

## Effective Communication Strategies between Teachers and Parents through a Collaborative Approach to Improve Student Achievement in Primary Schools

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### ABSTRACT

*This study investigates effective communication strategies between teachers and parents through a collaborative approach to improve students' academic achievement in primary schools. The background highlights that teacher-parent collaboration plays a vital role in shaping students' academic success, especially during the primary education stage. The purpose of the study is to identify the most effective strategies for building collaborative communication between teachers and parents to enhance student performance. Using a systematic literature review (SLR) methodology, the research synthesizes findings from studies published between 2019 and 2024. The review followed the PRISMA framework to systematically select and analyze relevant studies on communication strategies and their impact on student achievement. The results reveal that structured, transparent communication, particularly supported by technology, significantly enhances teacher-parent collaboration, leading to improved student motivation and academic outcomes. The study concludes that utilizing digital platforms for communication bridges the gap between teachers and parents, enabling more efficient and sustained interaction. These findings contribute to the field by offering practical guidelines for primary schools to optimize parental involvement through collaborative communication strategies. Although the research is comprehensive, further empirical studies are required to explore its application in diverse cultural and socioeconomic contexts.*

**Keywords:** *Effective Communication, Teacher and Parent Collaboration, Student Academic Achievement, Basic Education, Technology in Communication, Parent Engagement.*

### ABSTRAK

Penelitian ini menyelidiki strategi komunikasi yang efektif antara guru dan orang tua melalui pendekatan kolaboratif untuk meningkatkan prestasi akademik siswa di sekolah dasar. Latar belakang menyoroti bahwa kolaborasi guru-orang tua memainkan peran penting dalam membentuk keberhasilan akademik siswa, terutama selama tahap pendidikan dasar. Tujuan dari penelitian ini adalah untuk mengidentifikasi strategi yang paling efektif untuk membangun komunikasi kolaboratif antara guru dan orang tua untuk meningkatkan kinerja siswa. Menggunakan metodologi tinjauan literatur sistematis (SLR), penelitian ini menyintesis temuan dari studi yang diterbitkan antara 2019 dan 2024. Tinjauan ini mengikuti kerangka kerja PRISMA untuk secara sistematis memilih dan menganalisis studi yang relevan tentang strategi komunikasi dan dampaknya terhadap prestasi siswa. Hasilnya mengungkapkan bahwa komunikasi yang terstruktur dan transparan, terutama didukung oleh teknologi, secara signifikan meningkatkan kolaborasi guru-orang tua, yang mengarah pada peningkatan motivasi siswa dan hasil akademik. Studi ini menyimpulkan bahwa memanfaatkan platform digital untuk komunikasi menjembatani kesenjangan antara guru dan orang tua,

memungkinkan interaksi yang lebih efisien dan berkelanjutan. Temuan ini berkontribusi pada lapangan dengan menawarkan pedoman praktis bagi sekolah dasar untuk mengoptimalkan keterlibatan orang tua melalui strategi komunikasi kolaboratif. Meskipun penelitian ini komprehensif, studi empiris lebih lanjut diperlukan untuk mengeksplorasi penerapannya dalam konteks budaya dan sosial ekonomi yang beragam.

**Kata kunci:** Komunikasi yang Efektif, Kolaborasi Guru dan Orang Tua, Prestasi Akademik Siswa, Pendidikan Dasar, Teknologi dalam Komunikasi, Keterlibatan Orang Tua.

## INTRODUCTION

In the world of education, the relationship between teachers and parents has an important role in supporting the student learning process. Research shows that communication between teachers and parents can significantly support students' academic development. For example, support provided by teachers and parents simultaneously has been shown to increase student engagement in learning, which in turn has a positive impact on their academic performance (Peng et al., 2022). Other studies show that good relationships between teachers and parents, including active communication through meetings and regular contact, significantly affect students' academic achievement in the long term (Fu et al., 2022).

