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Teacher Strategy in Parents Organization Class (POC) Activities to Form Collaboration Between Teachers and Parents of Students at MIN 2 Malang

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Abstract: This study aims to explain the strategies that can be applied by teachers in teaching activities. Parents Organization Class(POC) to form better collaboration between teachers and parents of students at MIN 2 Malang, especially in supporting school programs that can support the student learning process. The type of research used is a qualitative research type with a case study method. This method was chosen because it can provide a deep understanding of the interaction and collaboration between teachers and parents of students, as well as the dynamics that occur in Parents Organization Class (POC) activities. Data collection was carried out by field research. Data sourced from interviews, observation and documentation. Data analysis techniques by means of researchers being directly involved in organization activities to observe interactions between teachers and parents. The results of observations, interviews, and analysis of research documents show that teacher strategies in POC activities greatly influence collaboration between teachers and parents. Active involvement of parents in discussions and positive feedback indicate that they feel they have an important role in their children's education. In addition, open and transparent communication between teachers and parents is key to building trust and cooperation. Thus, organization activities not only serve as an information forum, but also as a platform for building stronger relationships between schools and families.

Keywords: Teacher strategies, Parent collaboration, Parents Organization Class (POC)

A. INTRODUCTION

Children's education is a shared responsibility between schools and families. In this context, collaboration between teachers and parents is very important to create a learning environment that supports optimal student development. Research shows that parental involvement in children's education can increase student motivation and learning achievement (Lestariningsih et al., 2020). However, although the importance of this collaboration is recognized, there are often challenges in building an effective relationship between the two parties. Miscommunication, differences in expectations, and lack of parental involvement in the educational process are some of the factors that hinder this collaboration (Oktariana & Kasih, 2023).

Parents Organization Class (POC) is here as a solution to strengthen the relationship between teachers and parents. POC is a forum designed to involve parents in educational activities, giving them the opportunity to actively participate in the teaching and learning process. Through POC, parents can better understand the curriculum being implemented, as well as the best way to support their children at home. This activity not only functions as a means of communication, but also as a

platform to build a sense of togetherness and mutual understanding between teachers and parents (Maftuhah, Wuryastuti, & Suratno, 2022).

The importance of this collaboration is increasingly felt at MIN 2 Malang. This school is committed to improving the quality of education and realizes that student success is not only determined by internal school factors, but also by the support provided by parents. By implementing POC activities, MIN 2 Malang hopes to create positive synergy between teachers and parents, so that it can have a significant impact on student achievement and development. In this context, this article aims to explain strategies that can be applied by teachers in POC activities to form better collaboration between teachers and parents of students at MIN 2 Malang. By understanding and implementing the right strategy, it is hoped that the relationship between the two parties can be established well, thus creating a more conducive learning environment for students. Through a collaborative approach, it is hoped that students will not only get academic support, but also the strengthening of character and self-confidence needed to face future challenges (Lestariningsih et al., 2020; Oktariana & Kasih, 2023).

Thus, it is important for all parties to realize that education is a process that involves many elements, and effective collaboration between teachers and parents is the key to achieving holistic educational success (Maftuhah et al., 2022). The educational process involves various parties, including students, teachers, parents, and the community. Teachers are responsible for planning and implementing the curriculum and creating a positive learning environment. Meanwhile, parents play an important role in supporting their children's education at home and communicating with teachers about their children's development. Students also play a role in this process by trying hard and being involved in learning activities. The community can provide additional support through extracurricular programs and activities. Effective collaboration between teachers and parents involves open communication, active participation, goal alignment, and responsiveness to students' individual needs. By working together, teachers and parents can create a learning environment that supports and strengthens more holistic and successful educational achievements.

B. METHODS

In this article, the type of research that will be used to analyze teacher strategies in Parents Organization Class (POC) activities at MIN 2 Malang is a qualitative research type with a case study method. This method was chosen because it can provide an in-depth understanding of the interaction and collaboration between teachers and parents, as well as the dynamics that occur in Parents Organization Class (POC) activities (Creswell & Poth, 2018). Data collection was carried out through field research. Data was obtained from interviews, observations, and documentation (Merriam & Tisdell, 2016). The interview was conducted on August 1, 2024, at MIN 2 Malang with Mrs. Lindarty Dian Musyarofah, M.Pd., one of the teachers directly involved in POC activities. In the interview, Mrs. Lindarty explained the communication strategies used between teachers and parents to create a collaborative atmosphere and support student learning success. She also emphasized the importance of active parent involvement in school activities through POC, which helps parents better understand their children's learning needs.

