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by Asrin Asrin

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Development of a Partnership Model between Principal, Teacher, and Parents to Improve Education Quality for Elementary Schools in Mataram

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Asrin
Faculty of Teacher Training and Education
University of Mataram
Mataram, Indonesia
asrinfkip@unram.ac.id

Ahmad Hari Witono
Faculty of Teacher Training and Education
University of Mataram
Mataram, Indonesia
ahmadhariwitono@unram.ac.id

5

Muhammad Irawan Zain
Faculty of Teacher Training and Education
University of Mataram
Mataram, Indonesia

muhammadirawanzain@unram.ac.id

5
Abdul Kadir Jaelani
Faculty of Teacher Training and Education
University of Mataram
Mataram, Indonesia
abdulkadirjaelani@unram.ac.id

Arif Widodo
Faculty of Teacher Training and Education
University of Mataram
Mataram, Indonesia
arifwidodo@unram.ac.id

Abstract— Today, schools are present as organizations that require management professionals. There are at least three concentration courses required to improve school quality, namely: strengthening the competence of teachers, principals, and other stakeholders, improve quality and access, increase the effectiveness of the education bureaucracy, and public involvement in solving educational problems in the community. Improving the quality of education requires a partnership between school principals as transformative educational leaders, more constructive teacher roles, and people's involvement with parents to improve the quality of education. Especially in the new normal era, the partnership between principals, teachers, and parents is needed as an effective collaboration between school and stakeholders. This cannot be ignored in maintaining the quality of education in this era. Found the main causes of schools having high performance are- school culture or climate- leadership and school system- parental support, To create quality education, schools are required to develop quality management that emphasizes the development of a quality culture. Principals, teachers, and parents can develop improvements in the quality of education. This research was carried out for knowing various models of partnership between school principals, teachers, and people in improving the quality of schools whose result is preparation of a draft partnership model guide between school principals, teachers and parents in improvement efforts the quality of elementary schools , The research method uses qualitative methods. Location research in public elementary schools in Mataram-Lombok. Data collection techniques using interviews, observations, and documentation. Research locations in elementary schools at Mataram with determination based on the location of the school and school accreditation. The research

results will be used as a guidebook for model development partnerships.

Keywords: *partnership model; quality of education; elementary school.*

INTRODUCTION

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One of the educational problems faced by the Indonesian people is the low quality of education, especially at the primary and secondary levels. The results of the PISA research (2018) show 379 low math literacy skills, and 396 science literacy skills and this indicates the low quality of elementary schools. Principals and other stakeholders must try to make changes to make their schools better [1]. Partnerships or partnerships between principals, teachers and parents are needed to improve the quality of schools. The partnership between school principals, teachers and parents is a pattern of continuous synergy to improve the quality of education in schools and/or student learning at home. The partnership between the three can be realized in the form of communication, parenting, student learning at home, volunteering, school decision-making and advocacy and collaboration with the community [2]. The benefits obtained from the partnership between the principal, teachers, and parents is to accelerate the success of the school [3].

Finland's success in developing the quality of education cannot be separated from the strengthening of the role of school principals, teachers and parents. The results of Asrin's research [4] found that the role of the principal had a big influence on improving the quality culture. Asrin [5] also found that the principal's leadership on the development of a quality culture in secondary schools. Based on this background, researchers are interested in developing a partnership model between school principals, teachers and parents in an effort to improve the quality of education in public elementary schools in Mataram City. The benefits obtained from the partnership between the principal, teachers, and parents is to accelerate the success of the school [3]. Finland's success in developing the quality of education cannot be separated from the strengthening of the role of school principals, teachers and parents. The results of Asrin's research [4] found that the role of the principal had a big influence on improving the quality culture. Asrin [5] also found that the principal's leadership on the development of a quality culture in secondary schools. Based on this background, researchers are interested in developing a partnership model between school principals, teachers and parents in an effort to improve the quality of education in public elementary schools in Mataram City. The benefits obtained from the partnership between the principal, teachers, and parents is to accelerate the success of the school [3]. Finland's success in developing the quality of education cannot be separated from the strengthening of the role of school principals, teachers and parents. The results of Asrin's research [4] found that the role of the principal had a big influence on improving the quality culture. Asrin [5] also found that the principal's leadership on the development of a quality culture in secondary schools. Based on this background, researchers are interested in developing a partnership model between school principals, teachers and parents in an effort to improve the quality of education in public elementary schools in Mataram City. Finland's success in developing the quality of education cannot be separated from the strengthening of the role of school principals, teachers and parents. The results of Asrin's research [4] found that the role of the principal had a big influence on improving the quality culture. Asrin [5] also found that the principal's leadership on the development of a

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LITERATURE REVIEWS.

