School-Parent Partnership Model: A Multi-Site Study at TK Negeri Pembina Inti in Central and East Banjarmasin

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ABSTRACT: This research aims to analyze and describe the model of school-parent partnership. Data collection was conducted through observation, interviews, and document studies, analyzed using Miles & Huberman's model through single-site data analysis and cross-site data analysis, including data collection, data presentation, data reduction, conclusion, and verification. The results show: (1) The school-parent partnership model involves parenting activities, active communication, volunteering, aligning education at school and at home, and collaborating with the community. (2) Partnership model strategies include orientation or foundation class periods, ensuring annual school programs involve parents, forming school committees, and maintaining active communication. (3) Parental involvement strategies include participation in deliberation meetings, accompanying learning activities at school and at home, contributing to financial matters, providing assistance in labor, thoughts, or skills, and actively participating in projects and theme peaks. (4) Teacher involvement strategies include holding regular meetings, creating parent groups per class, using communication notebooks, maintaining active communication, and conducting home visits. Thus, the recommendations given are as follows: (1) Early childhood education institutions should design partnership programs to improve education quality. (2) Parents should actively support their children's learning at both school and home. (3) Teachers should actively contribute to implementing planned programs at institutions.

KEYWORDS: Partnership model, partnership strategies, parental involvement strategies, teacher involvement strategies

INTRODUCTION

The school-parent partnership is a crucial aspect of education, involving the collaboration of three entities responsible for education: family, school, and the community. Parental involvement is especially vital in early childhood education, where parents play an active role in a child's development. Given that parents are actively involved almost 24 hours a day in various aspects of a child's life, including education, parenting, and daily activities, their engagement is essential.

Early childhood is a critical period for a child's development, with rapid brain development reaching 80% of adult size during this golden age (Pratama, 2022). The functional growth of nerve cells requires supportive educational situations in school, family, and the community (Suharti, 2018). This underscores the importance of early childhood education, as it positively impacts a child's holistic development, including cognitive, affective, and physical motor skills. Both parents and early childhood education units need to understand that education cannot be solely entrusted to one party for the harmonious and continuous integration of education in early childhood education units with parenting at home to support optimal child development (Aprianti, 2019).

In Indonesia, since 1935, Ki Hajar Dewantara has emphasized that family, educational units, and the community are the tri-centered foundation of education. A good partnership among these three centers is expected to create an educational environment that fosters children's character and academic success (Rahimah, 2021).

According to the Ministry of Education and Culture (Kemendikbud, 2022), Quality Early Childhood Education consists of four service elements, one of which is establishing partnerships with parents. Given the relatively short duration of activities in early childhood education units compared to the time children spend with parents or guardians at home, it is essential to establish a partnership between early childhood education units and parents or guardians. Parental involvement in a child's education benefits the child, the school, and the parents themselves (De Gomes, 2017). Teachers in preschool or playgroup institutions optimize the development of students in only about 2 to 3 hours, while parents or families at home have about 21 to 22 hours per day to optimize a child's growth and development.

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This disparity in time spent with parents or guardians at home emphasizes the need for teachers to cooperate through partnership programs with parents, family, or guardians of students to optimize a child's growth and development. Each early childhood education unit develops partnerships with parents in its own way, emphasizing collaboration as a mutually beneficial relationship that places both parties on an equal footing, regardless of social status (Herlina, 2020). The partnership is based on cooperation through a spirit of mutual assistance, trust, and respect, prioritizing the child's interests as the basis for decision-making (Hafidzi, 2018).

Partnership is defined as collaboration, cooperation, working together, or a relationship between partnership institutions as an idea of mutual collaboration and reciprocal relationships (Robingatin, 2019). Meanwhile, according to Yusuf et al., (2022) partnership involves various arrangements with specific goals, members, duration, structure, and procedures. This aligns with Fatchurrohman (2018) view that partnership exists for common goals, process arrangements, shared rights, resources, and responsibilities to improve service quality, equality, and trust. In the context of early childhood education, the idea of partnership is interpreted as collaboration among various early childhood professionals, such as families and communities, with the goal of supporting children's learning and development, with a structure, duration, and procedure to make the partnership work effectively (Kambouri et al., 2022).

This is in line with Achmad's (2023) statement that "partnership is the process of seeking/realizing mutually beneficial forms of togetherness and voluntarily educating each other to achieve common interests," meaning that partnership is a process of finding and realizing mutually beneficial forms of togetherness, educating each other for mutual benefits and achieving common interests. According to (Achmad, 2023) "parents/guardians/family are a partnership factor that aims to create a pleasant learning environment at home and encourage the development of children's achievements." In other words, the formation of a partnership is one way to create a comfortable and enjoyable learning environment for children at home and at school to promote their growth and development.

