

The Positive Impact of Collaboration: Best Practices in Managing School and Community Relations in Primary Schools

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Abstract

This article examines the positive impact of collaboration in managing school-community relations at the elementary school level. The research method used is the literature study method, in which various relevant literature sources are used as a basis for evaluating best practices in managing school-community relations. This study reveals that effective collaboration between schools and communities can have a significant positive impact on improving the quality of education in primary schools. Best practices in managing this relationship involve the active participation of parents, guardians of students, the surrounding community, and related institutions in an effort to improve student learning experiences. This article also highlights some of the challenges that may arise in managing school and community relations, such as cultural differences, lack of resources, and mismatch of expectations between the parties involved. However, through an inclusive approach, mutual understanding and shared commitment, these challenges can be overcome. By applying best practices in managing school-community relations, it is hoped that primary schools can create a better learning environment, improve student achievement, and prepare them to face future challenges.

Keywords: Education, Collaboration, Management.



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INTRODUCTION

Schools are social institutions organized by the community which have a very important role in creating an optimal educational environment for the community as well. So, it is a must for schools and communities to collaborate so that the community can directly benefit from the collaboration itself. This is also useful so that schools can maximize the resources that exist in the community. The higher the public's knowledge about the education of their children, the higher the quality of education in Indonesia, especially at the Elementary School (SD) level. However, besides all that. However, besides all that it is important to adopt a critical approach in analyzing the positive impact of this collaboration. In this context, it is not enough just to extol collaboration as a practice that is supposed to improve the quality of education. Instead, we need to critically analyze how this collaboration can concretely and effectively influence student development, the role of parents, the management of resources, and the relationship between school and society. According to leading researchers, parental involvement can have a positive impact on student outcomes, including academic achievement, learning motivation and reducing absenteeism and dropout rates (Henderson & Mapp, 2002; Jeynes, 2011).

RESEARCH METHODS

The method used in this study uses literature and interviews, where researchers collect information relevant to the topic raised from various sources including news or forums. The research method used is the literature study method, in which various relevant literature sources are used as a basis for evaluating best practices in managing school-community relations. This study reveals that effective collaboration between schools and communities can

have a significant positive impact on improving the quality of education in primary schools.

RESEARCH RESULTS AND DISCUSSION

Collaboration Between Schools and Communities Can Improve the Quality of Education in Elementary Schools

There are several collaborations between schools and also the community which can certainly improve the quality of education in elementary schools, among others:

1. Increasing parental support and participation. Education is the responsibility of parents and society, not only the government. In the Constitution concerning the National Education System Number 2 of 1989 Chapter 1 Article 1 states that "Supporters and supporters of the implementation of education are manifested as personnel, facilities, and infrastructure available and utilized by families, communities, students and the government, both individually nor together." From this statement there is a message that the role of society and parents is very important in education because it aims to utilize the existing abilities of parents and society to realize educational goals, especially in the era of school autonomy. In addition, the success of a child's education does not only depend on the process of education and learning at school but is also determined by the circumstances or environment of the family and community. That is why education is the responsibility of schools, families and communities (Depdiknas, 2007:6). Cooperation established by the school with parents of students requires good leadership or management. By managing the cooperative relationship between schools and parents, schools can be properly designed and controlled so that the goals set will be achieved and carried out. Hidayatullah (2012) reveals that we recognize three types in the concept of educational environment, namely the environment experienced by students simultaneously, including the family environment, school and surrounding community. Therefore schools need to inform about all practices and habits in schools to parents/guardians of students and the surrounding community.
2. Local community involvement. Public awareness as well as the role of external communities who are aware of the importance of education need to be supported to educate and encourage children to learn with enthusiasm. Various movements centered on education have emerged in Indonesia. The movement varies only based on the scope and national dimensions in the home environment, including the existence of the Indonesian Teaching Community. The community is a community on a national scale that has the belief that a good education will certainly produce new leaders who will have an impact on a better nation. The community serves an elementary school in a remote village for a period of one year. The teachers in the community were not taken carelessly, but had to go through various stages of selection. The existence of this community is expected to advance education in Indonesia.
3. Provision of resources and facilities. Education, of course, will involve several interrelated factors that also directly determine the success of learning and the success of education. There are several factors in the education process in schools, namely the existence of students, teachers, curriculum, educational facilities and teaching and learning processes as a bridge of all educational activities. Educational goals will be achieved if schools can manage and utilize these factors to the fullest, one of which is educational facilities that are useful for the teaching and learning process. Facilities are anything that can facilitate and expedite the implementation of a business. Facilities in education are the infrastructure needed in carrying out educational activities (Waveningrum (2000: 4). Educational facilities are one of the components in the learning process. Educational facilities are tools that are often used by every teacher in carrying out learning to achieve these learning goals The existence of educational facilities can determine the success of the teaching and learning process.

