



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Collaborative Communication Patterns of Parents and Teachers in Strengthening Students' Learning Motivation: A Case Study at SD Muhammadiyah 01 Kandang Panjang

Ida Nafiaty*, Ngasbun Egar, Soedjono

Manajemen Pendidikan, Universitas Persatuan Guru Republik Indonesia, Semarang, 50232, Indonesia

ARTICLE INFO

Article history:

Received: 09 Aug 2025

Revised: 16 Aug 2025

Accepted: 03 Sept 2025

Published online: 10 Sept 2025

Keywords:

Parental Communication,
Teacher collaboration,
Learning Motivation,
Primary Education,
School-home partnership

* Corresponding author:

E-mail: ihdanafi@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.9.5.p.3997-4009>

This is an open access article under the [CC BY-
SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



ABSTRACT

This study aims to explore the communication patterns between parents and teachers in fostering students' learning motivation at SD Muhammadiyah 01 Kandang Panjang, Pekalongan City. Employing a qualitative case study approach, data were collected through interviews, observations, and documentation involving the principal, class teachers, and parents. The findings reveal three main communication channels: formal (monthly class parent association meetings), semi-formal (digital media such as WhatsApp), and informal (drop-off/pick-up interactions, personal phone calls, and home visits). These channels operate synergistically, enabling the timely exchange of information, strengthening emotional bonds, and enhancing parental involvement in the learning process. Effective communication was characterized by openness, message clarity, prompt feedback, and consistency, which contributed to increased student motivation, as indicated by improved participation, discipline, confidence, and active engagement in class. Challenges, including time constraints, low digital literacy, and limited parental participation, were addressed through flexible scheduling, home visits, and parental digital literacy training. The novelty of this study lies in the integration of three communication channels adapted to the sociocultural context of a faith-based elementary school. This model offers practical insights for developing adaptive school-home collaboration to foster students' intrinsic and extrinsic motivation.

1. Introduction

In the era of globalization, communication skills have become one of the essential competencies that individuals must possess to adapt to the demands of the times. Communication enables effective interaction so that knowledge, experiences, and values can be shared among individuals. The communication process can take place through speech, writing, body language, or broadcasting media, and it constitutes an inseparable element of human life. In the context of education, teachers, as

educators, hold the responsibility of maintaining ongoing communication with students' parents. This aims to ensure that expectations and developments regarding children at school can be understood, coordinated, and appropriately addressed. Such communication may take the form of face-to-face meetings, home visits, telephone conversations, emails, communication books between school and home, or social activities involving all relevant stakeholders.

Education at the elementary school level does not only focus on academic skills such as reading, writing, and arithmetic but also includes the development of responsibility, tolerance, independence, and respect for others. In line with the mandate of Law Number 20 of 2003 on the National Education System, Article 12 Paragraph 1, the integration of the roles of teachers and parents forms a strong foundation to support the child's educational process from an early age (UU Sisdiknas, 2003). Teachers can help parents feel confident in accompanying their children by practicing active listening, reinforcing effective learning strategies, emphasizing the child's progress, and assisting them in enjoying the developmental process. Conversely, parents play a crucial role by providing valuable information on the child's historical development, daily behavior, needs, and skills, which can serve as a reference for instructional planning.

Learning motivation is a key factor that influences students' success in education. Every student has their own strengths, yet in the learning process, both internal drives and support from the surrounding environment are essential (Sulistiyorini, 2012). The role of parents in providing encouragement, emotional support, and learning facilities is vital to fostering children's motivation. Putri states that parents are responsible for and prepared to engage in assisting children's learning at home, developing learning skills, advancing education within the family, and providing adequate learning resources (Putri, 2015). This role goes beyond merely conveying information about learning materials; it also involves guiding the learning process to achieve instructional goals and continuously providing motivation.