1. Principal, Teacher and Parents Partnership

Previous studies have shown that the development of partnerships between principals, teachers and parents supports the promotion of a continuous learning culture from home to school. The importance of partnerships between principals, teachers and parents to improve student achievement [6]. Parents become partners of principals and teachers to develop children's intelligence. Parental control of children is also very important at home.

The development of the school-family partnership model can be categorized into three types, namely: 1) Family and Interagency

Collaboration model, which is a basic form of partnership with the community. The purpose of this model is to better coordinate educational, social and health services to students and families on organizational commitment; 2) The Full-Service School model, aims to coordinate the types of services comprehensively and as much as possible, to offer services to the community in schools. Full-Service Community Schools continue this model, but provide a critique: family and community input. This democratic model, in which families and community members are seen as partners in education, are not mere recipients of services. Full-Service Community Schools expect changes in school organization and culture to take place; 3) The Community Development Model is more comprehensive, aiming not only to help students and their families, but to change the household as a whole so that they can become school partners in education, health and welfare services for their members [7].

2. Relationship of Partnership with Quality Improvement

Talking about quality means talking about quality. Etymologically, looking at the Big Indonesian Dictionary (KBBI) the notion of quality is a measure of the good or bad of an object, its level, level or degree, quality (KBBI, 1966: 677). Meanwhile, from the English dictionary, quality is defined as quality. According to Sri Minart's complete English dictionary, the word has many meanings, three of them: (1) a characteristic or attribute that is distinctive and makes it different; (2) the highest standard of goodness; (3) has the highest virtue [8]. The quality in the education process involves various inputs such as learning methods, teaching materials, school infrastructure, administrative support, and other resources to create a conducive school atmosphere. The existence of quality to ensure the quality of inputs, processes, products/outputs,

School partnerships are efforts in the form of implementing management functions carried out by schools in building partnerships with stakeholders. Through partnerships, schools can design school

goals, programs and needs to improve the quality of education. On the other hand, the school must also know clearly what the needs, expectations and demands of the community are on the school.

METHODOLOGY

This research uses a qualitative approach with a case study design. This research is expected to find a partnership model between principals, teachers and parents at partner public elementary schools in Mataram City. However, the Covid 19 disaster that has occurred has hampered quality improvement, especially at the elementary school level with the following considerations: (1) many schools need attention in improving their quality; (2) the potential of public elementary schools to provide quality education to urban communities; (3) so far the partnership between school principals, teachers and parents has not been managed professionally; (4) there are no guidelines in the partnership model between school principals, teachers and parents so that many parties feel confused.

Sources of data used in this study divided into two, namely primary and secondary: This study uses data collection techniques of observation, in-depth interviews, practice documentation. Researchers use data analysis version of Miles and Huberman which includes data collection, data display, data reduction, and conclusions or data verification [9].

The validity of the data in this study was carried out by triangulation technique [10]. The data to be compared is data obtained from interviews and observations. Triangulation in this study uses triangulation of methods and sources.

I. FINDING AND DISCUSSION

1. The Principal's Role in Quality Improvement

Mrs. Hj. Hadijah as Principal at State Elementary School 2 Cakranegara, who has made very encouraging progress; achievement of accreditation A. This school has become a model school in Mataram City. A number of academic and non-academic achievements have been achieved by teachers and students both at the national and international levels. The leadership of school principals in managing learning in the era of the COVID-

2019 pandemic has higher challenges such as managing online learning, and coordinating with parents of students in each study group.

The role and function of the principal is very important in improving the quality of education. He acts as the manager of the school organization. He plays a role and plans to improve the quality of education, carry out quality improvements in all components of education. The head of the school develops the quality of school education facilities. The principal carries out school leadership online amidst the COVID-19 pandemic and limited face-to-face contact. Principals, teachers, and parents/school committees in improving the quality of learning during the COVID-19 pandemic always coordinate with parents in increasing the effectiveness of learning. In addition, the principal also functions as an education manager and supervisor to improve teacher professionalism in learning.

When conducting focused discussions with school principals, teachers and parents, information was obtained regarding the role of school principals in improving the quality of education. The principal made an initiative to improve quality, namely the formation of a school development team.