Suriansyah (2015) states that quality education requires the availability of professional teacher and education staff services. The school's capacity to collaborate and involve parents or the community in learning is one indicator of professionalism (Suriansyah, 2014). It is also the right and obligation of parents to have the opportunity for their children to learn and obtain information about everything the school does regarding their child's learning process and experiences through parental involvement activities. Parental participation in managing early childhood education programs is evident during meetings, their participation in expressing opinions, and their involvement in monitoring and evaluating activities.

During the initial interviews conducted at the TK Negeri Pembina Inti East Banjarmasin and TK Negeri Pembina Central Banjarmasin, the researchers found a systematically managed partnership between the school and parents. With various partnership activities taking place in each early childhood education institution, it is essential to conduct research with the title "School-Parent Partnership Model: A Multi-Site Study at TK Negeri Pembina Inti in Central and East Banjarmasin."

METHODS

This research was conducted through a qualitative descriptive method by observing, analyzing, and describing the model of school-parent partnership, with a multi-site study type in Public Kindergartens (TK Negeri Pembina Inti) in Central and East Banjarmasin. According to Bogdan and Taylor, qualitative approach is a research procedure or method that produces descriptive data in the form of written or spoken words from a group of people and behaviors that have been predetermined for observation (Moleong, 2017). Through this approach, it is expected to present the actuality, reality, and perceptions of the research targets without being tainted by formal measurement. As explained by Wolf and Tymitz in (Moleong, 2017), understanding the actuality, social reality, and human perceptions without being influenced by formal measurement or pre-formed questions. The data collection was then carried out through observation, interviews, and document studies with single-site data analysis and cross-site data analysis techniques.

RESULTS

The results of the single-site data analysis and cross-site data analysis through observation, interviews, and document studies using the Miles & Huberman model can be seen in the following model:
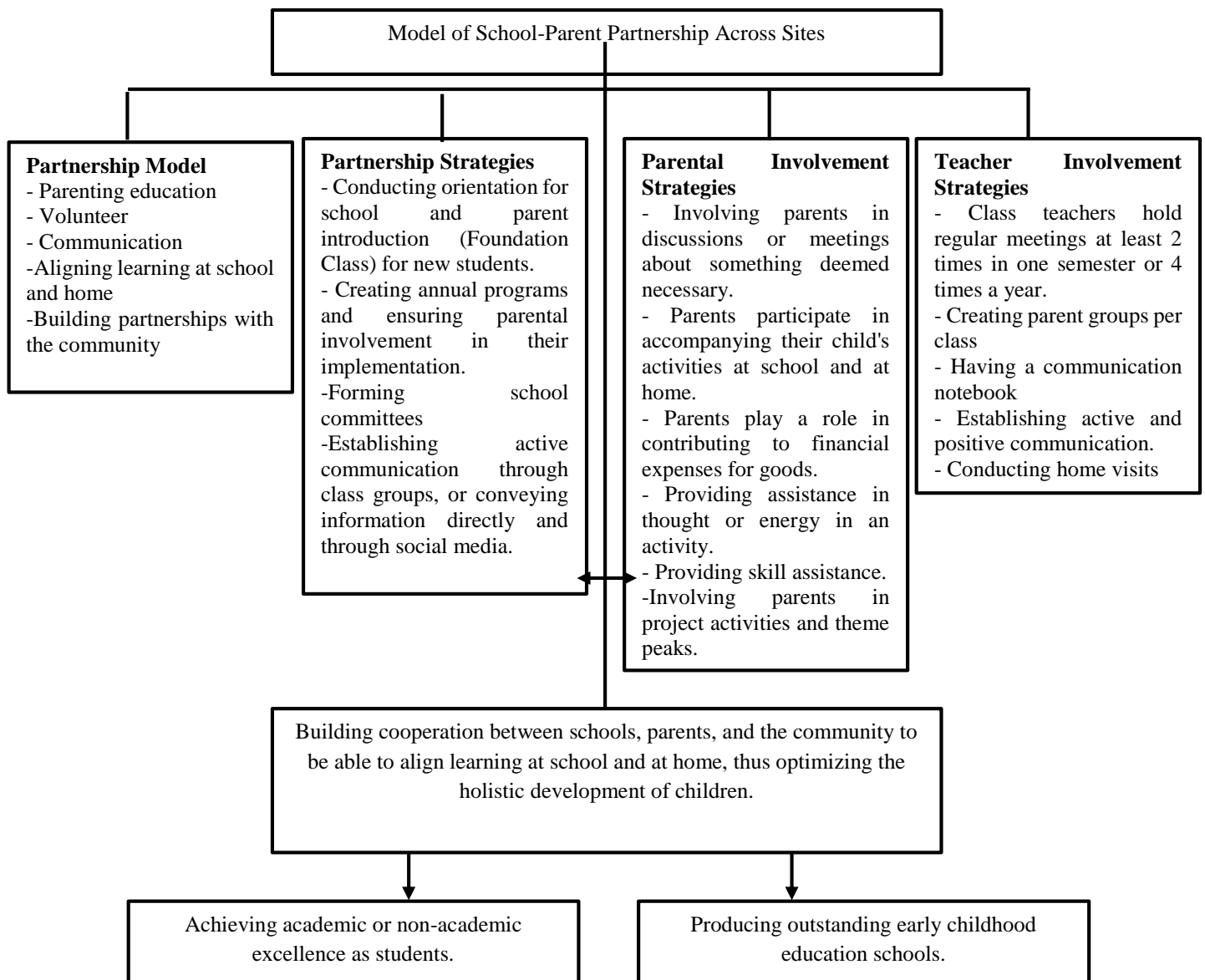
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Figure 1.1 School-Parent Partnership Model Across Sites