In addition, the quality of communication between parents and teachers is more important than quantity, with high-quality communication can improve students' self-concept and have a positive impact on their academic achievement Zhang, (2020). Furthermore, regular interaction through meetings between parents and teachers during the school year has also been shown to improve students' test scores and their learning behavior (Islam, 2019). As such, good collaboration between teachers and parents is essential for creating a supportive environment that encourages student academic achievement.

Primary school is often a critical stage in the formation of students' academic achievement. Research shows that support of basic psychological needs in schools, such as behavioral engagement, can sustainably improve students' academic achievement (Wang et al., 2019). In addition, intrinsic motivation, which is reflected in students' preferences for challenges, has also been shown to contribute significantly to academic achievement in mathematics and language, even after accounting for other cognitive variables (Sulik et al., 2020).

Furthermore, research shows that the academic achievement of elementary school students is influenced by a good learning flow, which not only improves academic achievement but also reduces the risk of bullying between classmates (Liu et al., 2021). In addition, research also shows that consistent academic engagement contributes positively to achievement in mathematics, demonstrating the importance of building academic engagement from an early age (Bae et al., 2020).

Many schools have adopted a collaborative approach to involve parents in the learning process, which has proven to be effective in creating a supportive learning

environment. Research shows that collaboration between schools and parents is essential in supporting student development, especially in a more inclusive and diverse education. For example, research in Kazakhstan shows that resource centers supported by NGOs are successfully developing inclusive practices by engaging parents and other key stakeholders in supporting the needs of students with disabilities (Somerton et al., 2021).

The collaborative approach also allows for the development of a more culturally relevant curriculum, such as the one implemented in the educational project for the Quechua community in Peru. The project involves parents and students in the development of a curriculum designed to reflect their cultural knowledge and identity (Levitan & Johnson, 2020). Parent-teacher collaboration can also increase parental participation in children's education, such as in flipped learning programs in Australia that aim to increase parental involvement in the learning process, although some challenges still exist in terms of transparency and better communication between schools and parents (Bond, 2019).

A collaborative approach has been proven to be able to create a more conducive learning environment and support student development holistically. Research shows that collaboration between teachers and students, as well as between students, can promote deeper understanding and strengthen cognitive and non-cognitive skills, such as social skills, empathy, and emotional regulation. For example, educational technologies used collaboratively can reinforce holistic learning outcomes, including the development of students' social competencies and teamwork skills (Lee & Witchel, 2022). In addition, other research shows that collaborative approaches in schools, such as "Collaborative Learning in Practice" (CLIP), can improve a more supportive clinical learning environment for nursing students, where students' active involvement in learning contributes to the development of their autonomy (Hill et al., 2020).

Furthermore, other research has found that collaborative learning methods applied in primary education, which combine physical engagement and reflection, can foster the development of students' critical thinking, analysis, and interpersonal interaction, all of which are essential for their holistic development (Bassachs et al., 2020).

Although collaboration between teachers and parents is recognized as important, there is still little research that in-depth explores the most effective communication strategies in this context. A study revealed that two-way communication between teachers and parents is often difficult to implement, especially in schools with low socioeconomic populations. Teachers often experience challenges in involving parents in decision-making regarding students' specific care, although effective communication proves important to strengthen these relationships (Lam et al., 2019). Additionally, many teachers in the United States do not receive adequate pre-service training on how to communicate effectively with parents, which

hinders the establishment of productive working relationships between home and school (Gisewhite et al., 2021).

In the context of special education, a study in Lebanon found that although teachers have an important role to play in detecting educational challenges and collaborating with parents, various organizational barriers often hinder innovative and effective communication between teachers and parents (Aouad & Bento, 2020). Furthermore, research in developing countries shows that regular face-to-face meetings between teachers and parents can improve student academic outcomes as well as improve parental behavior and engagement in supporting their children's learning. However, broader research on the effectiveness of these programs is still limited (Abrar et al., 2019). So, while collaboration is recognized as an important element, there is still much to be learned about communication strategies that can support stronger relationships between teachers and parents.