The development team's first innovation, in addition to making a work program, also evaluates the implementation of learning for one semester. To develop teacher professionalism, develop a conducive school climate and culture. This team is also tasked with formulating a program for improving the quality of learning. This team has the task and function to develop policy directions and school development work programs in the short and long term. This team conducted an analysis of school development related to the development of national and regional education policies. The quality development team for elementary school 2 of Cakranegara carries out the development of the elementary school curriculum, professional development of teachers, school facilities, student development, and partnerships with school committees of other institutions to improve the quality of education. The principal's efforts to develop quality continue to be pursued on an

ongoing basis from the number of school teachers as many as 50 teachers and education staff, who always get support from the principal. Teacher professionalism is the main priority of the school in terms of improving the quality of education.

The second innovation carried out by school principals in improving quality is to focus on increasing teacher competence, increasing graduate competence and providing infrastructure. The principal's policies in supporting this second innovation are: teachers are required to use varied learning styles and methods, educators make their own lesson plans, the form of deepening of material that is known to educators is limited, form study groups with the number of students according to the provisions, the maximum number of students is 28 students in each classes, conducting periodic supervision, learning assessment training, improving educational pedagogic competence, financial management training, increasing teacher professionalism, planning for the preparation of learning tools, the role of teachers in improving the quality of education.

The third innovation made by the principal in improving the quality of education is to maximize the school quality manual. The principal also developed a quality manual for SDN 2 Cakranegara quality as a reference for developing the quality of education. Moreover, this school has become a national pilot school. For this reason, the quality manual as a guide for improving the quality of education in schools is very important for this school. Mr. Halil explained as follows;

“The school is always committed to improving the quality of teachers, completeness of educational facilities, school climate and culture so that children have a ... SDN 2 Cakranegara is a school located in the city of Mataram, this school is a pilot school in the city of Mataram. SDN 2 Cakranegara currently consists of 24 study groups. Each level consists of 4 study groups. I personally am currently teaching in grade 6, effective since the 2019/2020 school year, so currently I have been

teaching grade 6 for 3 years.” (Halil.W.11.10.21).

Based on this explanation, it can be understood that the presence of this school is very important for the community in Mataram City. With the number of study groups as many as 24 study groups, the principal is required to manage teachers, education staff, infrastructure and school learning culture that is conducive to improving the quality of education from year to year. That is why the quality manual is the main reference in developing school quality in order to achieve national standards

2. The Role of the Class Teacher for Quality Improvement

The role of classroom teachers to improve the quality of learning is very high in elementary schools. This shows that classroom teachers create classroom teacher forums to improve teacher, parent/school commute partnerships. As explained by Mr. Halil as follows:

In our school every school has a class forum. This class forum is chosen by members of the guardians of the students in the class. The head of the class forum is the person who is responsible for being the liaison between the teacher and the student's guardian. This forum will later convey to other guardians if there are problems that must be resolved, both in terms of funding or anything related to activities that must be carried out by children.

Once I needed tools to practice making series and parallel electrical circuits. I simply informed the chair of the class forum and the chair of the class forum and then conveyed this to the other guardians. Not long after that all the practical needs were available for each group. (Halil.W.11.10.21)

The things that teachers do in improving the quality of education include participating in professional improvement activities, communicating with parents through communication forums, and adapting learning models and media. The involvement of teachers to improve the quality of

education in the state elementary school 2 Cakranegara and the state elementary school 9 Ampenan gives meaning to efforts to improve the quality of learning. The role of classroom teachers in improving the quality of education is as the spearhead in providing quality education and tutoring services to students. The concrete steps of teachers in improving the quality of education include participating in teacher driving activities, communicating with parents through communication forums, and adapting learning models and media.

3. Role of Parents/Committee for Quality Improvement

Exactly, the school committee (parents) do in improving the quality of education in the new normal era includes : participating in designing educational programs in schools starting from the process of accepting new students until students graduate from school, and assisting schools in designing extracurricular activities to support implementation 2013 curriculum). The suggestions given by the school committee in improving the quality of education include that the role of the school committee should be maximized in assisting the implementation of education in schools, the school committee cannot do much because its main functions are unclear, another law is made that regulates the role of school committees in order to have a real contribution to education nationally. The school committee also recommends full face-to-face learning to make learning more effective. Guidelines for learning activities in the new normal era are less clear, tend to be incidental, making it difficult for teachers to learn at school. Online learning causes the loss of school culture, socialization between students and the development of character education to guide student behavior through teacher modeling cannot be done. The committee could not do much because learning was simplified online, direct learning to parents. socialization between students and the development of character education to guide student behavior through teacher modeling cannot be done. The committee could not do much because learning was simplified online, direct learning to parents. socialization between students and the

development of character education to guide student behavior through teacher modeling cannot be done. The committee could not do much because learning was simplified online, direct learning to parents.

