

School Partnership Management with the Community SDN in the District Wetlands North Banjarmasin

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Abstract

This research describes the management of school partnerships with the Banjarmasin City Elementary School community which is located in a wetland environment to improve student achievement, in line with the ULM Vision, namely the realization of a leading and competitive university in the wetland environment, especially in the field of education, with the dissemination of higher education science and technology. This research method is qualitative by exploring school and community partnership management data, including: (1) implementation of school and community partnership management, (2) the concept of the school partnership program, (3) obstacles to implementing the partnership program. The research setting was taken from two elementary schools in the wetland environment of North Banjarmasin, namely SDN Antasan Kecil Timur 1 and SDN Sungai Andai 4 Banjarmasin. These two schools have a number of advantages in the school partnership program. The research data source is the operationalization of management functions. The research results show that the implementation of school and community partnership management at SDN Banjarmasin Utara has been implemented by the principal together with the school community and has succeeded in overcoming obstacles that arise such as school funding, parent participation and the principal's managerial weaknesses. These obstacles are transformed into a superior school product, so that ultimately the quality of education can be improved by producing graduates who are superior and competitive. Principals of North Banjarmasin District Elementary Schools are expected to optimize the implementation of partnership management so that school goals can be achieved effectively and efficiently. Teachers can carry out tasks in line with the school's goals, making the school's vision, mission, goals and strategies the basis for action. It is hoped that future researchers will be able to research in more depth regarding partnership management in school institutions, so that schools gradually implement partnership management effectively and efficiently.

Keywords: management, partnerships, schools, communities.

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INTRODUCTION

Education is a shared responsibility between parents, society and the government. Based on this, education should not only be borne by one of these three elements. These three elements bear responsibility according to their respective duties and abilities (Ramly, 2015: 134). The community is expected to play a major role in educating morals, norms and ethics that are in accordance with religion and community agreements. Students study at school for a limited time, while most of the time is at home and in the community.

The influence of society on schools as social institutions is felt very strongly, and also influences the individuals within the school environment. The environment where the school is located is a complex

society, consisting of various levels of society that complement each other and are unique, as a result of the diverse cultural background dimensions. Because schools must be in the midst of society, like it or not, they must partner with the community (Wahjosumidjo, 2011:331).

The existence of a reciprocal partnership between the school and the community is a good opportunity to shape the school's image. School branding is a school's effort to differentiate one school from another. From this image, it is hoped that a message will enter or be recorded in someone's memory when they hear the name of a school mentioned in the many school discussions.

Schools that have a good image genetically only need maintenance, maintaining a good school culture and continuing to show a good image according to society's demands. Schools cannot remain silent and be satisfied with the advantages they provide, for example the school's location on the edge of a main road, which will one day be abandoned by the community due to the development of residential areas which tend to spread to the edge of the city. This has a positive impact on schools located on the edge of the city, such as SDN Antasan Kecil Timur 1 and SDN Sungai Andai 4 Banjarmasin. Both of these schools are located in the Wetland area of North Banjarmasin District which continues to take steps to shape the school's image.

Partnership with the community carried out with the aim of obtaining benefits and convenience for both parties. Therefore, if the community partnership is managed well, it will definitely produce a school partnership that is good for both. Law Number 20 of 2003 concerning the National Education System in Chapter Communities that organize independent education units must do their best and continue to comply with all guidelines, rules and curriculum set by the government. Meanwhile, community participation in government-organized education units can take the form of material, energy and thoughts. Now the community can participate in discussing educational issues, both academic and non-academic, and in the decision-making process regarding school development plans.

The common thread is in the context of efforts to involve community participation. There is something that is most fundamental in the above community involvement efforts, namely community partnership activities carried out by schools. Community partnership activities are very important to carry out in schools because apart from schools being in the midst of the community, schools also hold community partnership activities to establish pedagogical and sociological collaboration. Community partnership activities have great meaning for schools because these activities can stimulate active and positive community participation. Thanks to the school's agility in community partnership activities, it is not uncommon for various assistance to come, both material and moral support, so that the educational process at school runs smoothly.

The problems in this research are: (1) the implementation of school partnership management with the community, (1) the concept of the school partnership program and (3) the obstacles faced by schools in implementing the school partnership program. The purpose of this research is to describe the management of school partnerships with the community, the implementation of school partnership management with the community, school partnership programs, and the obstacles faced by schools, namely issues that may

become obstacles in implementing school partnership programs such as school funding, parent participation, and the principal's managerial abilities

RESEARCH METHODS

This research was conducted using descriptive-qualitative research methods, to describe facts of development implementation management of school partnerships with the community Wetland Elementary School in North Banjarmasin District in the field as it is. Qualitative research is one method for finding out real and specifically about what happens at a place where the symptoms to be investigated occur, the data related to this research was collected by means of field studies (Mardialis, 2004:24). Qualitative research is data about interest or class atmosphere and data relating to teacher activities in teaching and learning activities (Arikunto, 2010:20). A qualitative approach is meaningless without using support from qualitative data, but rather emphasizes the depth of formal thinking of researchers in answering the problems faced (Olfah, 2014: 90). Researchers are the main key instrument in expressing meaning and at the same time as a data collection tool. Researchers must also be involved in the lives of the people being studied to the extent of openness between both parties. Qualitative research, the presence of the researcher himself or the help of others is the main data collection tool (Moleong, 2008: 125).