As the "second parents" at school, teachers bear the responsibility of building students' internal motivation by creating learning needs while simultaneously fostering external motivation through a conducive learning atmosphere. In a conceptual review, Xie and Derakhshan (2021) identified seven positive teacher interpersonal communication behaviors including caring, clarity, credibility, closeness, immediate feedback, immediacy, and confirmation that have been shown to positively predict student motivation, academic engagement, and learning success. This underscores that interpersonal communication, both direct (face-to-face) and indirect (through media), can facilitate interaction and understanding between teachers and students, thereby encouraging the creation of strong learning interest.

Parental involvement in children's education has been proven to influence learning success at school. Strengthening the collaboration between parents and teachers creates opportunities to build shared responsibility in supporting children's development. Regular meetings to monitor student progress, discuss challenges, and find solutions together have been shown to increase learning motivation and

improve the quality of teaching in schools. At SD Muhammadiyah 01 Kandang Panjang Pekalongan, such involvement is realized through *paguyuban* activities regular monthly meetings between parents and teachers. This *paguyuban* serves as a special communication forum in which every parent has equal rights and responsibilities to support the learning process, enhance children's motivation and achievement, and address challenges encountered during learning. In this forum, parents also provide feedback to teachers and the school, while the school facilitates a harmonious communication space to support learning progress.

An active and well-established communication relationship between parents and teachers at the school enables students to receive continuous learning motivation from both the school and home environments. Preliminary findings from interviews with the school counselor and class teachers revealed that some students were less attentive during lessons and had low learning motivation due to personal family problems or lack of parental attention. Teachers then initiated intensive communication with parents through parenting meetings, WhatsApp messages, and face-to-face discussions to jointly encourage students' learning spirit. Based on this phenomenon, this study seeks to examine in depth the communication patterns between parents and teachers in enhancing students' learning motivation at SD Muhammadiyah 01 Kandang Panjang Pekalongan.

A communication pattern refers to a fixed and structured relationship between two or more individuals in the process of sending and receiving messages. Salsabila states that a pattern is a system or work procedure consisting of interdependent components working together to achieve certain objectives (Salsabila, 2020). Ngalimun affirms that a pattern is a form or model that can be used to produce a part of something, in which the elements are arranged systematically (Ngalimun, 2018). In the context of communication, a communication pattern is a model of relationships designed to facilitate the process of delivering messages so that they can be well received by the communicant (Gautama, 2020).

The term communication originates from the Latin word *communicare*, meaning "to make common." Effendy (2015) explains that communication is the process of conveying messages by a communicator to a communicant to create shared meaning. Ruliana (2016) adds that communication not only serves as the delivery of information but also as a persuasive tool to influence attitudes, thoughts, and behaviors. Communication patterns enable feedback that creates dynamic interaction (Ngalimun, 2018). Suryanto (2015) emphasizes that using the right communication pattern can enhance the effectiveness of human interaction.

Pratikto (2021) classifies communication patterns into one-step, two-step, three-step, and hypodermic needle models, distinguished by the intensity of feedback between communicator and communicant. Communication forms can also be seen from their context. Wiyani (2015) outlines forms of communication including intrapersonal, interpersonal, group, public, organizational, and mass communication. Intrapersonal communication refers to communication with oneself, while interpersonal communication involves face-to-face interaction that allows the direct exchange of verbal and nonverbal messages.

Wisman (2021) emphasizes that good communication between teachers and parents facilitates understanding of children's development and assists in building positive character. Pustyaningtyas (2017) shows that parental involvement in learning has a positive impact on schools, including boosting teachers' morale, increasing family support, improving student achievement, and enhancing the school's reputation in the community. Ninghardjanti and Susilowati (2013) stress that communication is the process of delivering thoughts or feelings using language that is easy to understand so that the message can be optimally received.

