

## Interaction Between Parents and Teachers: A Qualitative Study of Distrust in the Learning Process at Aisyiyah Bustanul Afthal (ABA) Kindergarten School in Sumber Mulya Village

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### ABSTRACT

This study explores the dynamics of interactions between parents and teachers, specifically focusing on distrust during the learning process at TK Aisyiyah Bustanul Afthal (ABA) in Sumber Mulya Village. It investigates how such distrust impacts the relationship between parents and teachers, affecting the overall educational development of children. The research uses a qualitative case study approach, involving interviews and participatory observation with teachers and parents. The findings indicate that distrust stems from a lack of effective communication and differing expectations between parents and teachers regarding educational methods. Over time, after an open dialogue and explanation of the play-based learning approach used at the school, there was a significant increase in trust. The implications of this study suggest that fostering better communication and understanding between parents and teachers is crucial for enhancing children's educational experiences. The study also emphasizes the importance of addressing cultural and social factors that influence the dynamics of trust in educational settings

## **INTRODUCTION**

In this study, the interaction between parents and teachers is the main focus, with a special study on the distrust that arises in the learning process at Aisyiyah Bustanul Afthal (ABA) Kindergarten located in Sumber Mulya Village. This distrust is considered a factor that can affect the relationship between parents and teachers, as well as the overall development of children's education.

According to Hartini (2022), in social interaction, trust is a very important aspect in building productive relationships between individuals or groups. In education, a good relationship between parents and teachers can improve the quality of the teaching and learning process. Low trust, both from parents and teachers, can cause tension that has a negative impact on children's learning. This is in line with the findings expressed by Susanto (2021) who stated that a less harmonious relationship between parents and teachers is often related to distrust that arises due to negative perceptions of each other's roles in educating children. The phenomenon of distrust that occurs in the interaction between parents and teachers is not only influenced by personal attitudes or views, but also by external factors such as the socio-economic background and education level of the parents.

According to Sari (2023), distrust in this context can occur when parents feel less involved or less empowered in their child's education process. In addition, communication factors also play an equally important role in building or destroying this trust. In a study conducted by Setiawan (2022), it was found that open and honest communication between parents and teachers can strengthen relationships and reduce the potential for distrust. Good education is education that is mutually trusting between home and school or between parents and teachers (Lamadang et al. 2021) Several previous studies have also revealed that distrust often arises because of differences in expectations and goals between parents and teachers. Prasetyo (2021) in his research on parent-teacher relationships in several schools in Indonesia found that the mismatch between parents' expectations regarding children's education and the methods or approaches used by teachers can lead to distrust. This often happens when parents feel that teachers do not understand their child's specific needs, or when parents feel they are not involved in the education process.

On the other hand, the influence of cultural background also affects the level of trust in interactions between parents and teachers. In cultures that value authority and hierarchy more, parents tend to trust teachers more without questioning the methods used, while in more egalitarian cultures, parents may ask questions or criticize the approach used by teachers more often. According to Jannah (2020), in the context of Indonesian society, cultural factors greatly influence the way parents interact with teachers. This study shows that cultural differences and social norms in society can affect the way parents and teachers communicate, thereby affecting their level of trust.

Based on interpersonal communication theory, a person tends to trust others more if they feel valued and understood. According to Simamora (2022), in interactions between parents and teachers, mutual respect and understanding of each other's roles are important factors in building trust. Teachers who can listen to parents' concerns and show concern for their child's development will more easily gain the trust of parents. Conversely, if teachers do not provide space for parents to express their opinions or are not responsive to parents' needs, distrust will more easily arise. Meanwhile, the social cognitive theory put forward by Bandura (2022), explains that past experiences, individual perceptions of their abilities, and the influence of the social environment can influence the level of trust in interactions. When parents feel that teachers do not meet expectations or are incompetent, this can damage their perception of the teacher's abilities, which in turn reduces the level of trust in the ongoing educational process. According to Nurhidayah (2021), the influence of distrust in parent-teacher relationships can also affect children's psychological development.

Children who grow up in an environment where parents and teachers do not trust each other may experience confusion or feelings of insecurity, which impact their academic and social performance. In a study conducted by Oktaviani (2022), it was found that children who are in an environment full of tension between parents and teachers tend to have problems in terms of self-confidence and adaptability at school. Children are individuals who are very sensitive to their environment, therefore, in creating stable social emotions, a stable environment is also needed (Lamadang et al. n.d.)

