

Teacher and Parent Communication Patterns in Increasing Student Learning Motivation in Elementary Schools

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Abstract

Purpose: This research aims to describe the process, obstacles and solutions to teacher-parent communication patterns in increasing student learning motivation during the pandemic in grade 3 elementary school. **Methods:** This type of research is field research using Grounded Theory. Participants in this research were 20 parents and students as well as two teachers at an elementary school in Jepara. Data collection was carried out by interviews, observation and documentation with primary data sources including homeroom teachers, parents and students. The validity of the data uses a credibility test with triangulation techniques. Researchers carry out data analysis using several stages, namely problem formulation, use of theoretical studies (if necessary), data collection and sampling, data analysis, and drawing conclusions. **Results:** The results of the research show that: 1) Teacher and parent communication patterns in increasing student learning motivation during the pandemic in grade 3 elementary school are divided into three forms, namely: One-stage communication pattern, the communication pattern carried out by parents does not provide feedback to Teacher. Two-stage communication pattern: communication between teachers and parents has feedback. In the three-stage communication pattern, the communication carried out has feedback, and the communicant here can convey the information he obtains to other people. 2) Barriers to communication patterns, namely parents as communicants do not immediately provide feedback, and sometimes the feedback does not match the message conveyed by the teacher. 3) The solution is that parents must take the initiative in giving messages. Motivate children to be patient, open and empathetic, provide religious education as early as possible, and provide encouragement. **Conclusion:** This research reveals communication patterns between teachers and parents to increase student learning motivation during the pandemic. Communication patterns are divided into three stages, with challenges such as delayed feedback from parents. Thus, it is necessary to involve parents proactively, to take communication initiatives, form patience and empathy in children, provide religious education as early as possible, and provide ongoing support, thereby creating an environment that supports student motivation and learning.

Keywords: *communication patterns, learning motivation, elementary school.*

INTRODUCTION

Education cannot be separated from everyday life. Education is a conscious effort to increase one's potential through the learning process. Through education, students are expected to be able to develop their potential so that they are prepared to face problems that occur in life (Iivari et al., 2020). Education is very necessary because education cannot be separated from life, whether in the family, society, or the nation. Because education can improve students' skills and knowledge (Dewi & Alam, 2020). Even with education, leaders will be formed who can make changes for the better. The presence of education is used as a means for humans to learn to know, study and understand all the realities that exist in life. For this reason, education is very important for everyone (Szymkowiak et al., 2021).

As previously stated, education is very important for human life. Therefore, education must be carried out optimally in order to achieve learning goals. Learning objectives can be developed based on the subjects students study at school (Xu & Babaian, 2021). To achieve previously planned learning targets, a supportive learning atmosphere is needed to achieve effective learning. The learning process is an activity of each individual that can occur in communication between environments and is capable of bringing about change. The changes that occur do not just involve the cognitive domain but also involve the affective and psychomotor domains, both from formal and non-formal education (Ardoin & Bowers, 2020).

Starting from March 2020, several schools have implemented online learning methods. Since then, COVID-19 has affected all activities in Indonesia, especially in education. Several schools and colleges have stopped all their activities in the campus or school environment and replaced their learning with online or network-based learning (Mukul & Büyüközkan, 2023). It causes students not to be able to meet face to face and makes learning activities take place online. Learning through the use of technology is considered to be an alternative during the COVID-19 period. Online learning can be defined as an online learning method using internet access. The aim of developing online learning is to expand the educational service network as well as increase the availability of services in education. Even though online learning is fun, implementing it is not easy. When studying at home, students will definitely get a lot of homework from their teachers. Apart from that, some parents do not supervise their children when studying at home, so children do not know the direction of their learning goals (Herliandry et al., 2020).

There is a government policy that requires people to be vaccinated, so the government has provided a policy that face-to-face learning can be implemented again in the 2021/2022 school year. This policy is decided by the Ministry of Education and Culture, the Ministry of Religion, the Ministry of Health, and the Ministry of Home Affairs. As previously stated, this policy is related to permits for face-to-face learning, which is carried out with due observance of health protocols. Parents have the right to permit their children to carry out limited face-to-face learning or distance learning (Dong et al., 2020).