The figure contains the following boxes:

Model of School-Parent Partnership Across Sites

Partnership Model
- Parenting education
- Volunteer
- Communication
- Aligning learning at school and home
- Building partnerships with the community

Partnership Strategies
- Conducting orientation for school and parent introduction (Foundation Class) for new students.
- Creating annual programs and ensuring parental involvement in their implementation.
- Forming school committees
- Establishing active communication through class groups, or conveying information directly and through social media.

Parental Involvement Strategies
- Involving parents in discussions or meetings about something deemed necessary.
- Parents participate in accompanying their child's activities at school and at home.
- Parents play a role in contributing to financial expenses for goods.
- Providing assistance in thought or energy in an activity.
- Providing skill assistance.
- Involving parents in project activities and theme peaks.

Teacher Involvement Strategies
- Class teachers hold regular meetings at least 2 times in one semester or 4 times a year.
- Creating parent groups per class
- Having a communication notebook
- Establishing active and positive communication.
- Conducting home visits

Building cooperation between schools, parents, and the community to be able to align learning at school and at home, thus optimizing the holistic development of children.

Achieving academic or non-academic excellence as students.

Producing outstanding early childhood education schools.

DISCUSSION

A. School-Parent Partnership Model

1. Parenting

According to Novitawati (2016), effective parenting activities support the establishment of effective communication between the school and teachers. The school-designed programs aim to involve parents as teachers for their children at school and to contribute to the development of children's program activities. Parenting education is a form of parental participation in equipping themselves with various knowledge and experiences about parenting (De Gomes, 2017). The goal is to advance and enhance parental skills and support, understanding of children, create a home environment that supports children as learners, obtain information about health, safety, nutrition, and all matters related to the growth and development of children.

Implementation of formal parenting education programs, according to Henniger (De Gomes, 2017), can take the form of workshops, seminars, or training on education, child development, and health, provided by competent experts in the field. These experts can be specifically invited to present material or appointed by parents themselves empowered as experts. Informally, parenting education programs can take the form of educational tours, field trips, or visits to places that support early childhood education (PAUD) learning activities with parents. Activities at home brought to school, such as parents accompanying children in camping activities, organizing school bazaars for children to showcase and sell their works to parents, and organizing mini zoos at school where children can bring pets from home to school (Wahyudi, 2016).

Research conducted in Public Kindergartens (TK Negeri Pembina Inti) in Central and East Banjarmasin found that parenting activities were similar in both institutions. Activities included seminars on relevant themes, socialization to parents, reminders to

parents to pay attention to their child's National Identification Number (NIK) conveyed by the DUKCAPIL/ Civil Registry Service office, hygiene promotion, and PMT activities according to the annual program. The institutions also conducted socialization for reading books to children, operational school curriculum, school mobilization programs, and involved parents as speakers in parenting activities, introducing children to various professions or skills possessed by competent parents in their field. Parenting activities were conducted by the school at least once a semester, tailored to needs and available funds.

2. Volunteerism

Volunteerism is a form of direct parental involvement in school learning activities. This can include accompanying children in class, assisting teachers in the library, cafeteria, playground, extracurricular activities, sports activities, and accompanying children on field trips (De Gomes, 2017). According to (Manan et al., 2023), parental involvement as volunteers can provide direct support for children's learning activities at school. This support is crucial, given the irreplaceable role of parents in at-home learning.

Volunteer activities in both Public Kindergartens were similar, involving parents in various activities such as accompanying children in competitions, projects, commemorating national holidays, and voluntarily contributing fees or funds when needed. Additionally, in East Banjarmasin Public Kindergarten, special volunteer activities were organized, such as "Friday Blessings" or "Friday Sharing," involving parents in collecting voluntary contributions for two weeks. The collected funds were then distributed to the surrounding community in the form of groceries and other assistance.

