School Family Partnerships Model in the Three Schools of Indonesia

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Abstract:

Implementation education in school will held well if it can cooperate with family and community. Through this collaboration schools can take advantage and can utilize the potential that exists in families and communities in achieving the goals of education in schools. This study aims to look at a model of collaboration between schools and families in three schools in Indonesia who have received an award from the government as a School of Family Friends in 2017. The study involved the participants of principal, parents and students. The research employed case study as a methodology with multiple data collection. The results show that the school has implemented cooperated strategies with family and community. This study is expected to provide an overview and motivate other schools in Indonesia in particular and the world in general to be able to utilize the family as a source of learning and partners in achieving educational goals in school.

Keywords: school, family, partnership, collaboration

A. INTRODUCTION

Education is a shared responsibility between the school, family and the Community. The success of education in a society if the three components can work together and support each other in the implementation of education.

Family Involvement in the Implementation of Education according to Permendikbud 30 of 2017 Article 2 are: increase awareness and joint responsibility between the Education Unit, Family, and Society for the Implementation of Education; encourage Strengthening of Children's Character Education; increase family awareness of children's education; building synergy between the Education, Family and Community Unit; and creating an environment of education units that is safe, comfortable, and fun. (Pendidikan, Kebudayaan, & Indonesia, 2017)

Research has shown that collaboration between educational institutions, teachers and families can influence pupils' and students' academic achievements, social development and sense of wellbeing in all levels of Education. (Martijn, T. Willemse; Thompson, Ian; Vanderlinde, Ruben; Mutton, 2018) School-family-community partnerships are collaborative and mutual relationships among school personnel, families, and community volunteers and organizations such as universities, businesses, religious organizations, libraries, and mental health and social service agencies. (Bryan, Julia; Henry, 2012). Clarke, Sheridan, and Woods (2010) outline three key elements for healthy family–school relationships: trust, sensitivity, and equality. (Jones, 2013)

School as a formal educational institution has a very strategic role to prepare students to gain educational experiences and learning experiences in order to achieve maturity and create certain skills needed in their lives in the future. Education in the community also provides important contributions in order to support the implementation of education in schools and in families. While education in the family is a basic education for an individual to gain experience and emotional development and mental development and development of cognition from the beginning of birth until the child grows up in their own familia. In structural and formal school education the implementation of education

is carried out in a programmed manner with a curriculum that has been determined by the central and local government as well as local curriculum that is considered important and beneficial to people's lives and the most important thing is the lives of students.

The success of education in schools is not only determined by the teacher and also other education personnel in the school but also determined by the participation of students and parents or family. Parent–school engagement has become a goal of education policy reforms around the world and is seen as a critical factor in children's educational success. While the factors that impact on parent–school engagement are complex and varied, there is widespread acknowledgement that teachers play a significant role in the relationships between home and school.(Mandarakas, 2014). Here is where the importance of parents in supporting children's activities in school activities that are important for development social emotional students. School participation or support for the family or conversely. Family support for the school will make good synergy between the two parties so that the education that occurs in the school will be inherent and in line with the education in the family.

The relationship of parents or family to school activities can be carried out with parental activities to help students at home doing things in achieving the competencies of students who are done with help or worked with parents. Such as tasks or exercises needed for children can achieve more understanding in one subject or one particular skill. Parental support for schools can also be given in the form of time-power thinking contributions as well as material that can support school activities.

On several occasions parents can also be speakers or teachers or experts who can convey experiences as professionals in their respective fields in classrooms or in school spaces that are listened to by students at the school. Parents also can collaborate through parent and teacher associations or school Committee. Parent Teachers Association in designing and implementing activities that can involve parents of student teachers to carry out a joint activity that is beneficial for children and schools. such activities are for

example parents by doing Parenting seminars, conducting social activities such as social donations, social circumcisions, mass circumcisions, visits to orphanages and others.

The principal also has an important role in implementing good cooperation between the family and the school. The principal's policies greatly influence the pattern and form of collaboration between the school and family. The Principal's who have a good social life so it is easier to cooperate with the family, thr principal's policies that encourage parental involvement in the education process in schools. Strong leaders know that effectively engaging parents and families in the education of their children may be the most powerful component in successful school reform (National PTA, 1997; U.S. Department of Education, 1996; Dianda &McLaren, 1996).(Brown University, 2008)

B. RESEARCH METHODS

This research was conducted by descriptive method. Researchers explain the implementation of partnerships between schools and families in three schools. Research held on July 2019 - February 2020.