Meanwhile, to produce effective learning, good communication patterns are needed. Communication patterns are defined as a form of relationship between two or more people in sending or receiving appropriate messages. With communication, someone can socialize, express, and develop their personality. A teacher must be able to build good communication with students and their parents. Parents can communicate with teachers through meetings, conferences, or by sending messages on WhatsApp.

Communication is an effort to convey information in the form of messages, opinions, or information from one person to another, either orally or in writing (Arini, 2020). Communication has an important role so that relationships can be established between one individual and another. This form of communication can be realized through communication between parents and teachers to develop and improve a child's education. Therefore, cooperation between teachers and parents must be needed. Applying a communication style that is both good and fun will make students enthusiastic about participating in learning. This motivation to learn arises because there is an urge to get the desired results.

Communication is defined as a process in which several people create information to connect with other people. Communication can be declared effective if both parties understand the essence of the message conveyed. Good communication between teachers and parents will give children motivation to learn, whether at school or home. In the learning process at school, there are several facts that there are still students who are lazy about writing and doing assignments from the teacher. Therefore. This communication can be carried out in various ways between teachers and parents, and this is very important.

Studies related to learning during the pandemic carried out by parents at home show that overall parent Self-Efficacy is classified as moderate, namely 45.98. Parental self-efficacy in public elementary schools is higher than in private elementary schools. However, inferentially, there is no significant difference between parental self-efficacy in public and private elementary schools. 55% of parents consider online learning effective. For students, 44% of parents felt that students had difficulty understanding online learning material at home. On the other hand, 82% of parents felt that student assessments were helpful in learning from home. 93% of parents find it easy to access online learning. 68% of parents are satisfied with online learning during COVID-19.

Regarding the role of parents in making children's learning activities a success, it is very necessary. Parents play an important role in the success of children's education, including parents as educators, motivators, facilitators, and mentors. The environments that are very close to children are home and school because they spend time there. Parents play an important role in educating, supervising, and guiding children, especially when studying. Parents must establish a good relationship and provide a good example to their children because indirectly, children will imitate the actions carried out by their parents.

Parents are the first people to provide children with education at home. Parents have an important role in preparing children's social development, especially in educational matters. Parents are required to provide education to their children so that the children have a high level of education. The higher the role of parents in their children's education, the better their children's education will be. Therefore, parents must have a big responsibility in matters of children's education.

Studying at school is the beginning for children to gain knowledge and insight or instill life values. This period is very important to provide a foundation for children regarding how they should learn and be serious about achieving success in the future. School is an important element that will influence a child's attitudes and behavior. With lots of encouragement given by parents, a child will also become more enthusiastic about maximizing his learning activities.

Motivation is a psychological phenomenon that is a form of encouragement that comes from a person to act. Motivation can take the form of effort that makes someone inspired to do something to achieve a desired goal (Rejikumar et al., 2021). As a motivator, teachers have a

big responsibility to build students' motivation. Teachers are required to be able to create students' learning needs while making the learning atmosphere effective and conducive. Motivation to learn arises because calls, stimulation, or invitations from other people cause it. Therefore, teachers must be able to do several of these things according to the demands of the situation. Based on the previous explanation, this shows that learning motivation is an important component and must be present in students so that students become active and learning goals can be achieved, namely, getting good learning results.

In this regard, researchers are interested in taking objects from the third grade of elementary school. Because the level of learning motivation of students in grade 3 elementary school varies, and this is due to the different backgrounds of parents. Apart from that, the lack of communication between teachers and parents in accompanying children results in children's low motivation to learn. This fact can happen to children who do not have time to accompany the child in learning. There are differences in motivation to learn at home and school, especially during pandemic learning, where parents must be able to play an active role in developing motivation to learn. So, from this research, we can find out the form of communication patterns between teachers and parents and can increase students' learning motivation, especially in the third grade of elementary school.