## **LITERATURE REVIEW**

According to Fatimah (2023), educational policies that prioritize parental involvement in the learning process can help reduce distrust. With a program or platform that facilitates more intense communication between parents and teachers, the distrust that may arise can be minimized. One program that can be used is a program to strengthen the role of parents through training or workshops that increase their understanding of the importance of cooperation with teachers in educating children. In this study, researchers tried to analyze the factors that cause distrust between parents and teachers, as well as their impact on the learning process at Aisyiyah Bustanul Afthal (ABA) Kindergarten. As a theoretical basis, this study refers to communication theory, social cognitive theory, and social interaction theory which emphasize the importance of mutually supportive relationships and the influence of the environment on the formation of trust.

From the various studies mentioned, it can be concluded that distrust that occurs in the interaction between parents and teachers can have a broad impact on the quality of children's education. Therefore, efforts to overcome this problem require a holistic approach, involving good communication, understanding of cultural backgrounds, and policies that support closer cooperation between parents and teachers. Thus, this study not only provides a deeper understanding of distrust in the interaction between parents and teachers,

but also provides insight into improving educational practices in schools, especially at the early childhood education level. The results of this study are expected to provide a significant contribution to the development of the quality of education at Aisyiyah Bustanul Afthal (ABA) Kindergarten and in other schools in the village.

## **METHODOLOGY**

This study uses a qualitative approach with a case study design to explore the interaction between parents and teachers and distrust in learning at Aisyiyah Bustanul Afthal (ABA) Kindergarten, Sumber Mulya Village. The research sample consisted of five teachers and ten parents of students who were selected purposively. Data were collected through in-depth interviews and participant observations, with instruments in the form of open-ended interview guidelines. Data analysis was conducted thematically to identify the main themes that emerged. Validity was tested by triangulation of sources and methods, while reliability was tested by the consistency of interview and observation results. This study uses a descriptive analytical model to understand the dynamics of distrust without testing causal relationships.

## **RESULTS AND DISCUSSION**

This study aims to analyze the dynamics of the relationship between parents and teachers, especially in the context of parental distrust of teachers in the learning process of children at Aisyiyah Bustanul Afthal (ABA) Kindergarten located in Sumber Mulya Village. Data collection was carried out using a mixed approach, namely using quantitative and qualitative methods. Questionnaires were distributed to 30 parents who had children at the school, to determine their level of trust in teachers, with a focus on distrust that might arise. In addition, in-depth interviews were conducted with 10 parents who had previously expressed their distrust of teachers. Additional data were also collected through direct observation of the learning process in the classroom. The data collection process took place from Wednesday, February 26, 2025 to Monday, March 10, 2025. The location of the study was centered at Aisyiyah Bustanul Afthal Kindergarten located in Sumber Mulya Village. This village has social and cultural diversity that also influences the interaction of parents with the school, especially in terms of trust in educators. This research was conducted in the village because of the need to learn more about how parents and teachers interact, as well as the challenges faced in creating effective communication between the two.

### **1. Data Analysis Results**

Of the 30 parents who were respondents, initially there were 10 parents who expressed their distrust of the teachers at Aisyiyah Bustanul Afthal Kindergarten. This distrust was caused by various factors, including differences in perception and expectations between parents and teachers. Some parents felt that the teachers did not pay enough attention to the development of their children. In addition, some doubted the learning methods applied, feeling that the methods used were not in accordance with their expectations regarding children's education. Based on in-depth interviews, some parents who did not trust the teachers felt that the learning approach used was too focused on play

activities, which were considered less effective in supporting their children's cognitive development. They preferred more conventional methods, such as memorization-based learning and direct understanding of the material.