To collect data, researchers used the method of observation, study documentation and written interviews. The informants interviewed included the principal, deputy headmaster, teacher / staff, students, parents/ PTAs and alumni. The total respondens are 52 respondens.

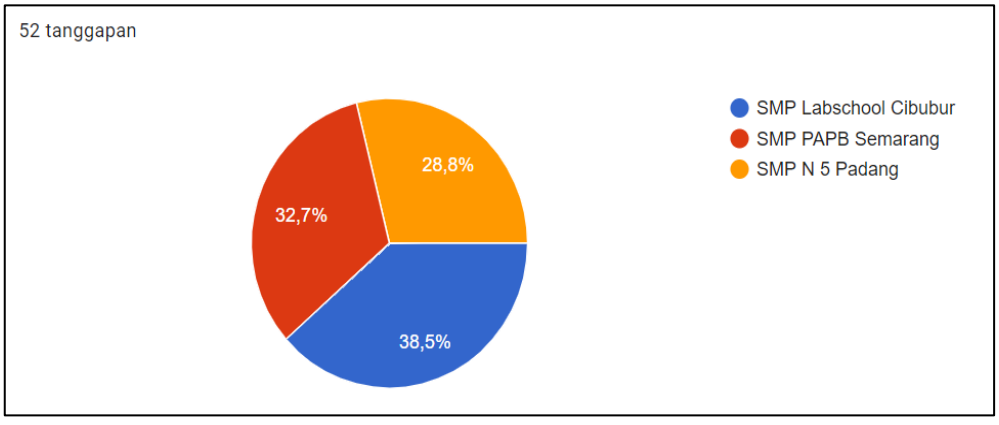


Diagram 1: respondent data

C. PARTNERSHIP MODEL

Family-school partnerships are distinct from parent involvement models. We define family-school partnerships as child-focused approaches wherein families and professionals cooperate, coordinate, and collaborate to enhance opportunities and success for children and adolescents across social, emotional, behavioral, and academic domains (Albright & Weissberg, 2010; Downer & Myers, 2010; Lines, Miller, & Arthur-Stanley, 2010).(Elizabeth Moorman Kim, Michael J. Coutts, Shannon R. Holmes & Sheridan, Kelly A. Ransom, Tara M. Sjuts, 2012)

Successful partnerships are intentionally infused with the principles of democratic collaboration; student, family, and community empowerment; social justice; and strengths focus (Bryan, 2005, 2009; Bryan & Henry, 2008; Nelson, Prillelten- sky, & MacGillivary, 2001) (Bryan, Julia; Henry, 2012)

The model of collaboration between schools and families is very diverse depending on the respective schools. This paper will present three models implemented by schools as winners of family schools partnership. The school are the Junior High School (SMP) Labschool Cibubur West Java, Junior High School (SMP) PAPB Semarang Central Java and Jnior High School (SMP) N 5 Padang. Thes schools has received an award from the government of Indonesia as a school a family friend (family school partnership) in 2017.

The government of Indonesia gave awards to three schools with different backgrounds. The first private schools, second public schools and the third private schools with religious backgrounds.

1. Junior High School (SMP) Labschool Cibubur

SMP Labschool Cibubur is a private school that was established in 2011, this school is located in Bekasi City, West Java. The principal is Mr Mokh. Taufiq, M.Pd. Since the establishment of this school has invited parents to be able to participate in school activities. parental participation is done through direct participation or through parent

organizations called POMG (Persatuan Orangtua Murid dan Guru) or Parent Teacher Association (PTA). POMG 70 peoples with the chairman Mrs. Prihati Huru. POMG selected from existing class representatives and the management will serve for one year.

Parent participation in school activities includes assisting students in Labscare activities, to become teachers in schools, holding social services with OSIS (student Body), holding seminars for parents and students, helping performing arts events and sports competitions as well as supporting funding Students learn in other Countries. Parents also POMG pay dues of IDR 250,000 annually.

This school has 22 varieties of extracurricular activities offered to all students there are one compulsory extracurricular and 21 extracurricular options for students. This school also have native teachers from United Kingdom (UK).

SMP Labschool Cibubur has many achievements, both local, national and international. These achievements include basketball, futsal, tennis, traditional dance, archery, horse riding, and national science olympiad. International achievements in traditional dance and music in international folklore in Turkey, Russia, Spain Catalonia, Viena, Czechoslovakia, Barcelona Spain. The school was also awarded as the best headmaster of the Bekasi City and West Java provinces in 2015

2. Junior High School (SMP) N 5 Padang

Junior High School (SMP) 5 Padang is a public school located in Padang Timur sub-district, Padang City, West Sumatra. This school has 46 teachers and 399 students. The principal is Mr Junaedi, this school has a school committee of 13 people with the chairman Mr. Dasman. The school committee members are from community leaders, parents and teachers. Parental support for schools is very good in order to create better quality schools, support in the form of facilities and infrastructure support, financial support, thought and attention support to school.

