



School, Parent, and Club Collaboration in Developing Student Achievement

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ABSTRACT

Student achievement development is a multidimensional process that requires collaboration among various educational stakeholders. Schools, parents, and extracurricular clubs each play significant roles in supporting students' academic and non-academic growth. However, collaboration among these entities is often fragmented and unstructured, resulting in less optimal student development outcomes. Therefore, this study aims to analyze collaboration patterns among schools, parents, and clubs in fostering student achievement, identify supporting and inhibiting factors, and formulate an effective collaboration framework. This study employed a Systematic Literature Review (SLR) method using the PRISMA 2020 framework. Literature data were collected from reputable databases including Scopus, ERIC, Google Scholar, and SINTA. A total of 312 articles were identified during the initial search process, and after screening and eligibility assessment, 25 articles met the inclusion criteria for analysis. The selected studies consisted of qualitative, quantitative, mixed-method, and review-based research published between 2018 and 2025. The findings reveal three major collaboration patterns: dyadic collaboration, sequential collaboration, and integrated triadic collaboration. Among these patterns, integrated triadic collaboration was identified as the most effective approach for enhancing student achievement. Key supporting factors include transformational school leadership, effective communication systems, digital communication platforms, and formal institutional partnerships. Conversely, major barriers include parental time constraints, communication gaps, inconsistent coordination, and differences in stakeholder expectations. This study proposes the SPORA Model (School-Parent-Organization Alliance) as a sustainable framework for student achievement development. The model integrates talent identification, joint planning, continuous communication, monitoring and evaluation, and capacity building into a unified collaboration system. The findings provide important implications for schools, policymakers, educators, and extracurricular organizations in developing integrated educational partnerships that support holistic student achievement.

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- A. Conception and design of the study;
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INTRODUCTION

Student achievement is one of the most important indicators of educational success. Achievement encompasses not only academic performance but also non-academic competencies such as leadership, discipline, creativity, communication skills, and emotional intelligence. In the modern educational context, student achievement development cannot rely solely on formal classroom instruction. Instead, it requires multidimensional support involving schools, families, and community-based organizations such as extracurricular clubs.

Educational researchers increasingly emphasize the importance of collaborative ecosystems in supporting student development. Bronfenbrenner's ecological systems theory explains that child development is influenced by dynamic interactions between individuals and multiple environmental systems, including families, schools, peer groups, and communities (Bronfenbrenner & Morris, 2007). Within this framework, schools, parents, and extracurricular organizations collectively shape students' learning experiences and achievement outcomes. Therefore, student development should be viewed as a shared responsibility rather than the exclusive obligation of educational institutions.

Schools play a central role in providing structured educational environments that support students' intellectual, emotional, and social growth. Effective schools not only deliver academic instruction but also create opportunities for talent development through extracurricular programs, mentoring systems, and achievement-based learning environments. Previous studies indicate that schools with strong leadership, supportive learning climates, and effective communication systems tend to produce higher levels of student achievement (Maulana & Darmawan, 2025). Furthermore, schools that actively involve parents and community organizations demonstrate stronger educational outcomes compared to schools operating in isolation.

Parental involvement has consistently been recognized as one of the strongest predictors of student achievement. Fan and Chen (2001) found a significant positive relationship between parental involvement and academic performance. Parents who actively support their children's learning processes through communication, monitoring, and emotional support contribute significantly to students' motivation, discipline, and learning engagement. Similarly, Castro et al. (2015) emphasized that parental involvement positively affects both academic and social development. In the Indonesian educational context, active parent-school communication has also been associated with improved academic resilience and student motivation.

Besides schools and families, extracurricular clubs provide additional learning environments that support student development beyond formal education. Sports clubs, arts organizations, and other interest-based activities offer opportunities for students to develop leadership, teamwork, time management, discipline, and social interaction skills. Participation in extracurricular programs has been linked to improved academic achievement, emotional development, and self-confidence (Jeynes, 2012). In sports contexts, structured club participation also contributes to competitive performance and character building among students.

