

Principal's Partnership and Parents to Improve Quality for Elementary School

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ABSTRACT

There is a need to improve school quality, namely: strengthening the competence of teachers, principals and other stakeholders, improving quality and access, increasing 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, and people's involvement with parents to improve the quality. To create quality education, schools are required to develop quality management that emphasizes the development of a quality culture. Principals and parents can develop improvements in the quality of education. This research was carried out for knowing partnership between school principals, and parent in improving the quality. The research method uses qualitative methods. Location research in public elementary schools in -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 ; quality of education; elementary school.

1. INTRODUCTION

One of the educational problems faced by the Indonesian nation is the low quality of education, particularly at the primary and secondary education levels. The results of the PISA study (2018) show low literacy skills in mathematics 379, and science 396 and this indicates the low quality of elementary schools. Bafadal (2012:20) [1] says that school principals and stakeholders must try to make changes so that schools become more qualified. Partnerships between school principals, teachers and parents to improve school quality. 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 according to Epstein (2009:14) [2] can be realized in the form of parenting, learning of students at home, school decision making and collaboration with the community. Decker and Decker (2003:55)[3] describe the benefits of partnerships between principals and parents is to accelerate school success. Finland's success in improving quality cannot be separated from strengthening the role of school principals and parents. Asrin's research results (2006)[4] found that the role of the school principal is to improve quality culture. Asrin (2012) [5] also found that the principal's leadership in the development of a quality culture. This research found a partnership between school principals and parents to improve quality in public elementary schools in the city of Mataram. Finland's success in improving quality cannot be separated from strengthening the role of school principals and parents. Asrin's research results (2006)[4] found that the role of the school principal is to improve quality culture. Asrin (2012) [5] also found that the principal's leadership in the development of a quality culture. This research found a partnership between school principals and parents to improve quality in public elementary schools in the city of Mataram. Finland's success in improving quality cannot be separated from strengthening the role of school principals and parents. Asrin's research results (2006)[4] found that the role of the school principal is to improve quality culture. Asrin (2012) [5] also found that the principal's leadership in the development of a quality culture. This research found a partnership between school principals and parents to improve quality in public elementary schools in the city of Mataram.

2. LITERATURE REVIEWS.

2.1. Principal Partnership with Parents

The principal's partnership with parents encourages the improvement of a continuous learning culture in schools and homes. Macbeth (Preedy, 1993)[6] describes the important role of the principal, and the role of parents to improve student achievement. Parents become partners of school principals and teachers to motivate students to learn to achieve achievements. Parental control of children is a form of strengthening the learning climate. .

The development of the school partnership model with families can be categorized into three types, namely: 1) Family and Interagency Collaboration model, which is the basic form of partnership with the community. The aim of this model is to better coordinate educational, social and health services to students and families based on organizational commitment. 2) The Full-Service School Model, aims to coordinate the types of services in a comprehensive manner and as much as possible, offer services to the community at school. Full-Service Community Schools continue this model, but offer a critique: family and community input. This democratic model, in which families and community members are seen as partners in education, not mere recipients of services. Full-Service Community Schools expect ongoing changes to the organization and culture of the school. 3) The Community Development Model is more comprehensive and aims not only to help students and families, but to change households as a whole so that they can become school partners in providing education, health and welfare services to their members (Hornby, 2000: 19).[7]

3. METHODOLOGY

This study uses a qualitative approach with a case study design. This research is expected to be able to find a partnership model between school principals and parents in partner public elementary schools in Mataram City. The data sources used in this study were divided into two, namely primary and secondary: This study used observation data collection techniques, in-depth interviews, documentation analysis. Researchers used the data analysis version of Miles and Huberman (2014: 31-33). [9] which includes data collection, data display, data reduction, and conclusion or data verification.

The validity of the data in this study was carried out using a triangulation technique. (Lexy J. Moleong, 2007: 330)[10]. The data to be compared is data obtained from interviews and observations. Triangulation in this research uses method and source triangulation.

4. FINDING AND DISCUSSION

4.1. The Role of the Principal for Quality Improvement

Hj's mother Hadijah as a Principal at Cakranegara 2 Public Elementary School, has made very encouraging progress; accreditation achievement A. This school is a model school in the city of Mataram. A number of academic and non-academic achievements have been achieved by teachers and students at both the national and international levels.

The role and function of the principal is very important in improving the quality of education. He acts as a 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 principal of the school develops the quality of school facilities. In addition, the principal also functions as an education manager and supervisor to increase teacher professionalism in learning.