Parental involvement in school activities is quite a lot, such as forming a class association, beautifying the class, and supporting school programs in terms of creating a learning atmosphere at home from 6:00 to 8:00 p.m.

Parents also support school activities such as art activities, scouts and extracurricular activities.

School committees are a place for parents to support and facilitate schools in lively achievements. A school committee of 13 peoples was democratically elected by representatives of parents and served for 3 years. The school committee is a school partner. In implementing the organization, the school committee does not withdraw contributions from parents.

Good cooperation between school and family and the committee, making this school have many achievements in various fields, such as Scouts, Choirs, Reading Poetry, Making songs, and others. National level school achievements have been achieved such as exemplary teacher, journalistic family friendship school.

3. Junior High School (SMP) PAPB Semarang

PAPB Semarang Middle School is a private school that has religious characteristics, namely Islam. The school was founded by a study association held every Sunday. The school is located on Jalan Panda Barat number 44 Palebon Pedurungan Semarang, Central Java. 50199. This school was founded in 2004 by the community and headed by Mr. Ramelan S.H., M.H. This school has a school committee of 44 people with the chairman Mrs. Yayuk SW, S. S.T., M.Kes.

This school has a variety of extracurricular activities offered to all students there are two compulsory extracurriculars and 12 extracurricular options for students. In certain times this school also brings in overseas teachers with the support of parents and outside school institutions who have concern with this school. According to the school principal, Mr. Ramelan, S.H., M.H. that children's education is a shared responsibility between parents and in the environment and the school. The school must embrace parents and involve them in various activities in the school. Involving these parents

aiming to establish friendship and communication between the school and parental. Parents invited get involved directly in order to get to know school more closely and understand school programs especially in mentoring their children when at Home. So there is understanding and continuity between what the school expects and follow-up What parents do at home activities.

Involving parents among others are:

- Deliver the child on the first day of school
- Following the school program socialization at the beginning of the school year for grades 7 and 9.
- Consultation and communication with the school through homeroom teacher and BK teacher in solving children's problem.
- Participating in group members on social media with homerooms teachers.
- Forming a class POSG (Parent Teacher Association) administrators and school POSG
- Participate in the competition at school
- Mutual cooperation to decorate the class
- market day activities
- Be an inspirational class speaker
- Attend school activities in commemoration of religious holidays and national holidays
- Take part in the Sunday morning recitation together
- Become a guest of the international cartoon festival
- participate in the utilization of household waste
- participate in collecting assistance for natural disasters
- participate in the RI Anniversary competition
- year-end farewell.

General description of the three schools related to school and parent collaboration is:

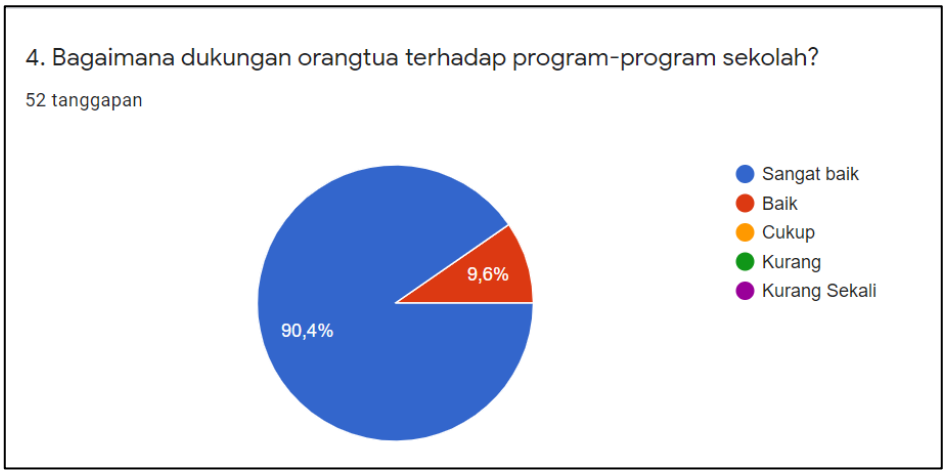
Table 1: a model from 3 schools

No	Component	SMP Labschool Cibubur	SMP N 5 Padang	SMP PAPB Semarang
1	Parent participation in school	Yes	Yes	Yes
2	Participation in funds, thoughts, time and energy	Yes	Yes	Yes
3	Name of Parent association	POMG	Komite Sekolah	POSG
4	Term of Office	1 year	3 years	1 years
5	Selection of PTA administrators	Representatives of parents and teachers	Representatives of parents and teachers	Representatives of parents and teachers
6	Number of administrators PTA	70 from 694 student	13 from 399 student	44 from 403 student
7	Management Components PTA	Parents and teachers	Parents and teachers	Parents, teachers and community leaders
8	Programs in a year	36 programs	About 15 programs	24 programs