4. Empowerment of teachers and educators. Empowerment is an activity to empower humans through change as well as human development itself. These changes and developments include capability, trust, authority, and responsibility in organizational activities to improve performance. In the world of education, empowerment is a very practical and productive way to achieve the best results from school principals (leaders), teachers and staff. As part of school resources, teachers play an important role in improving the quality of education. as much as possible to achieve the expectations and goals of the training. Sukmadinata (1997) states that the main task of the teacher is to create an environment that encourages productive interactions between students and provides the necessary learning experiences. These activities and the environment are planned in learning, which includes parts namely specific objectives, teaching materials, learning strategies, media and learning resources, as well as evaluation of learning outcomes. Teacher empowerment improves students' attitudes and skills, teacher empowerment is the process of enabling teachers to think about whether teaching methods are good or not, then able to make their own decisions to solve teaching problems they face in class, so they can work more effectively and better.

The Long-Term Impact of Successful Collaboration Between Schools and Communities in Managing Relationships in Elementary Schools

In the long term, the first impact of this strong collaboration between schools and the community is to improve the quality of education. In the long term, improving the quality of education is the main impact of close cooperation between schools and communities. When schools and communities work together effectively, they can complement and enrich one another's learning processes. Here are some ways close collaboration can improve the quality of education. Through partnerships with the community, schools can access additional resources that may not be available directly in the school environment. For example, engaging community members with specific skills or knowledge can add value to student learning. Working with the community can also help schools understand community educational needs and expectations.

With this understanding, curricula and teaching can be designed to be more relevant to students' real lives, so that students can relate learning to the contexts they experience everyday. In addition, parents who are actively involved are more likely to support their children's learning at home, monitor their progress, and work with schools to achieve shared educational goals. Close collaboration can help create a positive and inclusive learning environment in schools. By involving the community, schools can build mutually supportive relationships among all stakeholders, create a safe atmosphere, and build strong social bonds between students, parents, teachers and other members of the community. Through effective collaboration, schools and communities can work together to increase student engagement and achievement.

Support and encouragement from both parties can have a positive impact on students' learning motivation, inspiring them to reach their full potential. By involving the community in curriculum design, schools can better understand the local context and student needs. This allows instruction to better align with students' experiences, interests, and needs, thereby reinforcing students' sense of relevance and connection to learning. This allows schools to tailor curricula to the needs and expectations of society regarding academic and life excellence. For example, involving industry representatives or professional bodies in curriculum development can help ensure that students acquire knowledge and skills relevant to the needs of the world of work. Collaboration with the community helps schools to identify the skills and competencies desired by the community. This enables the development of curricula that focus on learning

21st century skills, such as communication skills, collaboration, problem solving, and digital skills. A curriculum that is relevant to the needs of society helps students prepare themselves for a dynamic and competitive future.

Through open communication, mutual understanding, and mutual respect, this relationship becomes deeper and more trusting. In the context of continuous collaboration, schools and communities support each other, create a positive climate and support student growth. Ongoing collaboration also involves the active participation of all stakeholders. Schools involve parents in decision making, school programs, and activities involving students. The community participates in supporting school activities, provides suggestions, and contributes with the resources they have. Through continuous collaboration, both parties feel they have an important role in education, and this strengthens their shared commitment to achieving educational excellence.

This ongoing relationship provides broad benefits for all parties involved. Schools can get valuable advice and input from the community, expand resource networks, and increase positive influence in the community. Parents feel more involved in their children's education, have open channels of communication with schools, and feel heard in educational decision-making. Society as a whole also benefits, because quality education in primary schools provides a strong foundation for the development of the whole school community and society. Overall, the ongoing collaboration between schools and communities creates a mutually supportive and sustainable educational environment. The close relationship and cooperation that exists provides a solid foundation to face challenges and achieve higher education goals. By continuing to strengthen these relationships, schools and communities can continue their joint efforts to improve education, shape a better future for students, and create positive change in the community.

Obstacles or Challenges That Might Arise in Implementing Collaborative Practices Between Schools and Communities in Elementary Schools

Lack of community understanding about education and also school understanding of what and how to manage school-community relations that must be built. Lack of communication between schools and community members resulted in one-way communication between schools and community members/legal guardians of students, and in the end the school did not know what the community wanted. Quality communication between schools and the community is very important for management success. When the relationship between the school and the community runs harmoniously and dynamically, the education and teaching process in schools is expected to be able to achieve the desired vision and mission. Because school services are of a higher quality and are more based on social needs and demands. Primary schools often have limited resources, whether in terms of staff, budget or equipment. This limitation can affect the school's ability to involve the community actively in educational activities. Without adequate resources, it will be difficult to build strong relationships with communities.

CONCLUSION

Best practices in managing this relationship involve the active participation of parents, guardians of students, the surrounding community, and related institutions in an effort to improve student learning experiences. This article also highlights some of the challenges that may arise in managing school and community relations, such as cultural differences, lack of resources, and mismatch of expectations between the parties involved. However, through an

inclusive approach, mutual understanding and shared commitment, these challenges can be overcome. By applying best practices in managing school-community relations, it is hoped that primary schools can create a better learning environment, improve student achievement, and prepare them to face future challenges.

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