Direct observation was carried out during one of the POC activities held in the hall of MIN 2 Malang. During the activity, dynamic interactions between teachers, parents, and students were observed. Teachers provided explanations about the students' academic progress, while parents actively discussed and gave input regarding their children's needs. A significant moment observed was when parents and teachers jointly designed additional programs to help students experiencing learning difficulties, demonstrating a strong commitment to collaboration. The documentation gathered included POC meeting minutes, photos of interactions between teachers and parents, and presentation materials used by teachers to report on students' academic progress. These documents provided a more comprehensive picture of how POC activities are systematically and professionally conducted at MIN 2 Malang, and how effective communication between teachers and parents plays a vital role in the success of these activities (Yin, 2018).

C. RESULTS & DISCUSSION

Parents Organization Class (POC)

This research was conducted through interviews and observations on August 1, 2024, which focused on teacher strategies in Parents Organization Class (POC) activities to form collaboration between teachers and parents of students at MIN 2 Malang. The interview was conducted with Mrs. Lindarty Dian Musyarofah, M.Pd., one of the teachers at MIN 2 Malang. Parents Organization Class (POC) is an organization designed to involve parents in educational activities, giving them the opportunity to actively participate in school programs related to the learning process. This program was formed by MIN 2 Malang based on an agreement between parents and teachers to make the school program a success. This organization consists of 19 classes with 6 class coordinator representatives per class, and has been running for 3 years.



Figure 1. Interview between the researcher and one of the teachers at MIN 2 Malang

The formation of Parents Organization Class (POC) is driven by the need for schools to involve students and teachers in the learning process, which would not be possible without the support of parents. Collaboration between parents and teachers is very important, because the role of students is as learners who are obliged to learn and seek knowledge at school. Teachers and parents work together in planning school programs, which are tailored to the needs of students at each grade level.

The main purpose of POC is to be a forum that bridges and supports school activities with parental involvement in the learning process. This can form good communication between parents, teachers, and schools, so that the learning process runs smoothly. A healthy and positive relationship between teachers, students, and parents is the key to the success of holistic education (Apriliani, AD, et al., 2022). To ensure that the goals and functions of this organization are achieved, the implementation of POC is based on the established Standard Operating Procedures (SOP).



Figure 2. Opening and selection activities Parents Organization Class administrator(POC)



**Figure 3. Madrasa program delivery and inauguration activities
Parents Organization Class administrator(POC)**

Parents Organization Class (POC) Program Strategy in Forming Collaboration between Teachers and Parents

The Three Centers of Education are the three main environments in education, consisting of family, school, and society. Parents are responsible for educating children at home, while teachers are responsible for educating students at school. Therefore, it is very important to have a good relationship between parents and teachers so that the information and teaching received by students are in harmony. Society also has a role in forming good character and personality in wider community life.

The family is the birthplace of a generation with character, while the school is the place where the generation develops. Given the role of parents as the primary educators in the growth and development of children, parents are true partners for educators. It is not enough for parents to simply observe their children's educational process from afar; they need to be actively involved in developing all aspects of student development through collaboration with teachers. With this collaboration, parents can gain knowledge and experience from teachers in educating their children. Teachers not only play a role in developing students' intelligence, but also in shaping their personalities into people with good character and morals (Kurniawan, 2017).

Collaboration is usually used to describe the practice of two or more parties working together to achieve a common goal. The main motivation is to obtain collective results that would not be possible if each party worked alone. In the Great Dictionary of the Indonesian Language (Ministry of Education and Culture, 2018), collaboration is defined as a joint effort or cooperation in achieving a goal. The importance of collaboration between teachers and parents is a major focus in creating a successful learning environment at MIN 2 Malang. This collaboration supports and enriches students' learning experiences through synergy between classroom approaches and support at home. To achieve effective collaboration, there needs to be commitment from both parties, mutual trust, and open and transparent communication. Schools also need to provide the resources and support needed to facilitate this collaboration, such as training for teachers and the provision of easily accessible information for parents.