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

The first innovation the development team, besides making a work program, also evaluates the implementation of learning for one semester. Developing teacher professionalism, developing a conducive school climate and culture. This team is also tasked with compiling a learning quality improvement program. This team has the task and function of developing policy directions and work programs for school development in the short and long term. This team conducted an analysis of school development related to developments in national and regional education policies. The SDN 2 Cakranegara quality development team carried out the development of the elementary school curriculum, development of teacher professionalism, school facilities, training of students, and partnerships with school committees of other institutions to improve the quality of education. The efforts of the school principal to improve quality continue to be pursued on an ongoing basis from a total of 50 school teachers and education staff, who always receive support from

the school principal. Teacher professionalism is the main priority of the school in terms of improving the quality of education.

The second innovation made by school principals in quality improvement is the focus on increasing teacher competence, increasing graduate competence and providing infrastructure. The school principal's policy in supporting this second innovation is: teachers are required to use a variety of learning styles and methods, educators develop their own lesson plans, limited forms of deepening of the material known to educators, 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, increasing educational pedagogic competence, training in financial management, increasing teacher professionalism, planning for preparing learning tools, the role of teachers in improving education quality,

The third innovation made by the school principal in improving the quality of education is to maximize the school quality manual. The school principal also developed a quality manual for SDN 2 Cakranegara quality as a reference for developing education quality. Moreover, this school has become a national pilot school. For this reason, the quality manual as a guide to improve 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, the completeness of educational facilities, the climate and culture of the school so that children have SDN 2 Cakranegara is a school in the city of Mataram, this school is a model 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 grade 6, effective since the 2019/2020 academic 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 people of Mataram City. With a total of 24 study groups, the Principal is required to manage teachers and education staff. facilities and school learning culture that are 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

4.2. Role of Parents/Committee for Quality Improvement

The things that the school committee (parents) do in improving the quality of education include: participating in designing educational programs in schools starting from the process of admitting new students until students graduate from school, and assisting schools in designing extracurricular activities to support the implementation of the 2013 curriculum). Suggestions given by the school committee in improving the quality of education include that the school committee should maximize its role in assisting the implementation of education in schools, the school committee cannot do much because its duties and functions are unclear (lack of references), more laws are made to regulate the role of the school committee in order to have a real contribution to national education. The school committee also suggested carrying out face-to-face learning in full so that learning would be more effective. Guidelines for learning activities in the new normal era are unclear, tend to be incidental, making it difficult for teachers to learn at school. Online learning causes the loss of school culture, socialization among students and the development of character education to guide student behavior through teacher modeling cannot be carried out. The committee can't do much because learning is simplified online, learning directly to parents. socialization among students and the development of character education to guide student behavior through teacher modeling cannot be done. The committee can't do much because learning is simplified online, learning directly to parents. socialization among students and the development of character education to guide student behavior through teacher modeling cannot be done. The committee can't do much because learning is simplified online, learning directly to parents.

4.3. Partnerships in Elementary Schools

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 compile a school work plan every 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 school programs every semester. The principal is very aware that a school with 700 students requires professional management.

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

The role of the principal in quality improvement is very important in public elementary schools in the city of Mataram. 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; involve, parents and committee for quality improvement.

Fourth innovation; school principals involve parents/school committees in quality improvement by establishing communication, and deliberating in determining school work programs. Preparation of school programs together with parents such as designing intra and extra curricular activities. The school principal motivates parents to support students in improving learning outcomes. Principals increase school committee participation. The principal of the school provides very adequate educational facilities. The following shows the atmosphere of learning in class, as follows;

“On 04-09-2021 at 09 met Mr. Halil as a teacher at SDN 2 Cakranegara. Mr. Hallil is teaching. counting subjects in the classroom the learning atmosphere is very encouraging. There were students making pazel pictures and there were those who were joking with their friends; among classrooms decorated with pictures as a medium for student learning” (O. 04.09.2021)

The partnership of school principals, teachers and parents/school committees has resulted in a collaboration to support quality improvement. The application of the partnership model in schools mutually supports the duties 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 a conscientious school can be used as a model or pilot for other schools. It is hoped that other schools will adopt a similar model as an effort to improve the quality of education in primary schools.

5. 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 school. Concrete steps taken by school principals to improve the quality of education are to form an education quality development team, create a work program to improve the competence of teachers and students and provide adequate learning infrastructure, and maximize the achievement of school quality manuals.

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 teacher's concrete steps in improving quality include increasing 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 school partners in improving education quality. 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 student development, providing independent study guidance to their children when at home, and being at the forefront of the development of extra-curricular activities in schools.

The partnership between school principals, teachers and parents/school committees has resulted in an ideal collaboration in supporting the improvement of education quality in the pandemic era. The partnership model developed by the school is by utilizing a forum for communication through the Class Forum. Communication between teachers, parents and the quality development team has been 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 for 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 the city of Mataram.

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