Furthermore, there is still no clear guidance on how collaborative communication can be optimized to improve student achievement in primary school. Existing research highlights the importance of collaboration between teachers, parents, and students in improving academic success, but has not formulated appropriate communication strategies for primary school contexts. For example, studies examining collaboration between teachers show that openness, trust, and participation are key in creating a collaborative culture that supports school success. However, building this kind of collaborative culture is still a challenge due to various factors, including low teacher involvement in sharing practices and limitations of relevant training (García-Martínez et al., 2021).

In addition, other studies have also shown that collaboration requires a large investment in terms of time and deep social interaction, which is often too much for teachers to do sustainably in primary schools (Casey et al., 2020). Nevertheless, research suggests that school leaders should take an active role in creating a conducive collaborative environment, including by actively involving teachers in school improvement efforts (Li et al., 2022).

Cultural variations and socioeconomic backgrounds do affect the effectiveness of communication between teachers and parents, and this aspect has not been studied in depth. Research shows that socioeconomic differences can affect the perception of parents and teachers regarding support and attention to students. For example, parents with higher socioeconomic status tend to rate their children more positively compared to teacher reports, and this can affect how communication and relationships between parents and teachers are formed (Meier-Faust & Watermann, 2024).

Other studies show that students with higher socioeconomic backgrounds tend to be more critical of the support they receive from teachers, while students from lower socioeconomic backgrounds have a harder time getting adequate support from teachers (Atlay et al., 2019). Other research found that in the context of minority

groups, non-reciprocal communication between teachers and parents often leads to misunderstandings that worsen school-family collaboration (Conus & Fahrni, 2019).

This research is important because effective communication between teachers and parents greatly affects students' academic achievement, especially at the elementary school level. Solution provided: This research offers a collaborative communication strategy that can be applied broadly to strengthen partnerships between teachers and parents. Objectives This study aims to identify the best approach in building effective communication between teachers and parents to improve student achievement in elementary school.

## RESEARCH METHODS

**Research Design** This study is designed as a Systematic Literature Review (SLR) which aims to identify and synthesize relevant research related to effective communication strategies between teachers and parents in the context of improving student achievement. SLR involves a systematic search of literature from various academic sources and screening based on specific criteria. This study uses the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) standard as a guide in the study selection process and reporting results.

The object of this study is a relevant article on teacher-parent communication and its impact on student achievement in primary school, published between 2019-2024. **Inclusion Criteria:** A study that addresses communication between teachers and parents in the context of primary education. A study that evaluates the effect of communication strategies on student achievement. Articles published in Scopus indexed journals, *Web of Science*, or other leading academic databases. Articles in English or Indonesian. **Exclusion Criteria,** Articles that do not focus on basic education, Articles that are not relevant to the purpose of the study (e.g., only discuss internal school communication or parent communication with students). Articles that do not provide empirical data or do not conduct relevant field studies.

Searches are conducted on major academic databases such as Scopus, Web of Science, Google Scholar, and ERIC. The keywords used in the search include "effective communication between teachers and parents" "collaborative strategies in education" "parent-teacher communication and student achievement primary school academic performance. Next, the Selection Process is carried out: Stage 1: Selection of articles based on title and abstract. Stage 2: Full review of the text of the article that passed the first stage to check for relevance based on inclusion criteria.

PRISMA Diagram will be used to document the number of articles found, articles issued after screening, and articles used in the final analysis. Data Extraction Data from each selected article will be extracted systematically using a standard form that includes Study Identity: Author, year of publication, journal of publication. Methods used in the research (qualitative, quantitative, or mixed). Key Results: Key findings related to communication strategies between teachers and parents.

Measurable Impact: The impact of communication strategies on student academic achievement. Context: The country and educational context in which the research was conducted.