Gunarsa (2015) states that parents are the first educators who bear a major responsibility in guiding their children. Parental participation includes attending parent-teacher meetings, joining school associations, and engaging in educational activities. Warm and affectionate relationships improve effective communication and children's openness. Based on Law Number 14 of 2005, teachers are professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students. Susanto (2020) details the teacher's roles as role model, driver, motivator, facilitator, mentor, classroom manager, and evaluator. Wiyani (2015) asserts that teachers must serve as examples, inspirers, and motivators for students' learning spirit.

Sardiman (2016) defines learning motivation as the drive that activates behavior to achieve goals. Ridwan (2019) states that without motivation, students will not learn optimally. Kompri (2016) distinguishes between intrinsic motivation, which comes from within the student, and extrinsic motivation, which is triggered by external factors such as rewards or the learning environment. Rubiana (2020) adds that motivation is influenced by needs, interests, goals, environmental conditions, and social support. Efforts to foster learning motivation can be carried out through engaging learning, the use of instructional media (Arsyad, 2011; Bahri, 2015), giving praise, encouraging healthy competition, and creating a conducive classroom atmosphere (Slamet, 2021). Sardiman (2016) emphasizes the importance of teacher and parent involvement in providing positive encouragement so that students are motivated to achieve optimal academic performance.

2. Methodology

This study employed a qualitative method with a case study approach. This approach was chosen because it aligns with the research objective of exploring in-depth and comprehensively the communication patterns between parents and teachers in fostering students' learning motivation at SD Muhammadiyah 01 Kandang Panjang, Pekalongan City. According to Sugiyono (2019), qualitative research is based on post-positivist philosophy, used to study natural conditions of the object, where the researcher acts as the key instrument, data collection is conducted through triangulation, data analysis is inductive, and the results emphasize meaning rather than generalization. Similarly, Moleong (2017) explains that qualitative research aims to understand phenomena experienced by the subject holistically, through descriptive accounts in natural contexts, utilizing various natural methods. Hendryadi (2019) adds that qualitative research is a naturalistic

inquiry process intended to obtain a deep understanding of social phenomena in their natural setting.

This research is descriptive in nature, focusing on the process of communication interaction, and uses a flexible design adjusted to field conditions. The research site was determined based on its attractiveness, uniqueness, and relevance to the research topic (Mughtar, 2015). Moleong (2017) emphasizes the importance of considering substantive theory and field realities in determining the location, while Sujarweni (2014) states that an appropriate location affects the availability of data in accordance with the research focus. The study was conducted at SD Muhammadiyah 01 Kandang Panjang, Pekalongan City, in April 2024, selected because of its good reputation and active communication between parents and teachers through the parent association (*paguyuban*).

The research subjects consisted of the principal, classroom teachers, and students' parents. Sugiyono defines research subjects as parties directly related to the object studied and capable of providing relevant information (Sugiyono, 2019). The principal acts as the organizer and supervisor of activities, classroom teachers serve as implementers of learning interactions at school, while parents act as learning companions for children at home. The main research instrument was the researcher, as emphasized by Sugiyono (2019), who states that in qualitative research, the researcher serves as the key instrument. Supporting instruments included observation sheets, interview guides, and documentation formats to obtain more structured data. Data sources consisted of primary data in the form of words and actions from informants, and secondary data in the form of supporting documents such as photographs, activity records, and students' learning outcomes.

Data collection was carried out through three main techniques: observation, interviews, and documentation. Observation was used to directly examine the process of communication between parents and teachers. Widoyoko (2014) defines observation as the systematic recording of elements observed in the research object, while Sugiyono (2019) emphasizes that this technique allows researchers to obtain actual field data. Yusuf (2014) adds that the success of observation greatly depends on the researcher's ability to interpret field findings. Interviews were conducted in a guided-free manner with the principal, teachers, and parents. According to Arikunto (2016), a guided-free interview provides flexibility for the researcher to explore information while still adhering to a prepared guide, while Sugiyono (2016) considers interviews an effective technique for identifying problems and obtaining in-depth data. Documentation was used to complement the results of observation and interviews. Amin and Siahaan (2016) explain that documents are historical sources of information in written or visual form, while Sugiyono (2016) asserts that this method is used to record past events as supporting evidence for the research.

