

## IMPLEMENTATION OF LEARNING READINESS COMMUNICATION BETWEEN CLASS TEACHERS AND PARENTS IN AN EFFORT TO IMPROVE TEACHERS' PEDAGOGIC COMPETENCE

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### Abstract

This article discusses the implementation of learning readiness communication between homeroom teachers and parents as an effort to improve teachers' pedagogical competence. This study aims to analyze the role of school-parent communication in strengthening students' learning readiness and its contribution to teachers' professional development. The method used is library research by reviewing various relevant scientific literature, including national and international journals, books, and previous research results. The results of the study indicate that effective communication between homeroom teachers and parents plays a crucial role in building students' learning readiness, increasing motivation, independence, and academic achievement. In addition, intensive interaction with parents enriches teachers' understanding of student characteristics, thus developing their pedagogical competence through the implementation of more adaptive learning strategies. The discussion also emphasizes that communication barriers, such as socioeconomic differences and limited digital literacy, need to be addressed with an inclusive and innovative approach. In conclusion, the implementation of learning readiness communication between homeroom teachers and parents is not only a means of supporting learning but also a strategic foundation for improving the quality of education. School-parent collaboration has been shown to have a positive impact on students' learning readiness while strengthening teachers' pedagogical capacity.

**Keywords:** *Communication, Learning Readiness, Teacher Pedagogical Competence*

### INTRODUCTION

Education is essentially a strategic process in shaping the quality of human resources. In the school context, teachers play a central role as learning agents who determine the direction, strategy, and quality of the teaching and learning process. Teachers are not only required to master the material but also to possess pedagogical competence, namely the ability to understand student characteristics, design and implement learning, and conduct comprehensive evaluations (Arifin, 2020; Suryana, 2021). Pedagogical competence is a pillar of teacher professionalism because the quality of learning is greatly influenced by the extent to which teachers are able to integrate pedagogical theory with classroom practice (Syufrianti &

Gustina, 2021). However, facts on the ground show that improving teachers' pedagogical competence does not always proceed optimally. Many teachers still face difficulties in understanding students' learning conditions, particularly regarding learning readiness, motivation, and family support (Hasanah, 2020; Nafiah, 2020). As a result, the learning strategies designed often do not align with students' actual needs. Yet, student learning readiness is a crucial factor in determining success in learning.

According to Yusuf (2019), learning readiness encompasses physical, mental, and emotional readiness, as well as adequate learning environmental support. In this context, parental involvement through effective communication with the homeroom teacher is crucial. Parents, as those closest to their children, possess vital information regarding their children's habits, interests, and learning barriers, which can help teachers tailor their learning approaches (Putri, 2021). Homeroom teachers serve as the primary liaison between the school and the family, enabling structured and ongoing communication to generate positive synergy in supporting students' learning readiness (Lestari, 2022; Dalilah, Utami & Syauqiyyah, 2022). Previous research confirms that effective communication between teachers and parents not only improves student discipline and learning outcomes but also contributes to the development of teachers' pedagogical skills. The information teachers obtain from parents enables them to understand students' backgrounds, design more contextual learning strategies, and implement more targeted evaluations (Kurniawan, 2020; Astriani & Rosyidi, 2022).

Thus, communication between homeroom teachers and parents has dual implications: supporting students' learning readiness while simultaneously strengthening teachers' pedagogical competence. However, the implementation of school-parent communication still faces several obstacles. Some frequently encountered factors include limited time for teachers and parents to interact, poor communication skills on both sides, and differing perceptions of students' learning readiness (Rahmawati, 2021). These obstacles create a gap between the ideal concept of educational communication and actual practice in schools. This situation results in teachers not receiving adequate information about students' conditions, resulting in less than optimal development of their pedagogical competence (Arifin, Bunyamin & Nugrahani, 2024).

Based on this description, research on the implementation of learning readiness communication between homeroom teachers and parents in an effort to improve teachers' pedagogical competence is important. This research is not only theoretically relevant in enriching the study of school-family collaboration, but also has a practical contribution in strengthening the role of teachers as professional educators. With a more comprehensive understanding, teachers are expected to improve their pedagogical competence through planned, systematic, and student-oriented communication practices.