The data source used as the unit of analysis in this research refers to procedures and techniques as recommended in the qualitative research paradigm, namely using the snowball sampling technique. The data sources consist of: (a.) Elements of the Banjarmasin City Education Service, in this case school supervisors, (b) Elements of Teachers and Heads of Wetland Elementary Schools in North Banjarmasin District, and the setting for this research was two superior elementary schools in North Banjarmasin, namely SDN Antasan Kecil Kecil 1 and SDN Sungai Andai 4 Banjarmasin.

The data collection techniques used in this research are: interviews, observation and documentation studies. Data collection methods are techniques or methods that can be used by researchers to collect data, and data collection instruments are tools selected and used by researchers in their data collection activities so that these activities become systematic and easier (Riduwan, 2004: 137).

The procedures and stages that must be followed when conducting qualitative research are as follows (Bagong, 2005: 170-163): Determining the research focus, determining the setting and research subject, data collection, data processing, and data analysis.

Table 1: Research Grid for Management of School Partnerships with Elementary School Communities in Wetlands, North Banjarmasin District

No.	Research Aspect	Indicator	Technique			Source	
			W	D	O	K.S	G
1	Implementation of school partnership management with the community, namely how the school involves school elements in implementing school partnership management with the community and	The parties involved in implementing school partnership management with the community	v	v	v	v	v
		Strategy in implementing school partnership management with the community	v	v	v	v	v
		The school's efforts to create a school image	v	v	v	v	v
		School information media	v	v	v	v	v
2	School partnership concept	The goal of the school partnership for both parties	v	v	v	v	v
		Stages of school partnership	v	v	v	v	v
		Forms of cooperation in school partnerships	v	v	v	v	v
		What partners offer	v	v	v	v	v
		Synchronize curriculum with partners	v	v	v	v	v
		Parties involved in school partnerships	v	v	v	v	v
		School partnerships in school strategic plans	v	v	v	v	v
		School partnership goals	v	v	v	v	v
3	Obstacles that may be faced in school partnerships	School funding	v	v	v	v	v
		Parent participation	v	v	v	v	v
		The principal's managerial abilities	v	v	v	v	v

The data analysis technique used is a descriptive technique by applying three steps, namely as follows: (1). Data reduction (2). Presentation of data and (3) Drawing conclusions

RESEARCH RESULT

The implementation of school partnership management with the community, elementary schools in North Banjarmasin District is carried out through a planned and organized implementation strategy, through management stages, namely:

Planning stages, this section is carried out in order to provide better results, so that the partnership program can run according to expectations if it has thorough preparation. This stage is carried out first, preceded by a needs analysis, the needs analysis stage is carried out by the school as the initiator of a partnership between the school and the community. Through the following steps: a) Analysis of the needs of family education programs in terms of students, parents/guardians, schools and the community. Carried out through opinion poll activities involving elements from the school, students and the community, b) Identification of partnerships that have been carried out previously between the school, parents/guardians and the community, so that they can be used as a reference for subsequent activities, c) Identification potential of parents/guardians, and the community as school partners, c) Find similarities in needs between students, parents/guardians, schools and communities as a good basis for starting a partnership, d) Based on the results of the needs analysis, design a program partnerships that will be implemented, e) Determine the partnership program that will be developed based on needs and priority scale.

Next is the second step prepare the partnership program action plan, based on the results of the needs analysis,

then design the partnership program which will be developed and prepared in the form of a Partnership Program Action Plan (RAPK). The preparation of the RAPK is carried out through the following steps: a) Hold a deliberation involving the school and the community/school committee, b) Formulate the objectives of the partnership that is built based on data and facts resulting from needs analysis and determining the priority scale. This formulation must be understood and agreed upon by all parties involved, c) Formulate partnership programs and activities that refer to the agreed partnership objectives, and d) Prepare a draft RAPK in a simple and easy to understand format. The format of the draft RAPK consists of background, formulation of partnership objectives, programs and activities.

Organizing stages, In this section, the partnership program can begin with activities packaged informally so that parents/guardians and the community feel comfortable and are motivated to participate actively. Organizational media that can be developed in schools include: first, community associations as parents/guardians at class level. a) socialize partnership programs and activities to all parents/guardians so that they can understand them and be inspired to participate actively, b) identify which parents/guardians are active and which are not for various reasons, so they can discuss with other parents/guardians who are active to find a solution, c) start partnership programs and activities and communicate with parents/guardians about student development, d) build communication so that there is harmony in a pattern of education, care, direction, motivation between the school and family/parents/guardians; and e) discussing to find solutions to various problems faced by students in learning, both the school and parents/guardians.