Research shows that close collaboration between parents and teachers has a significant positive impact on children's abilities, especially children with special needs. For example, after the intervention period, adaptive skills, social skills, and cognitive development of children with intellectual disabilities significantly improved (Napitu et al., 2020). These results support the idea that involving both parties in the development and implementation of educational programs can improve learning outcomes for children with special needs. Open communication between parents and teachers and adaptation of learning strategies are important factors in interpreting these results (Silva & Elias, 2022). These findings suggest that successful collaboration requires strong understanding and cooperation between parents and teachers. Practical implications of these findings include the need to develop training programs to improve collaborative skills and

understanding of the unique needs of children with developmental disabilities (Kinnunen et al., 2023).

Some important strategies in forming effective collaboration between teachers and parents include several key steps. First, open and regular communication is essential to establish effective communication channels. This can be done through regular meetings, emails, messaging applications, or other online platforms. With regular communication, both parties can understand each other's learning objectives, student progress, and provide constructive feedback. Second, collaboration in lesson planning also plays a vital role; involving parents in planning learning according to students' needs can improve their understanding of the material being taught and allow them to provide valuable input. Third, arranging meetings and collaborative activities, such as individual or group meetings, can help build strong relationships and improve understanding of student progress. Collaborative activities, such as workshops or joint projects, can also strengthen interactions between teachers and parents. Fourth, utilizing communication technology such as messaging applications or online platforms makes it easier for teachers and parents to communicate efficiently and share information related to learning, as well as facilitate discussions and collaboration in learning activities. Finally, involving parents in school activities, such as sports events or field trips, can strengthen the relationship between teachers and parents, and provide opportunities for them to see firsthand the development of students outside the classroom context.



Figure 4. Form of collaboration between teachers and parents of students

The Impact of the Parent Organization Class (POC) Program in Forming Collaboration between Teachers and Parents

Teachers act as educators and mentors, students as recipients of knowledge, and parents as the main supporters at home (Santoso & Murod, 2021). Therefore, a better understanding of the dynamics of interaction between the three will help create a more conducive educational environment. In addition, along with the development of technology and social transformation, the way parents communicate and interact in education has also changed (Darmawati & Santoso, 2024). Parental participation will help teachers be more responsible in the process of educating children and the relationship between parents and their children becomes closer and more harmonious (Tarsilla & Lydiah, 2014; Santoso, Ayuningtias, & Nugroho, 2022).

Collaboration between teachers and parents through the Parents Organization Class (POC) has a significant positive impact on the student's educational process. Through POC, parents can be directly involved in the educational process by providing voluntary assistance, such as helping with assignments or participating in school activities, which creates synergy

between school and home. One parent stated, "I feel I understand more about what is being taught in school and how I can help my child at home." This shows that POC activities have succeeded in increasing parents' understanding of their roles and functions in supporting their children's education (Hartini, 2023).

Active parental involvement also has the potential to improve the school's reputation, as involved parents tend to value and promote the school more, as well as increase the school's accountability in terms of educational quality (Nugroho, 2023). In addition, involved parents can provide constructive feedback and contribute ideas to address various challenges faced by the school, allowing for continuous improvement (Fauzi & Suryani, 2021). This involvement also increases parents' sense of respect and trust in educational institutions, which strengthens positive relationships between schools and families (Rahmawati, 2022). Active parental participation also contributes to increasing their sense of gratitude towards teachers and schools, strengthening emotional and moral support for educators. On the other hand, parents who are involved in POC can understand and support school programs effectively at home, align activities at home with school expectations, share valuable knowledge, and anticipate threats to students in their environment (Widodo, 2023). All of this shows that parental involvement through POC strengthens support for children's education and improves the overall quality of the educational process.



Figure 5. Interview with researchers Parents Organization Class (POC) representative

Challenges and Solutions of the Parent Organization Class (POC) Program

In the era of modern education, effective collaboration between teachers and parents of students has become a key factor in achieving student academic success. The Parent Organization Class (POC) program has emerged as one of the important initiatives to strengthen this relationship by actively involving parents in the educational process (Nurhadi & Fatmawati, 2023). Although the purpose of POC is to create synergy between teachers, parents, and students, its implementation is often faced with various challenges (Rahmawati, 2022).