Despite the recognized importance of multi-stakeholder collaboration, cooperation among schools, parents, and clubs remains fragmented in many educational settings. Communication between schools and parents is often limited to administrative matters, while extracurricular clubs frequently operate independently from formal educational systems. This fragmented structure reduces the effectiveness of student development programs because stakeholders often work with different priorities and expectations. Syahril and Rohaeni (2021) argued that the absence of integrated communication systems and partnership frameworks constitutes a major barrier to sustainable student achievement development. Previous studies primarily focused on bilateral relationships such as school-parent partnerships or school-club cooperation. However, limited research has examined triadic collaboration involving schools, parents, and clubs simultaneously. Moreover, there is still insufficient evidence regarding integrated collaboration models that can effectively support holistic student achievement. Therefore, this study seeks to fill this research gap by systematically reviewing the patterns, challenges, and effectiveness of school-parent-club collaboration.

This study offers novelty by proposing the SPORA Model (School-Parent-Organization Alliance) as an integrated collaboration framework adapted to the Indonesian educational context. Unlike previous studies that mainly focused on isolated partnerships, this study conceptualizes student achievement development as a collaborative ecosystem involving coordinated interactions among schools, families, and extracurricular organizations. The objectives of this study are: To analyze collaboration patterns among schools, parents, and clubs in developing student achievement. To identify supporting and inhibiting factors influencing collaboration effectiveness. To formulate an integrated collaboration model for sustainable student achievement development. The findings are expected to provide theoretical contributions to educational partnership literature and practical recommendations for schools, policymakers, educators, and extracurricular organizations.

METHODS

This study employed a Systematic Literature Review (SLR) design using the PRISMA 2020 framework. The SLR approach was selected because it enables systematic, transparent, and evidence-based synthesis of findings from various studies related to educational collaboration and student achievement development.

Literature searches were conducted using several reputable databases, including Scopus, ERIC, Google Scholar, and SINTA. The search process utilized combinations of the following keywords: "school-parent collaboration", "parental involvement and student achievement", "extracurricular club and academic performance", "student achievement development", and "school-family-community partnership".

Boolean operators such as AND and OR were used to optimize search accuracy. The literature search was limited to articles published between 2018 and 2025 to ensure the relevance and currency of the reviewed studies.

The inclusion criteria were: Peer-reviewed journal articles indexed in Scopus or SINTA. Studies discussing collaboration between schools, parents, clubs, or community organizations in student development contexts. Full-text articles available in English or Indonesian. Studies focusing on academic or non-academic student achievement. The exclusion criteria included: Non-peer-reviewed articles. Conference proceedings without reputable indexing. Studies unrelated to educational collaboration. Duplicate or incomplete publications.

A total of 312 articles were identified during the initial search process. After title and abstract screening, 74 articles remained for full-text assessment. Subsequently, 49 articles were excluded because they did not meet the eligibility criteria. Finally, 25 studies were included in the synthesis process.

Data analysis was conducted using thematic synthesis techniques. Each article was analyzed based on research objectives, methodology, participants, collaboration models, supporting factors, barriers, and key findings. Themes were then categorized into collaboration patterns, supporting and inhibiting factors, and integrated development models.

RESULTS AND DISCUSSION

Collaboration Patterns among Schools, Parents, and Clubs

Based on the analysis of the 25 reviewed articles, three main patterns of collaboration among schools, parents, and clubs were identified in the context of student achievement development. The first is the dyadic collaboration pattern, in which only two parties are actively involved—typically schools and parents, or schools and clubs—while the third party plays a passive role. According to Epstein, (2002) this pattern is the most commonly found in Indonesian schools, mainly due to the limited availability of formal tripartite communication mechanisms.

The second is the sequential collaboration pattern, in which each party's involvement occurs alternately and not simultaneously. In this pattern, parents hand over responsibility for talent development to clubs after schools identify student potential, without continuous communication among all three parties (Gough et al., 2017). Although more structured than dyadic collaboration, this pattern remains vulnerable to miscommunication and program overlap.

