. Research shows that good collaboration contributes to improved learning outcomes and reduced behavioral problems in schools. Finally, it is important to understand that the culture and customs in each community can influence the way parents and teachers collaborate; therefore, integrating local values in collaboration strategies is crucial to achieving mutual success

The uniqueness of this research lies in a more in-depth collaborative approach between teachers and parents in the context of early childhood education (ECE) through online learning. Unlike previous studies that tend to focus on the role of individuals in education, this study emphasizes the importance of the synergy of two parties, namely teachers and parents, in supporting the development of children's critical thinking skills. In addition, this study also examines the impact of various communication strategies used by teachers to encourage parental involvement in the learning process, which has not been widely explored in previous studies. By using qualitative methods that allow in-depth exploration of teachers' and parents' experiences and perceptions, this study provides new insights into the dynamics of cooperation in supporting children's learning. This research offers not only theoretical frameworks, but also concrete practices that can be implemented in the field, making it a valuable reference for educators and researchers in the field of education.

In this study, the author conducted a qualitative descriptive analysis to explore collaboration between parents and educators, with the hope of creating a productive learning environment both at home and in the classroom. This study extends previous research by exploring collaboration methods through observation, interviews, and documentation at a specific institution (KB Ar-Rohmah), as well as paying attention to the infrastructure conditions that support such collaboration. On the other hand, this study also criticizes previous research by highlighting the need for better communication and proper management of the relationship between parents and educators, which often does not receive enough attention in previous studies. For example, previous studies such as those by (Maya et al., 2024) and ( Mulyati & Nurhayati, 2020) emphasize the importance of harmonious relationships but have not provided specific guidance on practical ways to improve such relationships, which this study attempts to answer with a more structured approach. In addition, this study can serve as a reference for further

research by providing data on factors that influence cooperation between parents and educators that may not have been covered in previous studies.

The results of the research on collaboration between teachers and parents in Ar-Rohmah KB institutions show the importance of synergy in children's learning process. From the research results, there are several practical implications that can be applied as well as recommendations for other PAUD and policy makers. The first practical implication that can be applied is the development of a flexible cooperation model. Other PAUDs are advised to adopt a more flexible model of cooperation, given the busyness of parents that is often a barrier. In this case, developing a varied and non-monotonous schedule of activities, as well as creating events that can be followed online are important to increase parents' participation in their children's learning process. The expansion of communication channels is also a significant practical implication. Educational institutions are advised to enhance their existing communication channels by considering the use of social media and instant messaging applications. The increased use of these communication channels aims to ensure that information is still well received by parents in an easier and more efficient way, so that communication between parents and teachers can be well maintained. Continuous parent engagement programs are also an important aspect of the practical implications. Organizing programs that regularly involve parents in their children's learning activities, such as workshops and seminars focused on child development, can help strengthen the relationship between parents and teachers. Such activities not only benefit the child, but also provide a space for parents to share experiences and learn from each other.

Recommendations for other PAUD include the implementation of diverse collaborative activities. Other PAUDs are advised to implement similar collaborative activities that can provide fun learning experiences for children, such as visits to learning places that are relevant to the learning materials being taught. In this way, children can benefit from real experiences outside the classroom and increase parental involvement in the learning process. Socialization of parental awareness is also an important recommendation that should not be overlooked. Organizing socialization activities and seminars to raise parents' awareness of the importance of their involvement in their children's education is crucial. These activities should be able to demonstrate the benefits of such collaboration for children's development, so that parents are more motivated to be actively involved in their children's education.

Finally, for policymakers, it is important to develop policies that support parental involvement. Policymakers in the education sector should consider developing policies that support programs that facilitate collaboration between parents and educational institutions. This could include funding for activities that involve parents, as well as facilities that support the implementation of such programs. Improved training and facilities for teachers are also needed in this context. Continuous training is needed for teachers on strategies for collaboration with parents, including how to establish effective communication and build trust. This is important to support a better collaborative environment in schools, so that the learning process in PAUD can run more effectively and efficiently. The implementation of these recommendations is expected to encourage increased parental participation in children's education and create a more conducive and effective learning environment in early childhood education (ECED) institutions.

## 4. CONCLUSION

Based on the results of the research conducted by the researchers, it can be concluded that the form of collaboration between teachers and parents at Ar-Rohmah KB institutions is manifested in effective communication activity programs, parental involvement and field trips. Each of these collaboration programs has different benefits but influences each other for the success of the school learning process. In the process, there are supporting and inhibiting factors that influence the collaboration process. Supporting factors include effective communication and trust from parents to teachers. This inhibiting

factor is the reason why collaboration at Kb Ar-Rohmah institutions is hampered, namely the factor of parents' busy work and collaboration schedules that are often changed by institutions.

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