The level of learning motivation of 3rd-grade elementary school students in learning is still relatively low. When children start learning, they often do not pay attention to their parents when they deliver lessons because parents act as substitute teachers at school, where if there is a task, parents often do it. Therefore, parents must play a role in developing motivation in student learning. A phenomenon that often occurs is that students often experience low motivation to learn. This weak motivation will lead to a lack of effort in learning, which will impact student learning outcomes. Seeing the significant influence of parent and teacher communication on student motivation, especially during online learning, it is necessary to study further how parent and teacher communication patterns increase student motivation. Therefore, this research aims to describe the process of communication patterns between teachers and parents, and the obstacles experienced, and solutions to problem-solving in the process of communication patterns between teachers and parents in increasing students' learning motivation in learning.

RESEARCH METHODOLOGY

The initial concept that researchers have created regarding teacher and parent communication patterns during pandemic learning in third grade at SDN 04 Bawu Jeparu could change if researchers conduct a field survey. This type of research is a Grounded Theory approach (Charmaz & Thornberg, 2021). In this research method, researchers use theory to explain patterns in the data, and this method is able to predict social researchers' expectations of finding similar information in groups of data. Data analysis techniques start with problem identification, protocol, data classification, data elaboration, saturation, saturation, connectivity, and hypothesis (Nuriman, 2023). In this case, researchers found a phenomenon related to the school's communication with people in order to develop student's learning motivation, where in reality, communication between teachers and parents could not run optimally, so students' learning motivation decreased.

This research approach uses a qualitative approach, where the research is carried out based on a paradigm, and the strategy and implementation are explained descriptively. This

qualitative research comes from naturalistic inquiry, where the findings are not obtained from systematic calculations (Laigaard et al., 2021). Researchers will develop research using a case study design based on a field survey. This type of research is field research with a qualitative approach. This research aims to describe the process of teacher-parent communication patterns, the obstacles experienced, and problem-solving solutions in the process of teacher-parent communication patterns in increasing student learning motivation during the pandemic in third-grade elementary school. Using the grounded theory method, researchers will obtain findings in the form of descriptions and theories related to how parent and teacher communication patterns increase elementary school students' motivation. Participants in this research were 20 parents and students as well as two teachers at an elementary school in Jepara. The data source uses primary data sources. Primary data is the main data that is sourced and obtained directly from the field or from direct sources that are requested during the research including 3rd-grade elementary school guardians, parents of students, and 3rd-grade elementary school students. Data collection was carried out through several methods, namely interviews, and observation. The validity of the data uses a credibility test with triangulation techniques. Researchers used three methods of data analysis, namely, data reduction, data presentation, and verification. The data analysis model used in this research is Miles and Huberman. Miles and Huberman explained that qualitative data analysis was carried out interactively and took place continuously so that the data could be said to be saturated. Saturation means that the answers given to informants at anytime and anywhere are consistent (Calearo et al., 2021). The stages of grounded theory data analysis can be seen in figure 1, as follows:

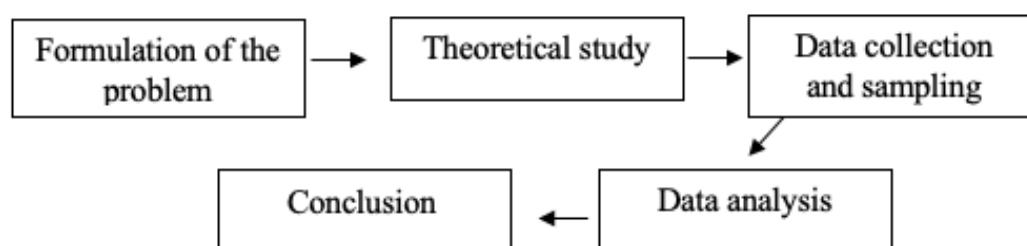


Figure 1. Grounded Theory Data Analysis Stage

The qualitative research procedure using the Grounded Theory method consists of several stages (Qureshi & Ünlü, 2020), namely: 1) the problem formulation stage, in the grounded theory method it is general, namely still in the form of questions that provide freedom to explore various large-scale or specific phenomena 2) the stage of using theoretical studies (if necessary), 3) data collection and sampling stage, methods that can be used in the data collection process are in-depth observation and interview methods 4) data analysis stage, carried out in the form of coding, which is the process of decomposing data, creating concepts and rearranging them using new way. Moreover, 5) the conclusion stage or writing a report in narrative form.

RESULTS AND DISCUSSION

Teacher and Parent Communication Patterns in Increasing Student Learning Motivation during Pandemic Learning in Third-Grade Elementary School

The rise of Coronavirus Disease 2019 (COVID-19) has had an impact on various sectors, including the world of education. Based on a circular from the Ministry of Education and

Culture Number 36962/MPK.A/HK/2020, which explains that learning is carried out online to minimize the spread of the virus. School education requires parental involvement so that the educational process continues. It cannot be denied that learning during this pandemic can create communication between teachers and students' parents. With this communication, good relationships can be created between children and parents, as children spend more time at school than at home (Triwardhani et al., 2020).

With the hope that children can still have the same rights as students, even though learning takes place online. Parents must know their child's development through the lessons taught by the teacher. In the process of communication patterns, teachers as communicators often provide messages or information to students' parents that will influence children. The delivery of messages is carried out using various communication patterns, one-stage communication patterns, two-stage communication patterns, and three-stage communication patterns. Meanwhile, the parent will be the communicant (recipient of the message). Teachers convey messages to find out what should be conveyed to children by prioritizing comfort (Triwardhani et al., 2020).

Apart from that, teachers also play a role in providing information and reminding parents regarding matters related to children's learning, which can be conveyed both during school hours and outside school hours, both individually and in groups (Triwardhani et al., 2020). Teachers, as communicators, expect responses and feedback from parents regarding what is conveyed. Teachers want parents to be able to carry out their duties and obligations as parents, one of which is accompanying children when studying at home.

During online learning, I try intensely to keep communicating well with my students' parents via WhatsApp, with the hope that students can continue to learn well. (Interview with Mrs. M's third grade elementary school teacher).

Effective communication patterns cannot be separated from the difficult relationship between teachers and parents. Teachers are the driving force in educational institutions. As communicators, teachers interact with children and parents. Teachers must have the ability to communicate effectively, both with students and parents. Communication is said to be effective if it can be carried out optimally by the perpetrators. Building a pleasant communication pattern can be implemented by communicating with various media, such as digital media, which can make communication more effective (Triwardhani et al., 2020).

The results of this research indicate that teachers have different forms of communication patterns in conveying a message to parents during the learning process during the pandemic. Some use one-stage, two-stage, or three-stage communication patterns. An example of one-stage communication is that the teacher conveys messages as information or motivation to students using everyday language. As a communicator, teachers convey more messages to parents so that they can later convey them to children in learning assistance (Triwardhani et al., 2020). For example, asking parents to fill out a vaccine form for their child, but the parents do not provide feedback or response. The next day, the child brought an unfilled vaccine form. Here, the teacher's communication pattern is as the communicator and the parent as the communicant. In the communication process, parents tend to listen without any response or feedback.

When the teacher asks questions, I rarely respond, sis, I am busy working. (Interview with the 3rd-grade teacher, Mrs. J)

The two-stage communication pattern is a communication pattern that is carried out, and there is feedback during the communication process. Here, parents, as communicants, provide feedback when the teacher conveys information and ask questions when they do not understand the information conveyed. Teachers, as communicators, also respond well to parents' enthusiasm when teachers convey information. In this process, teachers and parents have a dual role, namely as parents and educators, and parents must also be educators and parents (Triwardhani et al., 2020).