Data validity was tested through credibility, transferability, dependability, and confirmability (Sugiyono, 2016). Triangulation was employed to verify data validity by comparing results from various sources, techniques, and times. Source triangulation was conducted by comparing data from the principal, teachers, and parents, while technique triangulation was conducted by comparing interview,

observation, and documentation results. Data analysis followed the Miles and Huberman model, consisting of three stages. First, data reduction was carried out by summarizing, selecting essential points, and focusing on data relevant to the research objectives. Second, data display was presented in systematic narrative descriptions to facilitate interpretation. Third, conclusion drawing was conducted continuously throughout the research process to ensure that the findings genuinely addressed the research questions.

3. Results and Discussion

SD Muhammadiyah 01 Kandang Panjang in Pekalongan is recognized as one of the leading elementary schools under the Muhammadiyah Foundation. Strategically located in an urban area with strong community support, the school serves more than 400 students from diverse socio-economic backgrounds. It employs 28 teachers and 5 administrative staff, supported by adequate facilities including permanent classrooms, a library, computer and language laboratories, and a multipurpose hall. Accredited with an “A” rating, the school actively participates in local and provincial competitions and integrates extracurricular activities such as scouting, sports, arts, and Islamic studies. Despite these achievements, challenges remain, particularly in optimizing collaborative communication between parents and teachers to strengthen students’ learning motivation.

The research data were collected using a qualitative case study approach through three main techniques: observation, interviews, and documentation. Observations were carried out during teaching and learning activities, parent–teacher meetings, and informal interactions at drop-off and pick-up times. Interviews were conducted with the principal, six classroom teachers, and ten parents representing active and less-active participation categories. The interview process followed a semi-structured format, allowing the researcher to explore respondents’ experiences while maintaining a consistent focus on communication patterns. Documentation included analysis of meeting minutes, WhatsApp group communications, and school policy documents related to parental involvement. This triangulation ensured the validity of the findings and enriched the analysis of collaborative communication practices. To guide the interview process, the researcher prepared a set of semi-structured questions focusing on communication patterns, parental involvement, and their impact on students’ learning motivation. The list of key questions used during the interviews is presented in Table 1.

Table 1. List of Interview Questions

No	Sample Question
1	How do teachers and parents usually communicate about students’ learning progress?
2	What communication media are most frequently used to share information?
3	What role do parents play in supporting learning activities at home?
4	How do teachers provide feedback or motivation to parents regarding students’ performance?
5	How often do parent–teacher communication activities (meetings, WhatsApp groups, home visits) occur?
6	What challenges are usually encountered in parent–teacher communication?

-
- 7 How do parents respond to teachers' messages and suggestions?
 - 8 What strategies are used by the school to overcome barriers to communication?
 - 9 How does communication between teachers and parents affect students' motivation to learn?
 - 10 What improvements are expected to enhance collaborative communication in the future?
-

Source: Interview guidelines developed by the researcher, 2024

The findings of this study were derived from data collected through interviews, observations, and documentation involving the principal, classroom teachers, and parents at SD Muhammadiyah 01 Kandang Panjang, Pekalongan City. The analysis focuses on the communication patterns employed between parents and teachers to foster students' learning motivation. The first focus concerns the forms and channels of communication implemented in the school. The study revealed three primary patterns: direct interpersonal communication, media-based indirect communication, and group communication through the paguyuban forum. Direct interpersonal communication occurred through face-to-face meetings between teachers and parents, both during school drop-off and pick-up times and during home visits. This two-way interaction enabled teachers to share updates on students' learning progress, behavior, and needs, while parents could provide supporting information from home. Media-based indirect communication utilized platforms such as WhatsApp, phone calls, and text messages to deliver concise information, announcements, activity schedules, and to discuss learning challenges. Group communication was facilitated through the monthly paguyuban meetings, where teachers presented students' learning achievements, discussed challenges, and formulated joint learning strategies.