9	PTA annual contributions	Rp 250.000	-	Rp 125.000
10	Status of school	Private	Public school	Privat
11	Alumny	support	Support	Support

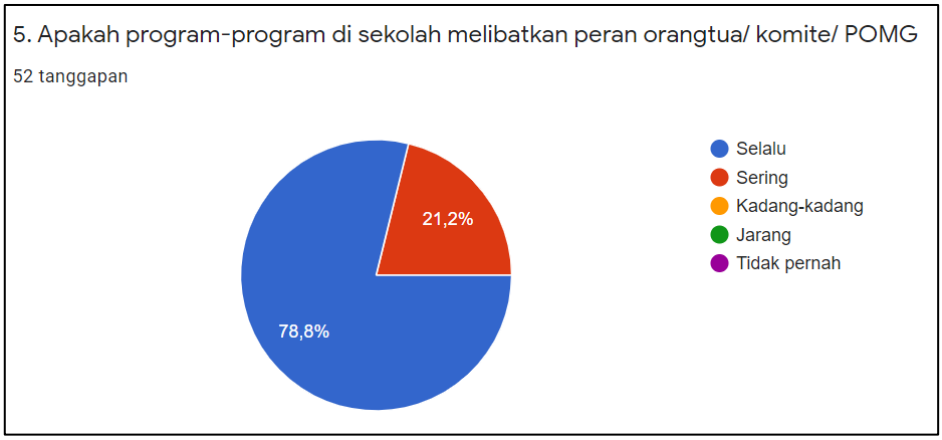
Based on the results of interviews with existing respondents, it can be said that parental support for schools is very good 90,4% and good 9,5%, it can be shown that in the diagram below.

Diagram 1: Parent support



When asked whether programs in schools involve the role of parents / committees / PTAs, it turns out that many school programs involve parents. 78,8% answered always and 21,2% answered often. It can be shown that in the diagram below.

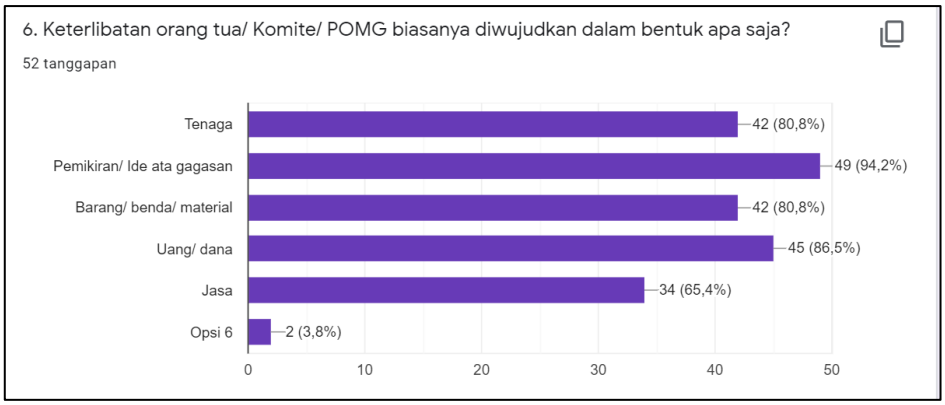
Diagram 2: Parents always support



The involvement of parents / committees / PTAs in school activities is usually manifested in the form of thoughts / ideas 94.2%, money / funds 86.5%, goods / materials 80.8%, physical / energy 80.8% and services 65.4%.

It can be shown that in the table below.

Table2: embodiment of parental participation



D. CONCLUSION

The results of the study showed that the partnership between schools and parents was very good in these three schools. Although in a different form and manner. The existence of this partnership turned out to provide great benefits both for schools, students and parents. Schools will also be easier to implement their programs, and

schools will gain more achievements in both academic and non-academic fields. Besides this, the existence of a good partnership will provide students comfort in learning and comfort of parents in sending their children to school.

So that this good partnership should always be developed and realized in every school, so that the quality of education in schools will improve. In the end the quality of education in Indonesia will also increase.

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