However, after an intensive approach was carried out by the teacher to parents who initially did not trust, there was a significant change. Through more open communication and in-depth explanations of the play-based learning approach implemented in schools, 7 out of 10 parents who initially did not trust teachers began to show increased trust. This is reflected in the increase in the percentage of parents who felt more confident in the learning methods used. At the end of the research period, only 3 parents still showed distrust of the teacher. Thus, it can be said that the approach efforts made by the teacher succeeded in increasing the level of parental trust in the learning process at TK Aisyiyah Bustanul Afthal. b. Relationship between Results and Basic Concepts

The results of this study indicate that parental distrust of teachers is influenced by the lack of open communication between the two parties. The basic concept in educational theory states that a positive relationship between parents and teachers is the key to achieving effective educational goals. Parental trust in teachers is a factor that supports the success of children's learning processes (Epstein, 2021). In this study, it was found that distrust was largely caused by parents' ignorance of the play-based learning approach applied by teachers, as well as a lack of clear communication regarding the benefits of the approach. According to Anderson et al. (2021), good communication between parents and teachers can increase parental involvement in children's education and create trust. Without effective communication, parents will feel alienated and have difficulty understanding the methods applied by teachers, which can ultimately lead to distrust of the quality of education provided.

## **2. Theoretical and Applied Implications**

Theoretically, the results of this study provide insight into the importance of effective communication in building a trusting relationship between parents and teachers. This study strengthens the theory that states that parental trust in teachers is key to creating a learning environment that supports optimal child development. These findings indicate that open communication between parents and teachers is essential in achieving maximum educational outcomes. In practice, the results of this study provide implications for schools and educators. Schools need to improve the way they communicate with parents, such as holding regular meetings or using other communication media that make it easier for parents to obtain information about their child's development. This can help reduce misunderstandings and distrust that may arise due to lack of information. In addition, teachers are expected to be more proactive in explaining the objectives and learning methods applied, and involving parents in every step of their children's educational development.

### **3. Consistency with Previous Research**

This study is consistent with several studies conducted in the last five years regarding parental distrust of teachers. Research by Davis et al. (2019) shows that parental distrust often arises due to a lack of communication and understanding of the learning methods applied in schools. The results of this study are in line with these findings, which show that most parents who do not trust teachers feel that the methods applied in schools do not match their expectations about their child's development.

Research by Smith & Jones (2020) also supports the results of this study, which revealed that parental distrust of teachers can occur if they feel uninvolved in their child's education process. This study confirms that feelings of isolation or not getting enough information about children's education can lead to distrust of the quality of education provided. Likewise, the findings of Anderson et al. (2021), which showed that the lack of parental involvement in their children's education due to inadequate communication with teachers can be detrimental to the learning process. The results of this study provide valuable insights into the interaction between parents and teachers at Aisyiyah Bustanul Afthal Kindergarten in Sumber Mulya Village. Parental distrust of teachers is more due to a lack of effective communication and limited understanding of the learning methods used. Therefore, it is very important for schools and teachers to improve communication with parents, explain the learning approaches used, and actively involve parents in the development of their children's education. This will support the creation of a more harmonious relationship and help children's educational success at school.

## **CONCLUSIONS AND RECOMMENDATIONS**

The conclusion of this study is that parents' distrust of teachers at Aisyiyah Bustanul Afthal Kindergarten is caused by several factors, especially due to the lack of effective communication between parents and teachers, as well as parents' ignorance of the learning methods applied in schools. Initially, there were 10 parents who felt distrustful of teachers, but after a more intensive approach was carried out by the school and teachers, by increasing communication and explaining in more detail about play-based learning methods, parents' trust in teachers increased. In the end, only 3 parents still showed distrust of teachers. This shows that open communication and a better understanding of the learning process can build a more positive relationship between parents and teachers.

Based on these findings, the suggestion that can be given is for schools and teachers to improve communication with parents in a more structured and routine manner, for example through regular meetings or the use of other communication media that are more easily accessible to parents. In addition, teachers need to be more active in providing explanations regarding the objectives and learning methods applied in the classroom so that parents better understand the approach used and have more confidence in the existing education process. The limitation of this study is the sample size is limited to one school in Sumber Mulya Village, so the results may not fully represent the wider situation. Further research can expand the sample to various regions to get a more general picture of the dynamics of parent-teacher relationships.

## FURTHER STUDY

This study still has limitations, so further research is needed related to the topic of Interaction Between Parents and Teachers: A Qualitative Study of Distrust in the Learning Process at Aisyiyah Bustanul Afthal (ABA) Kindergarten School in Sumber Mulya Village in order to perfect this study and increase insight for readers.

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