The second focus highlights the roles of teachers and parents in communication. Teachers acted as facilitators, motivators, and liaisons between the school and families. In practice, teachers provided positive feedback, offered praise for specific accomplishments, and adapted instructional strategies to individual student needs. Parents played a critical role in supporting home learning by providing learning facilities, monitoring study schedules, and offering moral encouragement. Active parental participation also involved attending regular meetings, offering input to teachers, and collaborating to solve students' learning problems.

The third focus addresses the impact of communication patterns on learning motivation. Findings indicate that intensive communication between teachers and parents has a positive effect on students' motivation to learn. Students whose parents maintained active communication with teachers showed improvements in attendance, class participation, and learning independence. Teachers also observed increased consistency in completing assignments, a greater willingness to ask questions, and enthusiasm for learning activities.

The fourth focus involves barriers and solutions in communication implementation. While overall communication patterns were effective, several obstacles emerged: limited parental time due to work commitments, slow responses to teachers' messages particularly among parents less active in digital communication and technical issues such as poor internet connectivity or limited access to communication devices. To address these issues, the school adopted flexible

meeting schedules, used accessible communication media such as text messages, and conducted personal outreach to less-involved parents.

The final focus presents a synthesis of research findings, showing that communication between parents and teachers at SD Muhammadiyah 01 Kandang Panjang integrates interpersonal communication, group communication, and technology-based interaction. This integrated model facilitates rapid information sharing, strengthens emotional bonds, and fosters mutual agreement on educational strategies between home and school. Sustained application of these communication patterns has proven effective in enhancing both intrinsic and extrinsic student motivation.

Parent–Teacher Communication Patterns

The findings indicate that the communication pattern between parents and teachers at SD Muhammadiyah 01 Kandang Panjang is established through three main channels: formal, semi-formal, and informal. The formal channel is realized through the *paguyuban* class forum, held regularly every month as an official medium for discussing academic progress, discipline, and school agendas. This forum facilitates two-way interactions in which teachers present students' development and parents provide feedback or share challenges encountered at home (Lestari & Syamsudin, 2021). The semi-formal channel operates through digital communication media such as class WhatsApp groups, used almost daily to share assignments, announcements, attendance, and motivational messages. This medium is considered effective because it is practical and reaches parents with limited time availability (Wahyuni, 2020). Meanwhile, the informal channel occurs through casual conversations during drop-off and pick-up times, personal phone calls, or home visits, fostering emotional closeness and mutual trust between teachers and parents (Rahmawati & Hidayat, 2019). Overall, this communication pattern is systematic, responsive, flexible, and collaborative, ensuring the continuity of information and learning support for students.

Communication Style and Direction

The direction of communication established at the school is two-way and empathetic, with teachers acting as active listeners and remaining open to parents' input (Fitriyani, 2022). In practice, this means that teachers not only deliver information but also pay close attention to parents' perspectives, concerns, and suggestions, thereby creating a sense of mutual respect. The communication style avoids authoritarian tendencies and instead emphasizes comfortable dialogue, positioning teachers and parents as equal partners who share responsibility in supporting students' development (Indrawati & Fitria, 2019). This approach fosters trust, reduces barriers between school and home, and encourages parents to be more actively involved in educational activities. Such interaction aligns with the principle of collaboration in children's education, which places communication as a key element in building shared understanding, strengthening joint decision-making, and ensuring consistency between school guidance and parental support at home.