Next is the second step forming communication and information networks. This communication and information is the key to success in establishing partnerships between schools, families and communities. Therefore, it is necessary to design media that can be used as a communication network between the three parties, including: a) RAPK documents, b) liaison books between the school and parents/guardians; c) correspondence and/or letters, circulars, d) leaflets, booklets, banners, and others; and, e) social media: Facebook, short messages (SMS), Whatsapp, Twitter, pages, etc., f) face-to-face meetings between the school and parents/guardians, where meetings involve all parents/guardians, if any information that all parents/guardians need to know and meetings between teachers/homeroom teachers or the Principal and certain parents, if there is a special problem regarding a student.

Stages of implementing the partnership program, in this section, developing the capacity of the school community can be carried out using various steps as follows: a) discussion about the nature of educational partnerships involving expert sources, b) involvement of all components of the school community in preparing the RAPK, and c) socialization about partnerships within the school community.

Stages of supervision and evaluation, in this section: a) supervision of school and community partnership programs is an activity carried out in order to ensure the effectiveness of the implementation of family education programs in schools, and evaluation of partnership programs between schools and communities is carried out to determine the effectiveness of program implementation and partnerships towards achieving goals at the school level, community or school committee.

Monitoring and evaluation stages, The next stage is the monitoring and evaluation implementation stage. Monitoring is carried out to monitor the program implementation process from start to finish, followed by the evaluation stage at the end of the partnership program implementation. The type of evaluation used in this program is in the form of: a) observations related to learning designs that have been prepared in technical guidance activities, and b) observations of teaching practice activities based on character-based learning plans (RPP) that have been prepared. Evaluation of this activity is the partner's success in making the product as expected at the end of the stage. These products are in the form of character-based lesson plans and character-based scientific articles that have been published in scientific journals.

DISCUSSION

Implementation when starting a partnership has carried out the partnership stages in actions aimed at starting and implementing the partnership. Starting this partnership initiative is because various parties have an interest in elementary school education. Partnership initiatives can come from schools, government, society, the business world or business entities or from

institutions or organizations, starting with conducting a needs analysis. In accordance with the opinion of the Syahbandar (2021), at this stage, the necessary needs analysis has also begun to be carried out in order to provide an overview of the program that is relevant to partners and to understand the needs of the partnership that will be built at each level of the partnership.

The formal partnership has explained in detail the school profile and important related information. Express what our goals are in establishing a partnership with the institution in question. By including complete information in the official proposal document, potential partners will assess our seriousness in establishing collaboration. So don't let this matter be ignored.

Primary School education partnership hearings are a partnership program stage of meetings or dialogue related to the proposed partnership program. Hearings are carried out through open, genuine dialogue between parties in the meeting forum. Follow-up of the hearing process carried out to find out the proposed partnership program. Sharpening the partnership program can be done through preparing a Program Plan together with partners in the form of a scope concept for activities and matters relating to the partnership program. This stage is also an activity carried out to document agreements with partners.

Schools need to establish good relations with the community. This is very necessary for schools to help the success of school programs. In accordance with the opinion of Mustadi, Zubaidah, & Sumardi, (2016) explained that considering the important role of school committees in efforts to improve the quality of learning.

In a formal partnership, at this stage there is an approval process, negotiations and the signing of an MoU. "MoU (Memorandum of Understanding) or memorandum of understanding/memorandum of understanding/cooperation agreement is the umbrella for the cooperation that will be implemented. In accordance with Cahyani's opinion, (2020) the components that need to be in a cooperation document are identity, program, background, aims and objectives, place and time, scope of cooperation, articles of agreement, responsibilities and obligations, settlement procedures problem, other provisions, as well as the signatures of both parties." The MoU must really pay attention to legal aspects. It is recommended that all MoUs made be consulted with legal experts at their respective institutions. A cooperation script in a partnership can be formulated by each party to find common ground agreed upon by both parties.

The stages of organizing a partnership program are the process of determining, grouping and arranging the various activities needed to achieve the objectives of the partnership program, assigning people to each activity, providing the necessary tools, determining

authority that is relatively delegated to each individual who will carry out these activities. This is in accordance with the opinion of Yuniarti (2016) who stated that the partnership pattern is slowly being directed towards formal forms of activity.

The monitoring and evaluation stage partners collaborate with the proposer in supporting the implementation of technical guidance related to the preparation of the RPP. In accordance with Zainuddin's opinion, (2019) states that partners are tasked with coordinating, promoting and collecting data on participants who will take part in guidance.

CONCLUSION

The implementation of school and community partnership management at SDN Banjarmasin Utara has been carried out by the Principal, but the implementation is not yet optimal. However, despite this, the superior school at SDN Banjarmasin Utara has succeeded in overcoming the obstacles that have arisen by turning threats and weaknesses into strengths and opportunities. These obstacles are transformed into a superior school product, so that ultimately the quality of education can be improved by producing graduates who are superior and competitive.

The Principal of the North Banjarmasin District School is expected to be able to optimize the implementation of school and community partnership management, so that the school's expected goals can be achieved effectively and efficiently. Teachers can guide students towards achieving school goals, by making the school's vision, mission, goals and strategies the basis for action. As for future researchers, it is hoped that they can research in more depth the effectiveness of school and community partnership management in school institutions, so that it is hoped that all school institutions will gradually implement school and community partnership management effectively and efficiently.

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