## **LITERATURE REVIEW**

### **1. Teacher Pedagogical Competence**

Pedagogical competence is a teacher's ability to design, implement, and evaluate the learning process effectively. This competence encompasses not only mastery of material but also an understanding of student characteristics, learning styles, emotional needs, and a supportive learning environment (Mulyasa, 2019). Teachers with high pedagogical competence are able to adapt learning strategies to students' abilities and interests, thereby making the learning

process more meaningful (Hamalik, 2020). Furthermore, Dewi and Santoso (2021) emphasize that teacher pedagogical competence is also related to the ability to utilize educational technology, design authentic evaluations, and provide constructive feedback. This is particularly relevant in the context of the Independent Curriculum, which requires teachers to develop flexible, contextual, and student-centered learning (Prasetyo, 2022). In other words, pedagogical competence is not only an indicator of teacher professionalism but also a key factor in achieving quality education.

## **2. Student Learning Readiness**

Student readiness to learn is a crucial factor influencing the effectiveness of classroom learning. According to Sunaryo (2018), learning readiness encompasses students' physical, mental, social, and cognitive readiness to face the learning process. Students who are ready to learn tend to understand material more easily, participate more actively, and have high learning motivation (Rahman & Fadhilah, 2020). Furthermore, environmental factors, including parental support, play a crucial role in enhancing learning readiness. Putri and Lestari (2021) demonstrated that parental involvement in monitoring children's learning activities, providing emotional support, and communicating regularly with teachers can strengthen students' learning readiness. Good learning readiness serves as a foundation for teachers to design learning that is appropriate to the developmental level and needs of students.

## **3. The Role of Communication between Homeroom Teachers and Parents**

Communication between homeroom teachers and parents is a key channel for supporting students' learning readiness. According to Utami (2020), effective communication enables teachers to obtain accurate information about students' conditions at home, the difficulties they face, and their potential. This provides teachers with a foundation for designing more personalized and responsive learning strategies. Furthermore, research by Lutfiyah (2021) shows that open and consistent communication between homeroom teachers and parents increases parental trust and involvement in their children's education. Good communication is not only about the frequency of meetings but also the quality of interactions, such as open dialogue, providing feedback, and collaboration in resolving student learning issues (Farid, 2022).

## **4. The Relationship between Communication, Learning Readiness, and Pedagogical Competence**

There is a significant relationship between homeroom teacher–parent communication, student learning readiness, and teacher pedagogical competence. According to Wulandari and Hidayat (2021), teachers who have complete information regarding student learning readiness are able to adjust learning methods and strategies effectively. This has a direct impact on improving pedagogical competence because teachers can design more adaptive and contextual learning. Another study by Rahmi and Kurniawan (2022) confirmed that communication barriers between teachers and parents, such as lack of time, differing perceptions, or limited access, can reduce the effectiveness of the learning process and affect teachers' pedagogical competence.

Therefore, developing effective and sustainable communication patterns is an important strategy for improving student learning readiness and teacher pedagogical competence.

## **RESEARCH METHOD**

This research is a qualitative research with descriptive analysis techniques through a literature review (library research). This research attempts to describe existing phenomena, both current and past. This article focuses on ethnopedagogic learning to preserve Betawi cultural values. Tahmidaten & Krismanto (2020) stated that there are steps in using this literature review research, including: 1) deepening and seeking general discussions related to the topic discussed 2) looking for interesting problems related to the topic discussed 3) narrowing the research discussion and organizing research materials 4) searching for and determining reference sources in the form of books, articles and scientific journals 5) conducting studies and seeking solutions to these problems and 6) conducting research.