Communication Intensity and Consistency

The intensity of formal communication follows a monthly schedule, while digital communication occurs almost daily, ensuring that the flow of information between school and home remains consistent and up to date. Teachers actively share information on students' progress, assignments, and school agendas through WhatsApp groups, which have become the most practical and accessible medium for parents with limited time. This platform allows for quick dissemination of announcements, immediate responses to questions, and continuous monitoring of student development. When certain parents are less responsive, teachers take a personal approach, such as sending direct messages, making phone calls, or speaking with them during school visits, to ensure that important information is received and understood. These efforts demonstrate the school's commitment to inclusivity in communication, making sure no parent is left behind. Such practices also reflect the school's broader policy of positioning communication as part of its quality improvement strategy, where effective collaboration with parents is considered essential in supporting student achievement and creating a positive school culture.

Barriers and Problem-Solving Strategies

The study also identified several barriers, including parents' limited time to attend face-to-face meetings (Harun & Juwita, 2020), gaps in digital literacy (Ramdani & Sundari, 2019), feelings of reluctance or inferiority in interacting with teachers (Susanto & Nurlaili, 2022), differences in language and communication culture (Putri & Wahyuni, 2021), and low participation due to the perception that education is solely the school's responsibility (Anugrah & Fitriana, 2020). To address these obstacles, the school implemented flexible meeting schedules, utilized drop-off and pick-up times for brief communication, conducted home visits to reach parents who seldom attend, and organized digital literacy training. In addition, the school has been developing a School Digital Information System (*Sistem Informasi Digital Sekolah* or SIDAK) to integrate and document communication effectively (Lestari & Yuliani, 2018).

Effectiveness of Communication Patterns on Learning Motivation

The effectiveness of this communication pattern is reflected in indicators of openness, message clarity, prompt feedback, and consistent interaction (Robbins, 2017). This practice aligns with Suparno's (2020) findings that parental involvement through parenting activities can strengthen the home-school synergy. Such involvement is evident in parents' active attendance at forums, willingness to cooperate in addressing children's problems, and the creation of a harmonious learning atmosphere (Rachmawati & Nuraini, 2021). The direct impact of effective communication includes increased student learning motivation across dimensions such as discipline, interest (Astuti & Setiawan, 2022), self-confidence (Bandura, 1997), self-awareness (Goleman, 2000), and intrinsic motivation (Deci & Ryan, 1985). Field observations revealed that students became more engaged in learning processes, completed assignments on time, were willing to ask questions, actively

participated in discussions, and developed their potential according to their interests. Teacher appreciation communicated to parents created a positive feedback loop that reinforced learning motivation (Schunk, Pintrich, & Meece, 2008). These findings support Gordon's theory of empathic communication of which emphasize the importance of equal collaboration between teachers and parents. The communication pattern established at SD Muhammadiyah 01 Kandang Panjang can serve as a best practice model for other elementary schools in building an inclusive, collaborative, and student-centered educational ecosystem.

4. Conclusion

This study found that the communication pattern between parents and teachers at SD Muhammadiyah 01 Kandang Panjang is formed through three main channels: formal (monthly *paguyuban* forum), semi-formal (digital media such as WhatsApp), and informal (drop-off and pick-up interactions, personal phone calls, and home visits). This pattern effectively fosters students' learning motivation, as evidenced by increased active participation, discipline in completing assignments, willingness to ask questions, and self-potential development. Its success is supported by openness, message clarity, prompt feedback, and consistent interaction, while barriers such as limited time availability, low digital literacy, and minimal participation are addressed through flexible scheduling, home visits, and parental training.

The novelty of this research lies in the integration of three communication channels operating synergistically and sustainably, with the use of digital media tailored to parents' characteristics, resulting in an adaptive collaboration model suited to the context of a faith-based elementary school. The study's limitations include the scope of research being confined to a single school, a limited number of informants, and a focus on the Muhammadiyah school context, which necessitates caution in generalizing the findings. Recommendations for future research include expanding the scope to schools with different social and cultural backgrounds, developing quantitative instruments to measure the effectiveness of communication on learning motivation in a more measurable way, and exploring the role of newer, more interactive communication technologies.