The third is the integrated triadic collaboration pattern, in which all three parties are simultaneously involved in planning, implementing, and evaluating development programs. Gough et al., (2017) found that this pattern, while the most effective, is also the least commonly implemented. The primary barriers include a lack of institutional initiative from the school as the main coordinator, and limited human resources with expertise in educational partnership management.

Supporting and Inhibiting Factors of Collaboration

Analysis of the reviewed literature identified several factors that consistently support the effectiveness of multi-stakeholder collaboration in student achievement

development. The first factor is transformational school leadership. Maulana & Darmawan, (2025) found that principals with a clear vision for community partnerships and who actively facilitate inter-party communication serve as the primary catalysts for successful collaboration. Principals who adopt a transformational approach have been shown to be more successful in building an inclusive development ecosystem.

The second factor is the use of digital communication platforms. Khasanah et al., (2025), the adoption of communication technologies such as group instant messaging applications, web-based parent portals, and Learning Management Systems (LMS) significantly improves the frequency and quality of communication between schools and parents. Particularly in the post-COVID-19 pandemic context, digital communication infrastructure has become an essential prerequisite for effective (Maulana & Darmawan, 2025)

The third factor is the existence of formal partnership agreements (Memoranda of Understanding/MoUs) between schools and clubs. (Jeynes, 2012) found that clubs with official MoUs with schools demonstrated better coordination, including in terms of training schedules, academic monitoring of student athletes, and injury management. MoUs also provide a legal framework that clarifies the responsibilities of each party.

Conversely, several factors consistently hinder collaboration. Parental time constraints, especially for those working full time, were identified as the most frequently mentioned barrier in the literature (Castro et al., 2015) Furthermore, differing expectations between schools, parents, and clubs regarding the goals of student development often create conflicts of interest that undermine synergy. According to Khasanah et al., (2025) parents focused solely on academic achievement often do not support the training intensity required by clubs, while club coaches frequently overlook students' academic demands.

Recommended Triadic Collaboration Model

Based on a synthesis of findings from the reviewed literature, this study formulates an integrated triadic collaboration model as a sustainable framework for student achievement development. This model is named the SPORA MODEL (School-Parent-Organization Alliance), comprising five key components:

First, the Talent Identification and Mapping Component: Schools initiate a systematic student talent identification process through multi-aspect assessments involving teachers, counselors, and parents. Assessment results are shared transparently with all stakeholders as the basis for development planning (Hill, 2015).

Second, the Joint Planning Component: All three parties schools, parents, and clubs jointly formulate an individual development plan (IDP) that specifies achievement targets, activity schedules, and mutually agreed-upon support mechanisms. This document serves as a social contract binding all stakeholders (Castro et al., 2015).

Third, the Continuous Communication Component: An integrated digital communication platform is used to ensure smooth and real-time information flow among all three parties. Periodic coordination meetings are formally scheduled at least once per semester (Braun & Clarke, 2006).

Fourth, the Monitoring and Evaluation Component: Measurable key performance indicators (KPIs) are established at the outset and evaluated periodically. Two-way feedback mechanisms among schools, parents, and clubs are designed to allow dynamic program adjustments (Kusuma & Wibowo, 2025)

Fifth, the Capacity Building Component: Training and workshops on educational partnership management are regularly provided for teachers, parents, and club coaches. The institutional capacity of all three parties to manage collaboration must be continuously strengthened through professional development programs (Effendi et al., 2022).

The SPORA Model aligns with international findings on school-family-community partnerships developed by leading researchers such as Epstein (2018) and Sanders (2014). However, the model has been contextually adapted to account for the social and cultural realities of Indonesia, where the hierarchy between schools and parents remains strong and clubs are often yet to receive adequate institutional recognition from the formal education system Khasanah et al., (2025).

The implementation of this model must also consider the dimension of equitable access. Research by Hill, (2015). shows that students from low-income families are often unable to access quality club programs due to financial constraints. Therefore, subsidy schemes or partnerships with local governments need to be integrated into the collaboration model so that its benefits can be equitably enjoyed by all student segments.