4. Model Partnership in Elementary School

Principals always pay attention to improving the quality of education by increasing collaboration between principals, teachers and parents/guardians of students. The school principal and assisted by the Development Team to prepare a school work plan for each year. The development team conducted an analysis of the priority needs for the development of SDN 2 Cakra Negara. This is one of the reasons why the school's Development Team is tasked with analyzing and compiling the school's program every semester. The principal is very aware that a school with a total of 700 students requires professional management.

The partnership model developed by the school is carried out in various forms, including optimizing the role of school committees, partnerships in developing student character, and establishing classroom forums as a means of interaction between teachers and parents.

The principal's role in quality improvement is very important in the Mataram city public elementary school. The principal creates a school development team to prepare school work plans and programs every semester. Work programs related to quality improvement include increasing teacher competence through training, supporting teachers to be creative in the classroom, improving school infrastructure, involving all stakeholders in preparing school work programs; involving teachers, parents and committees for quality improvement.

Principals involve teachers and school committees in quality improvement by establishing communication and deliberation in determining school work programs. In addition, school programs are prepared together with parents for quality improvement, such as designing school intra and extra curricular activities. The principal gives motivation to teachers and parents. The principal in providing motivation to teachers and parents is by

encouraging teachers to be more advanced in terms of knowledge and competence, always updating with the development of learning models and giving rewards to teachers who excel. Principals increase school committee participation. In increasing school committee participation, the principal always establishes communication and always involves the committee in every activity, starting from planning, implementation and evaluation of activities. The principal provides educational facilities and infrastructure that are very adequate. The following shows the learning atmosphere in the classroom, as follows;

“On 04-09-2021 at 09 he will meet Mr. Halil as a teacher at SDN 2 Cakranegara. He is teaching in the classroom..to give the subject of counting in the classroom to give. The learning atmosphere in the classroom is very encouraging during the limited face-to-face period. There are students who are making pazel drawings and some are joking with their friends; among the classrooms decorated with pictures as a medium for student learning” (O. 04.09.2021)

The partnership of principals, teachers and parents/school committees has resulted in a collaborative collaboration to support quality improvement in the pandemic era. Basically this kind of collaboration existed in schools before the pandemic. With the pandemic, collaboration between school elements is increasingly being enhanced due to the increasingly serious problems faced by the world of education during the pandemic. One of the efforts that schools can do in facing this challenge is to continue to communicate through various communication channels and vehicles that have been designed by all stakeholders in the school.

The application of the partnership model in schools supports the tasks and functions of each school element. Each school element has its own duties and responsibilities in supporting student learning activities. The partnership model found in rigorous schools can be used as a model or model for other schools. It is hoped that other schools will

apply a similar model as an effort to improve the quality of education in primary schools.

CONCLUSION

Based on the description in the discussion, it can be concluded that school principals, teachers, and parents have a very important role in improving the quality of education. The principal's role in improving the quality of education is as a supervisor and manager at the school. Concrete steps taken by school principals in improving the quality of education are to form a team for developing the quality of education, create work programs to improve teacher and student competencies and provide adequate learning infrastructure, and maximize the achievement of school quality materials.

The teacher's role in improving the quality of education is very important in providing quality learning to students both in the classroom and outside the classroom. The concrete steps of teachers in improving quality include increasing their competence through training, communicating with parents through class forums, and adapting learning models and media in schools.

The role of parents/school committees in quality improvement is as a school partner in improving the quality of education. The role of parents/school committees is manifested by being actively involved in designing educational programs in schools, controlling and monitoring the implementation of education in schools, actively participating in monitoring the development of students, providing independent learning guidance to their children at home, and being at the forefront of developing extra-curricular activities at school.

The partnership between principals, teachers and parents/school committees has resulted in an ideal collaboration in supporting the improvement of the quality of education in the pandemic era. The partnership model developed by the school is to use a communication platform through the Class Forum. Communication between teachers, parents and the quality development team is very effective in collaborating to improve the quality of education. The Class Forum was formed as a forum for interaction to assist schools in meeting the needs

of learning infrastructure, especially in the pandemic era. The partnership model developed between schools, teachers and parents has made a positive contribution to improving the quality of public elementary schools in Mataram City.

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