References

- Amin, M., & Siahaan, H. (2016). *Metodologi penelitian pendidikan*. Jakarta: Kencana.
- Anugrah, R., & Fitriana, R. (2020). Partisipasi orang tua dalam pendidikan anak di sekolah dasar. *Jurnal Pendidikan Dasar*, 8(2), 145–156.
- Arikunto, S. (2016). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi). Jakarta: PT Rineka Cipta.
- Arsyad, A. (2011). *Media pembelajaran*. Jakarta: PT RajaGrafindo Persada.
- Astuti, R., & Setiawan, D. (2022). Minat belajar siswa dan faktor yang mempengaruhinya. *Jurnal Psikologi Pendidikan*, 14(1), 55–64.
-

-
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman and Company.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Springer.
- Djamarah, S. B. (2015). *Guru dan anak didik dalam interaksi edukatif*. Jakarta: PT Rineka Cipta.
- Effendy, O. U. (2015). *Ilmu komunikasi: Teori dan praktek*. Bandung: PT Remaja Rosdakarya.
- Fitriyani, N. (2022). Komunikasi efektif antara guru dan orang tua dalam meningkatkan kualitas pendidikan. *Jurnal Ilmu Komunikasi Pendidikan*, 4(1), 12–22.
- Gautama, B. (2020). *Komunikasi efektif dalam pendidikan*. Jakarta: Prenada Media Group.
- Goleman, D. (2000). *Emotional intelligence*. Jakarta: Gramedia Pustaka Utama.
- Gordon, T. (2000). *Parent effectiveness training: The proven program for raising responsible children*. New York, NY: Three Rivers Press.
- Gunarsa, S. D. (2015). *Psikologi praktis: Anak, remaja dan keluarga*. Jakarta: BPK Gunung Mulia.
- Harun, C. Z., & Juwita, R. (2020). Hambatan komunikasi orang tua dan guru di sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 5(2), 89–98.
- Hendryadi. (2019). *Metode penelitian kualitatif untuk manajemen*. Jakarta: Prenada Media Group.
- Indrawati, S., & Fitria, N. (2019). Gaya komunikasi guru dalam menjalin hubungan dengan orang tua siswa. *Jurnal Pendidikan dan Komunikasi*, 6(1), 45–56.
- Kompri. (2016). *Motivasi pembelajaran perspektif guru dan siswa*. Bandung: PT Remaja Rosdakarya.
- Lestari, A., & Syamsudin, S. (2021). Pola komunikasi guru dan orang tua dalam meningkatkan prestasi belajar siswa. *Jurnal Pendidikan Karakter*, 12(2), 210–221.
- Lestari, R., & Yuliani, E. (2018). Sistem informasi digital sekolah sebagai media komunikasi pendidikan. *Jurnal Teknologi Pendidikan*, 20(3), 155–167.
- Moleong, L. J. (2017). *Metodologi penelitian kualitatif* (Edisi revisi). Bandung: PT Remaja Rosdakarya.
- Muchtar, H. (2015). *Panduan penelitian kualitatif*. Yogyakarta: Pustaka Pelajar.
- Ngalimun. (2018). *Ilmu komunikasi*. Yogyakarta: Pustaka Pelajar.
- Ninghardjanti, E., & Susilowati, E. (2013). Komunikasi efektif guru dan siswa dalam meningkatkan motivasi belajar. *Jurnal Pendidikan*, 14(2), 101–110.
- Pratikto, A. (2021). *Model komunikasi pendidikan*. Malang: UB Press.
- Pustyaningtyas, N. (2017). Peran orang tua dalam meningkatkan prestasi belajar anak. *Jurnal Pendidikan*, 18(1), 45–54.
- Putri, D. (2015). Peran orang tua dalam memotivasi belajar anak di rumah. *Jurnal Pendidikan Anak Usia Dini*, 4(1), 1–10.
- Putri, R., & Wahyuni, A. (2021). Perbedaan budaya komunikasi antara orang tua dan guru dalam pendidikan anak. *Jurnal Sosiologi Pendidikan*, 13(1), 30–41.
- Rachmawati, D., & Nuraini, S. (2021). Keterlibatan orang tua dalam pembelajaran daring siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 9(1), 88–97.
-