## **RESULT AND DISCUSSION**

### **RESULTS**

Based on a literature review of various scientific sources, it is clear that communication between homeroom teachers and parents is a significant factor in shaping students' learning readiness. Previous studies confirm that effective school-parent communication creates positive synergy in the learning process. Communication patterns can take the form of face-to-face parent-teacher meetings, written media, or the use of digital applications. In terms of learning readiness, the literature shows that students who receive direct support from parents are more consistent in participating in learning, have higher motivation, and are able to develop learning independence. Furthermore, the literature also emphasizes that the pedagogical competence of teachers, particularly homeroom teachers, also improves because interactions with parents enrich the teacher's understanding of student characteristics. Thus, the results of this literature review confirm the close relationship between homeroom teacher-parent communication, student learning readiness, and strengthening teacher pedagogical competence as a mutually influential cycle.

### **DISCUSSION**

#### **Communication as an Instrument of Collaborative Education**

Communication between homeroom teachers and parents is a key bridge in realizing collaborative education. It's not enough for teachers to simply deliver material in class; effective education requires the full support of the family environment. Slameto (2019) emphasized that parental involvement in a child's education significantly impacts both academic and non-academic success. This aligns with Nurhadi (2020), who stated that communication can build a harmonious partnership between schools and parents, ensuring that educational decisions are the result of collaboration, not the dominance of one party.

### **Readiness to Learn as a Determinant Factor**

Learning readiness is seen as an absolute prerequisite for achieving learning goals. Haryanto (2018) emphasized that learning readiness encompasses cognitive, affective, and psychomotor aspects, developed through intensive interaction between home and school. Latifah (2021) added that parents who actively communicate with homeroom teachers can more quickly respond to their children's needs, such as adjusting study schedules, providing motivation, and providing learning resources. In other words, structured communication is a key driver in improving students' learning readiness.

### **Impact on Teachers' Pedagogical Competence**

Effective communication with parents enriches teachers' perspectives on their students' characteristics. According to Syah (2020), pedagogical competence encompasses the ability to understand students holistically, including their family background and psychological well-being. Kurniasih and Sani (2021) state that teachers who possess communication skills with parents are more adaptive in determining learning strategies. By obtaining relevant information from parents, teachers can implement learning differentiation, for example by varying assignments according to students' abilities, thus dynamically developing their pedagogical competence.

### **Barriers to Communication Implementation**

Despite its importance, communication between homeroom teachers and parents isn't always smooth. Rahardjo (2019) revealed that parents' busy schedules, differences in socioeconomic backgrounds, and limited digital literacy often present obstacles. Fauzi (2021) added that in the technological era, some parents' inability to utilize communication applications is a barrier. These obstacles indicate the need for adaptive approaches from schools, such as holding digital literacy outreach, providing non-digital communication alternatives, and scheduling regular face-to-face meetings.

### **Education Policy Perspective**

National education policy encourages synergy between schools and parents. The "Freedom to Learn" program emphasizes the importance of family participation in the educational process. In this context, homeroom teacher-parent communication is not merely an individual practice, but rather the implementation of policies that support community-based education. This demonstrates that communication is not merely a practical necessity but also part of a macro-education strategy to improve national quality.

### **Relevance to Global Education Challenges**

21st-century education demands collaborative skills, communication, critical thinking, and creativity. Communication between homeroom teachers and parents is the foundation that strengthens students' abilities to face global challenges. Rohman (2022) emphasized that students' readiness to learn is not only related to short-term academic achievement but also long-term adaptability. With parental involvement through intensive communication, students

are encouraged to develop intrinsic motivation, discipline, and a strong sense of accomplishment.

## CONCLUSION

Communication between homeroom teachers and parents has proven to be a strategic factor in strengthening students' learning readiness while enhancing teachers' pedagogical competence. Through effective communication, parents can provide optimal support for their children, while teachers gain a deeper understanding of their students' needs. Good learning readiness directly impacts student motivation, independence, and achievement, and provides positive feedback for teacher professional development. Emerging communication barriers—whether social, economic, or technological—need to serve as the basis for designing more inclusive and adaptive communication models. Therefore, implementing school-parent communication is not only a practical necessity but also a strategic foundation for continuously improving the quality of education.

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