Because I'm at home every day so I can accompany the children in their learning, apart from that, when the teacher asks a question, I respond in the opposite way. (Interview with the 3rd grade teacher, Mrs. RMW)

A three-stage communication pattern, namely this communication pattern, provides feedback, where the communicant can change the role of becoming a communicator when conveying messages to other people (Triwardhani et al., 2020). As a communicator, the teacher conveys information, motivation, and advice to parents for the good of the child in the WhatsApp group when one of the student's parents does not understand the information conveyed. Parents, as communicants, change their role to become communicators to explain what the teacher has conveyed to the parents of other students so that there is no miscommunication.

I'm at home and spend more time with my children so their activities are better monitored. When there is information on WhatsApp, I immediately explain to my children what the tasks are. (Interview with the 3rd grade teacher, Mrs. DJ)

The other communication patterns are two-stage and three-stage communication patterns. A communicant can become a communicator and vice versa. This communication takes the form of small group communication in the WhatsApp group. Apart from the communication patterns used, communication tools are also important in carrying out learning during this pandemic. Electronic media is WhatsApp, in which class groups are formed, and this will make it easier to communicate and monitor children while learning. Thus, communication is categorized as effective if other people can understand the message, it is in accordance with what is expected by the communicator, and it can be followed up by the communicant voluntarily (Triwardhani et al., 2020).

The action taken by teachers and parents to supervise children while studying at home is for parents to adjust the character of the child when accompanying the child while studying at home. Based on research, children aged 3 to elementary school have unstable emotions and still like to play. In motivating students to learn, parents and teachers compete with each other to get good results in learning. Especially during a pandemic like this, children's motivation to learn decreases.

This online learning makes students somewhat lazy about studying, they are less motivated. (Interview with Mrs. M Elementary School 3rd Class Teacher)

An activity carried out by an individual is actually based on motivation. This motivation often becomes a driving force and driving force in carrying out an activity. Likewise, with learning activities, motivation is needed. Because with motivation, it is hoped that it will have a good influence on learning outcomes.

The attention given by parents is to play a role in controlling children's learning time. So, parents here always remind their children when it is time to study. Especially during a pandemic like this, parents must provide extra supervision and assistance to their children's learning. With

that, it is hoped that while at home, students carry out learning activities well so that students develop high motivation to complete the tasks given by the teacher immediately.

As long as limited face-to-face learning takes place, student learning outcomes tend to decline. This right is due to children's habits when studying online, which is sometimes carried out entirely by the family at home. The teacher acknowledged this, and the teacher said that although learning outcomes had decreased, they were starting to get better gradually. Because here, the teacher can provide motivation directly without any distance. Motivation provided by the teacher means that the teacher pays attention to students' readiness if the teacher provides motivation when students are not ready physically, psychologically, and otherwise. Teachers also provide knowledge about the results of motivation, provide rewards and punishments, and involve children in every activity (participation) (Wesarg-Menzel et al., 2023).

There are several ways for parents to develop motivation to learn, one of which is in the form of attention. This attention is realized by controlling the child's time for studying. By motivating parents, children can be disciplined in learning. Apart from that, parents can pay attention by monitoring their child's academic and personality development. In this monitoring, parents can always check their children's assignments intensely and help teach children when they experience difficulties. If children have difficulty doing assignments, parents must help and teach children so that the child's assignments can be completed well. If parents do not understand the assignment given, they can ask the teacher directly. Apart from that, parents can send their children to private tutoring, and this is a form of parental attention to their children so that children achieve maximum learning outcomes. This tutoring aims to help a child understand material that was not previously understood.

Meanwhile, the role of parents in supervising the child's development is realized by coordinating with the class teacher. Because online learning is very limited, teachers and parents must work together well. Parents can coordinate with teachers by always asking about students' activeness in learning activities and coordinating in resolving obstacles that occur in the child's learning process.