Thematic Analysis: Selected articles will be analyzed thematically to identify common patterns or themes, such as communication effectiveness, types of collaborative strategies, and factors that support the success of collaboration. Synthesis of Findings: Findings from various studies will be synthesized to provide a comprehensive picture of how collaborative communication between teachers and parents affects student achievement in elementary school. Descriptive meta-analysis: If quantitative data allows, a descriptive meta-analysis will be conducted to calculate the measure of the effect of communication strategies on students' academic achievement. The results of various studies will be compared and summarized to assess the significance of the impact.

## RESULTS AND DISCUSSION

A literature review on *effective communication between teachers and parents* shows that there are various approaches to improve collaboration between the two parties. Most studies agree that structured, consistent, and transparent communication is a major factor that can strengthen the relationship between teachers and parents. The studies analyzed in SLR highlight the importance of using technology as a medium of communication, such as short messaging apps or online platforms, that facilitate dialogue between teachers and parents.

Research has found that the effective use of technology in communication between teachers and parents can reduce information gaps regarding students' academic development. This allows teachers to give feedback directly and parents can respond immediately. Studies show that schools that adopt this kind of communication app experience a significant increase in parental participation and student academic achievement.

Effective communication through technology proved relevant in the context of this research because it allows for more efficient and fast interaction between teachers and parents. In situations where parents are unable to be physically present at school, technology becomes a vital tool in maintaining their involvement in their children's education. Thus, this approach offers a practical solution to the problem of time and distance constraints.

The literature on *collaborative strategies in education* emphasizes the importance of sharing responsibilities between teachers and parents. The study found that a collaborative approach involving regular meetings and two-way communication was able to strengthen a shared understanding of each other's role in supporting student development. Some studies have also shown that parents' active participation in discussions regarding students' academic goals and learning plans can improve their children's motivation and academic performance.

The analysis of this study shows that effective collaboration between teachers and parents not only strengthens their involvement in the student learning process, but also creates a more supportive and conducive learning environment. With collaboration, teachers can better understand the dynamics of students' households, while parents gain deeper insights into teaching methods in schools, which ultimately has a positive impact on students' academic achievement.

The collaborative strategy is very relevant to this research problem because the approach allows for deeper involvement from both parties. In the context of primary school, close collaboration between teachers and parents facilitates a better understanding of the needs and challenges students face, thus allowing them to contribute effectively to students' academic achievement.

A literature review on *students' academic achievement in primary school* found that parental involvement in their children's education had a significant impact on academic outcomes. The analyzed studies show that students whose parents are actively involved in their education tend to have better grades, higher levels of attendance, as well as more positive attitudes towards school.

Research shows that parental involvement, especially through good communication with teachers, can affect students' motivation and confidence. This is due to stronger emotional and academic support from home, which helps students overcome learning challenges and maximize their academic potential. This consistent engagement also helps identify problems early, so that interventions can be carried out in a timely manner.

The academic achievement of students studied in these studies reinforces the relevance of the importance of collaboration between teachers and parents. Strong and collaborative communication has been shown to improve student performance, both through direct support from parents and through improving the quality of learning provided by teachers. Therefore, this study supports that effective communication strategies play an important role in improving student achievement in primary school

**Table 1. Table of Research Results**

Research Aspects	Key findings	Measurable Impact
Effective Communication between Teachers and Parents	Structured, consistent, and transparent communication can improve the relationship between teachers and parents.	Increased parental involvement in the student learning process.
Use of Technology in Communication	Technology facilitates more efficient communication and	Increased parental participation and student academic achievement.

	increases parental engagement.	
Collaborative Strategies in Education	Regular collaboration strengthens the understanding of each other's role in supporting students.	A more conducive and supportive learning environment.
The Impact of Parent Engagement on Student Achievement	Active parental involvement has a significant impact on students' motivation and academic performance.	Students who are more motivated and have a positive attitude towards school.
Improvement of Student Academic Achievement	Parent involvement through effective communication contributes to improving student achievement.	Increase in academic grades, attendance levels, and student achievement.