-
- Rahmawati, F., & Hidayat, R. (2019). Komunikasi informal guru dan orang tua dalam pembinaan karakter siswa. *Jurnal Pendidikan Karakter*, 9(2), 167–178.
- Ramdani, R., & Sundari, F. (2019). Literasi digital orang tua dalam mendampingi pembelajaran anak. *Jurnal Teknologi dan Pendidikan*, 11(2), 135–145.
- Ridwan, M. (2019). *Psikologi pendidikan*. Jakarta: Kencana.
- Robbins, S. P. (2017). *Organizational behavior* (17th ed.). Boston, MA: Pearson.
- Rubiana, R. (2020). *Motivasi belajar siswa*. Bandung: Alfabeta.
- Ruliana, P. (2016). *Komunikasi organisasi*. Jakarta: Kencana.
- Salsabila, L. (2020). *Dasar-dasar komunikasi pendidikan*. Bandung: CV Pustaka Setia.
- Santrock, J. W. (2017). *Educational psychology* (6th ed.). New York, NY: McGraw-Hill Education.
- Sardiman, A. M. (2016). *Interaksi dan motivasi belajar mengajar*. Jakarta: PT RajaGrafindo Persada.
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Slamet. (2021). *Psikologi pendidikan dalam pembelajaran*. Jakarta: Prenada Media Group.
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2019). *Metode penelitian kualitatif untuk penelitian pendidikan*. Bandung: Alfabeta.
- Sujarweni, V. W. (2014). *Metodologi penelitian*. Yogyakarta: Pustaka Baru Press.
- Suparno. (2020). Kegiatan parenting sebagai sarana peningkatan hubungan sekolah dan keluarga. *Jurnal Pendidikan Anak Usia Dini*, 5(1), 25–34.
- Susanto, A. (2020). *Profesi keguruan: Konsep, strategi, dan aplikasinya*. Jakarta: Prenada Media Group.
- Susanto, H., & Nurlaili, I. (2022). Faktor-faktor penghambat komunikasi antara guru dan orang tua. *Jurnal Pendidikan Dasar Indonesia*, 7(2), 101–112.
- Sulistiyorini, S. (2012). *Psikologi pendidikan*. Yogyakarta: UNY Press.
- Suryanto. (2015). *Komunikasi antarpribadi*. Yogyakarta: Graha Ilmu.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang sistem pendidikan nasional. (2003). *Lembaran Negara Republik Indonesia Tahun 2003 Nomor 4301*.
- Wahyuni, R. (2020). Pemanfaatan media sosial dalam komunikasi sekolah dan orang tua. *Jurnal Komunikasi Pendidikan*, 8(1), 77–86.
- Widoyoko, E. P. (2014). *Evaluasi program pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Wiyani, N. A. (2015). *Ilmu komunikasi pendidikan*. Yogyakarta: Gava Media.
- Wisman, R. (2021). Komunikasi efektif guru dan orang tua dalam pembelajaran. *Jurnal Ilmu Pendidikan*, 7(1), 56–65.
- Xie, F., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in Psychology*, 12, 708490. <https://doi.org/10.3389/fpsyg.2021.708490>
-

Yusuf, A. M. (2014). *Metodologi penelitian: Kuantitatif, kualitatif, dan penelitian gabungan*. Jakarta: Kencana.

How to cite this article:

Nafiaty, I., Egar, N., & Soedjono. (2025). Collaborative Communication Patterns of Parents and Teachers in Strengthening Students' Learning Motivation: A Case Study at SD Muhammadiyah 01 Kandang Panjang. *Journal of Educational Sciences*, 9(5), 3997-4009.