Apart from realizing it in the form of attention, parents can also motivate the form of giving awards. Giving this award will strengthen children's motivation to be active in studying. For example, parents buy a cell phone as a form of appreciation for their child for being enthusiastic about learning. Apart from that, freeing children to play is also a form of children's learning motivation that can be formed. With this, it can be seen that parents have an important role in motivating their children to study, especially during a pandemic like this.

Barriers to teacher and parent communication patterns in increasing student learning motivation during pandemic learning in third grade

Teachers' communication patterns with parents operate in different forms of communication patterns. There are several obstacles in interpersonal communication between parents and children; namely, the messages conveyed in the process of accompanying and educating children do not immediately receive feedback. Activities during a pandemic like this change many things, from the way people work or socialize, which used to involve community gatherings and included activities to help each other, but this is no longer the case due to the COVID-19 pandemic. There are many obstacles or constraints in the process of teacher and parent communication patterns in increasing children's motivation when learning during this

pandemic. This communication pattern implemented by teachers and parents is very important to motivate student learning. Apart from that, communication between teachers and parents will also influence good harmony. Good communication is usually characterized by good conversations every day (Triwardhani et al., 2020).

During the pandemic, learning will be online, yes, when I give assignments, sometimes there is a response, sometimes there is no response (Interview with Grade 3 Teacher Mrs M).

The obstacles experienced are that sometimes parents are busy with their business, so communication between teachers and parents is limited, and usually, there is no response or feedback. Another obstacle is that parents misunderstand the message the teacher conveys. The media used is also a problem for elderly people who do not have cell phones due to age, and this is reinforced by the theory that communication barriers can occur in several ways, as stated by Wittenberg et al., (2021) which is presented in table 1 as follows:

Table 1. Communication barriers

Communication Barrier	Description	Solution
Encoding Barrier	Occurs when language used lacks clarity, has multiple meanings, or is overly complex. Communicator may struggle to control this, so the recipient must make an effort to understand. Parents should proactively seek clarification on unclear information to ensure it doesn't hinder their child's learning. Teachers can use simpler language for better parent comprehension.	Parents must take the initiative to ask for clarification on unclear information. Teachers can simplify language to aid parent understanding.
Message Recipient Barrier	Hindrances arising from lack of attention or distraction when receiving messages. Busy parents may neglect to seek clarification on unclear points or fail to listen attentively due to other commitments. This reluctance to engage further can impede effective communication.	Parents should actively seek further information when unsure and prioritize attentive listening during communication.
Media Barrier	Obstacles stemming from limitations or difficulties in using communication media. Some parents lack access to necessary communication tools, like cell phones, due to age or unfamiliarity with modern technology. This limitation hampers communication, especially when contact details provided are outdated or belong to a busy older child.	Parents without access to communication tools, such as cell phones, need assistance in overcoming technological barriers. Providing alternative communication methods or tutorials on using modern technology can help bridge the gap.
Feedback Barrier	Feedback provided may be subjective, delayed, or unclear, hindering effective communication. Parents' busy schedules can lead to delayed feedback, such as late submission of assignments.	Establish clear communication channels and deadlines for feedback. Parents should prioritize timely responses to facilitate effective communication.

Communication can have a good effect, such as motivation. Effective communication can make it easier for other people to be motivated, which ultimately tends to increase their performance and productivity (Triwardhani et al., 2020). Barriers for parents and teachers in motivating children are children's attitude of being careless, engrossed in playing with their world, and not paying attention to what their parents say. Even though learning has resumed

actively at school, parents' obligations to supervise children's learning during this pandemic still apply; even though the pandemic will end, parents' obligations remain the same. Not only do parents and teachers also have their obstacles, but teachers certainly have many strategies so that children can be motivated to learn. Sometimes, this motivation does not work for some children for various reasons. For example, he is tired of previous learning, and indeed, the child is less interested in learning on a daily basis.

Obstacles when learning are overcome, sometimes children are fussy and do not want to study, they say they are tired, they are bored and want to keep playing (Interview with RM, Teacher of Grade 3 Elementary School Students)

In communicating, a person must be careful and skilled, thus forming his motivation. In the current era, some people are still confused and anxious, have minimal income, have lost their jobs, and so on (Muslih, 2020), and this can happen not only to adults. Today's children also need to pay attention to their psychology so that in the future, they can become better human beings.