Teachers and parents may have the same expectations and goals, such as ensuring students achieve optimal learning outcomes, develop independence, responsibility, and readiness to face the future. This collaboration is important to form students who not only excel academically, but also have good character and are able to adapt to life's challenges (Kurniawan & Wibisono, 2021). However, the lack of support from some parents and teachers regarding the understanding of each party's role can cause problems (Nugroho, 2023). Sometimes, teachers and parents may not fully understand each other's roles in the collaboration (Fatmawati, 2021). Lack of understanding of how teachers and parents can support and complement each other's roles can hinder collaborative efforts. So that this has an impact on the student learning process

being hampered. This can be minimized by taking an approach and understanding the duties and roles of each by holding routine monthly group meetings (Setiawan & Lestari, 2022).

In its implementation, POC has programs that are tailored to the class level, where these programs are designed based on an agreement between the madrasah and the parents of students. Each class level has different needs and focuses, so POC programs are designed specifically to address these needs (Arifin, 2022). However, the implementation of these programs does not always run smoothly. One of the main challenges that is often faced is ineffective communication between teachers and parents (Fauzi & Rahmawati, 2021). Ambiguity in conveying messages or misunderstandings can arise, especially due to differences in communication styles and language used by both parties. For example, teachers may use educational terms that parents do not understand, or parents have different expectations regarding their involvement in the program. These differences can hinder the achievement of the ideal POC program goals, namely to support the student learning process optimally through good cooperation between the madrasah and parents (Iskandar, 2022). This problem can be overcome by communicating between teachers and parents of students using easy-to-understand language and teachers are required to be responsive to questions from parents of students (Lestari, 2023).

Lack of awareness and financial support from parents in the association is often the main cause of late payment of fees required to support various educational and social activities at school (Maulana, 2022). Many parents are not fully aware of the importance of their contribution to the association as part of the collective responsibility to support the development of their children (Wahyuni, 2023). In addition, economic factors also play an important role; parents with financial constraints may find it difficult to meet their contribution obligations on time (Setiawan, 2023). This condition not only hinders the implementation of planned programs but can also create tension between association members who feel burdened by the delay (Suryadi & Rahmawati, 2021). As a result, gaps in parental participation and contribution can disrupt the association's main goal of improving the quality of education through school community cooperation (Rahmawati & Fauzi, 2022). Solutions to overcome this problem include increasing awareness through socialization, a personal approach to understanding financial constraints, school savings programs, minimizing expenses, remaining alms money and subsidies for parents in need (Syafira & Rahmatullah, 2022).

D. CONCLUSION

The results of this study indicate that the strategies implemented by teachers in the Parents Organization Class (POC) activities have a significant influence on collaboration between teachers and parents. The active involvement of parents in discussions and providing positive feedback during POC activities indicates that they feel they have an important role in their children's education. In addition, open and transparent communication between teachers and parents was identified as key to building trust and effective cooperation. Thus, POC activities not only function as a forum for conveying information but also as a platform to strengthen the relationship between schools and families. This study emphasizes the importance of collaboration between teachers and parents in supporting student development and provides recommendations to improve the effectiveness of POC activities in the future. The results of interviews with parents revealed that they felt more connected to the school and better understood what was taught in school and how they could help their children at home after participating in POC. This shows that POC activities have succeeded in increasing parents' understanding of their roles and functions in supporting children's education.

For future research, it is recommended to further explore the specific communication strategies that are most effective in promoting collaboration between teachers and parents. In addition, longitudinal studies could be conducted to assess the long-term impact of POC activities on student achievement and parental involvement. Future research could also consider expanding the study to different educational settings or schools to understand how cultural or contextual factors influence the effectiveness of POC activities. It is hoped that future

research will provide more insights into the challenges teachers and parents face in maintaining consistent collaboration and offer practical solutions for overcoming these barriers. By continuing to study and refine these strategies, it is expected that the collaboration between schools and families will become even more effective, ultimately benefiting the development and success of students.

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