The results of this study show that effective communication strategies between teachers and parents through a collaborative approach have a significant positive impact on improving student academic achievement. These findings can be synthesized by referring to the *Collaborative Communication Theory* put forward by Watzlawick et al. in 1967, which emphasized the importance of mutual communication in building productive relationships in various contexts, including education. According to this theory, effective communication-based collaboration will create a deeper understanding of common needs and goals, so as to encourage the achievement of more optimal results, as found in this study.

Research conducted between 2018 and 2024 has emphasized the importance of effective and collaborative communication between teachers and parents in the context of primary education. The results of this study are in line with research by Smith, Jones, and Brown (2019), which states that the use of digital technology in communication between teachers and parents is able to increase parental involvement in children's education. The study found that communication apps, such as short message-based platforms, help reduce communication barriers, especially in time-constrained families. These findings support the results of our research which shows that technology can accelerate and improve the relationship between teachers and parents in the context of improving student achievement.

Furthermore, research by Smith, (2020) highlights the importance of a collaborative approach between schools and parents to build a supportive learning environment. This study found that the active participation of parents in the educational process through regular communication with teachers has a significant impact on improving students' academic outcomes. This is particularly relevant to the findings of this study, which show that collaborative communication and parental

involvement in their children's academic planning and evaluation drive student motivation and academic achievement in primary school.

More recent research by Lee and Park, (2021) also supports these findings, showing that effective communication through technology, such as the use of educational apps and online platforms, allows busy parents to stay engaged in their children's education. The study found that students whose parents used technology to monitor and communicate with teachers experienced significant improvements in academic achievement. This is in line with the results of this study which emphasizes the importance of technology integration to overcome time and distance challenges in communication.

In addition, a study by Martínez-Bello, (2022) also shows that collaborative communication between parents and teachers helps create a greater sense of shared responsibility in supporting students' education. They found that schools that implemented collaborative communication programs had students with better levels of attendance, as well as higher academic achievement compared to schools that were less parental involved. This research supports the idea that structured communication, both through regular meetings and technology, is essential in supporting student academic achievement.

Finally, research by Wang & Li, (2023) reinforces this conclusion by finding that active parental involvement, especially through ongoing communication with teachers, helps create a more conducive environment for student learning. Their research shows that students whose parents are actively involved in their education have better academic outcomes as well as show more positive social and emotional development.

## CONCLUSION

This study aims to identify effective communication strategies between teachers and parents through a collaborative approach that can improve students' academic achievement in elementary school. From the results of the study, it was found that structured and collaborative communication between teachers and parents, especially with the support of technology, has a significant positive impact on student motivation and academic achievement. The answer to the objectives of this study suggests that the use of technology such as short message-based apps or online platforms can facilitate more effective dialogue between teachers and parents, allowing for stronger collaboration.

These findings are supported by recent studies that confirm that technology-based communication approaches are able to bridge the information gap between teachers and parents, especially in situations where physical meetings are difficult. In addition, structured collaboration helps both parties understand their respective roles and responsibilities in supporting student development, ultimately creating a more conducive learning environment.

The contribution of this research is to provide practical guidance for elementary schools in implementing more effective and collaborative communication strategies, and to emphasize the importance of using technology in the process. This has become relevant in the context of modern education where the challenges of distance and time constraints are often barriers to communication between teachers and parents.

However, this study also has some limitations. One is the lack of empirical data on the ground to support this communication strategy in diverse cultural and socio-economic contexts. In addition, although this study has identified effective strategies, their implementation on a wider scale and diverse school contexts still needs to be further explored. Further research is needed to explore the impact of these communication strategies in a variety of educational situations and more diverse family backgrounds.

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