Solutions to Barriers to Teacher and Parent Communication Patterns in Increasing Student Learning Motivation during Pandemic Learning in Grade 3 Elementary School

In the communication patterns of teachers and parents in increasing children's learning motivation during learning in the pandemic era, there are supporting factors so that it can run effectively. Based on the obstacles described by researchers, teachers, and parents provide solutions to maximize assistance to motivate children while studying. The creation of effective communication patterns is a goal in communication. To increase effectiveness, namely by identifying communication targets, using appropriate media, and maximizing the role of the communicator in communication (Triwardhani et al., 2020).

Before we build communication, we must understand the person who will receive the message. So, the message conveyed will be conveyed well without any rejection. Here, teachers and parents are open to each other regarding the existing situation, consulting each other to get the best thing in any condition (Triwardhani et al., 2020). Apart from that, if parents encounter problems with their child's learning, parents can communicate with the student's teacher so that learning can take place actively.

Therefore, parents and teachers should maintain good communication to support the child's learning process. With this, children's learning activities can be directed, even if parents do not understand the material. Apart from that, parents also evaluate their children's learning outcomes. If it is not good, then parents can make improvements to their child's learning intensity. Parents must also continue to motivate their children and not give them severe punishment if they do not understand the lesson material.

Communication is declared effective if the message conveyed can be understood according to the communicator's intentions and the message can be followed up by the communicator (Triwardhani et al., 2020). It is necessary to develop an open or transparent attitude so that it can create a sense of trust in the recipient of the message by respecting other people, accepting criticism, and not putting others down. The solution for parents and teachers to increase student motivation is to give prizes if the child completes the task well.

If I give a quiz, it usually makes the child want to learn. "Indirectly, we are encouraged to study, so that later we can win prizes (Interview with Mrs. MS Elementary School 3rd Grade Teacher).

Usually, I give him more pocket money so he wants to study, if he wants to be more diligent, I give him a gift. (Interview with the 3rd grade teacher at Mrs. IN's elementary school).

For this reason, rewards in an educational process are very necessary to increase student motivation. This prize is given so that children have high enthusiasm for learning, and this prize can be in the form of a study table, school equipment, snacks, internet quota, or cell phones used for studying (Bai et al., 2020). Another solution is to invite children to refresh occasionally so that children do not get bored with their daily activities. Teachers also try to create new strategies for learning so that children are more motivated to learn.

CONCLUSION

Based on Teacher and Parent Communication Patterns in Increasing Student Learning Motivation During the Pandemic Learning in Grade 3 Elementary School, conclusions can be drawn: The communication pattern between teachers and parents in increasing student motivation in learning during the pandemic in class 3 of SD Jepara is delivered using a communication pattern of one to three stages, namely: 1) One-stage communication pattern, communication used by teachers with parents, where the communication pattern used by parents has no feedback to the communicator, namely the teacher; 2) Two-stage communication pattern, communication used by teachers and parents has feedback; 3) Three-stage communication pattern, communication used by teachers with parents has feedback and communicants here can also convey the information obtained to other people. The barriers to communication patterns are that parents, as communicants do not provide immediate feedback. Also, the feedback delivered is sometimes not the same as the message conveyed by the teacher, and this is because there are various factors, including parents' lack of time due to work and limited communication media. Motivational obstacles are also visible, including students' unstable emotions, being preoccupied with other matters, and having difficulty understanding the material. The solution to the obstacles to teacher and parent communication patterns in developing student learning motivation during the pandemic in grade 3 elementary school is that parents must take the initiative in providing messages or feedback. Motivation for children creates more patience, transparency, and empathy, provides religious education, and also gives advice to children. In this way, the communication pattern between teachers and parents can mutually encourage students' motivation to learn at home and at school.

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