Literature Search Results and Selection

Bronfenbrenner's Ecological Theory and Multi-stakeholder Involvement

The most relevant theoretical framework for analyzing multi-stakeholder collaboration in student development is the Ecological Theory of Development proposed by (LaRocque et al., 2011). This theory views child development as the result of dynamic interactions between individuals and multiple layers of the environment, ranging from the microsystem (family, school, peers), mesosystem (inter-microsystem relationships), exosystem, macrosystem, to the chronosystem. The mesosystem, which represents the intersection of school, family, and community, becomes the critical arena in which multi-stakeholder collaboration occurs and directly shapes children's learning experiences (Gough et al., 2017).

In the context of achievement development, Epstein (2018) developed a parental involvement framework based on six typologies: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. These six typologies form the foundation for school-family partnerships that directly impact student achievement Epstein, (2002).

The Role of Schools in Achievement Development

Schools, as formal educational institutions, bear primary responsibility for designing learning environments that support the holistic development of students. According to Fernanda, (2024), the effectiveness of achievement development in schools is determined by three key factors: the quality of the principal's leadership,

teachers' competence in identifying student talent, and the availability of adequate facilities and infrastructure. Schools that successfully develop student achievement generally implement an early talent identification system and provide structured development pathways Maulana & Darmawan, (2025).

Research by Saputra et al., (2023) on leading schools in Java found that mentor-based mentoring programs between teachers and high-achieving students yielded significant results in improving academic and non-academic performance. Moreover, schools that proactively communicate with parents and club partners have been found to have higher retention rates for high-achieving students.

Parental Involvement and Its Impact on Achievement

Parental involvement has been one of the most extensively studied variables in education science over the past four decades. The meta-analysis conducted by Effendi et al., (2022) across 37 studies demonstrated a positive and significant effect of parental involvement on students' academic achievement, with an average effect size of $d = 0.58$. Similar findings were reported by Jeynes (2012) in the context of minority students in the United States.

In Indonesia, Kusuma & Wibowo, (2025) found that parents who are actively involved in school activities—whether through parent-teacher meetings, classroom visit programs, or digital communication—had children with higher cumulative academic performance. Furthermore, parental involvement has been shown to moderate the negative effects of low socioeconomic status on student achievement Utami et al., (2023)

Nevertheless, the quality of parental involvement is not determined solely by the frequency of physical attendance at school, but also by the depth of participation in the child's learning process at home. According to parents who provide home learning support—such as monitoring study time and providing learning resources—contribute more substantially to student achievement than those who merely attend formal school events.

The Role of Clubs in Non-Academic Achievement Development

Sports clubs, arts clubs, and interest-based activities constitute informal learning ecosystems that play a strategic role in shaping student character and developing competencies beyond the classroom. According to Jeynes, (2012) participation in organized activities provides students with concrete learning experiences about teamwork, time management, and handling competitive pressure. In the Indonesian context, (Utami et al., 2023) found that students who are active in sports clubs show higher levels of discipline and achievement motivation.

Research by Laily et al., (2025) revealed that community-based sports clubs in Indonesia that have formal partnerships with schools tend to produce young athletes with better competitive achievements. This indicates that the integration of talent development programs at schools and clubs is a key factor in optimizing student achievement (Kusuma & Wibowo, 2025)

CONCLUSION

This study confirms that student achievement development requires structured and sustainable collaboration among schools, parents, and extracurricular organizations. The findings identified three major collaboration patterns, with integrated triadic collaboration emerging as the most effective model for supporting holistic student achievement.

Successful collaboration is influenced by transformational leadership, digital communication systems, institutional partnerships, stakeholder commitment, and effective coordination mechanisms. Conversely, communication gaps, limited parental involvement, inconsistent stakeholder expectations, and institutional resource limitations remain major barriers.

The SPORA Model proposed in this study offers a comprehensive framework integrating schools, parents, and clubs into a collaborative student development ecosystem. This model may serve as a practical reference for schools, policymakers, and educational organizations seeking to improve student achievement through integrated partnership systems.

Future studies are recommended to examine the implementation of the SPORA Model through empirical field research and to develop standardized instruments for evaluating multi-stakeholder educational collaboration effectiveness.

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