3. Communication

Communication is an activity that is always carried out by everyone because communication is a need for humans as social creatures. Thus, communication is also said to be the heart of life in an organization, because without communication it cannot develop optimally or die because according to (Suriansyah, 2014) "communication is a key to successful team effort". So the efforts to establish active communication at the Pembina State Kindergarten, Central Banjarmasin and the Pembina East Banjarmasin State Kindergarten are by means of direct or indirect communication. Indirect communication is usually carried out through the class WhatsApp group or through private messages, as well as sharing activity information via Facebook, Instagram and other social media. And direct communication is carried out by the institution by communicating directly when parents drop off and pick up their children. Apart from that, teachers will also take part in spending time if there are parents who want to consult about an obstacle they are facing.

4. Aligning Learning at School and Home

The role of collaboration in education is highly essential. This collaboration involves various components within the school. Cooperation with parents is crucial to create a conducive learning environment and align the programs outlined in the school curriculum with the child's learning environment at home. Effective collaboration and communication with parents are vital for the child's developmental interests (Zakariyah, 2020).

In the case of TK Negeri Pembina Banjarmasin Central and TK Negeri Pembina East Banjarmasin, activities to synchronize learning at school and at home are carried out by directly involving parents to accompany their children during home learning. For example, parents are encouraged to remind and accompany their children in activities such as drawing, coloring, or free play. The supportive activities are directed towards enhancing the creativity and skills of the child, creating a continuous connection between school and home learning. Especially during the COVID-19 pandemic, parents play a significant role in home learning by aligning it with school-based teaching methods.

As a results, the institution's efforts in coordinating these learning activities are mostly carried out through positive communication with parents or guardians. Observations and occurrences related to the child's activities and events at school are regularly reported, and parents are invited to facilitate the child's developmental needs at home. This includes aspects related to learning, nutritional requirements, activities supporting achievements, and addressing obstacles. All efforts are made to align these aspects within the scope of both school and home education. Instilling good learning habits, as mentioned earlier, should be cultivated in children from an early age (De Gomes, 2017). It can make learning activities something important for them rather than a compulsion.

5. Building Partnerships with the Community

In partnership activities at the two institutions, it was found that they not only collaborate with parents but also with the community. In this case, the community plays a role as a provider of resources or resources needed for educational activities. These resources may require costs and may not require costs to use for the school. So that schools as practical implementers of education must be able to identify and utilize resources that exist in the community optimally for the benefit of education at school.

The forms of cooperation with the community that have been established by these two institutions are such as collaborating with the police, PT. Pelindo and the Navy, Bank KALSEL, AKPER KESDAM, PUSKESMAS, PT. INTAN PARIWARA, Traffic Police, STIKES Asylum Insan, ULM Banjarmasin, Universitas Terbuka, and UIN Antasari Banjarmasin, health department, tourism department and agriculture department as well as environmental cleanliness services department.

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B. Strategies for Building School and Parent Partnerships

Strategies for building partnerships between schools and parents are crucial in enhancing children's education. A strong partnership contributes positively to a child's development and academic success. Involving parents in school decisions and educational programs has been proven effective in improving children's learning outcomes (Erdem, 2020). Strategies for building school and parent partnerships involve efforts by schools, teachers, and education staff to actively engage parents in their children's education, creating a conducive learning environment that motivates and supports children's learning for better outcomes and fostering a positive relationship between schools and parents (Kemendikbud, 2016). The planning stage that was done on early childhood education is needs analysis and planning of the partnership program action.

Both of these Public Kindergartens implemented strategies for building partnerships with parents, including analyzing potential and introducing parents during the foundation class at the beginning of the school year. They created annual programs, ensured parental involvement, formed school committees at the beginning of the school year or changed committee leadership at the end of the school year. The schools actively maintained effective communication through class-specific communication groups, social media, and direct communication during drop-off or pick-up times.

C. Strategies for Parental Involvement in Building Partnerships

The role of parents has a very significant impact on children's learning process in PAUD. Parental involvement is the main key in forming a solid foundation for children's education. When parents are actively involved in education, it will help create a positive learning climate so that children feel supported in their learning process. According to Hidayat in (cited in Putri et al., 2023), not only supports formal education provided by schools, but parents also have a role in providing non-formal education while at home.

Therefore, to increase parental involvement in PAUD, there are several strategies that schools can implement. Such as holding friendly and informative parent teacher meetings, schools can also provide training for parents on how to support children's learning at home or other educational themes such as stunting, health, nutrition and so on. Schools can also hold class events or extracurricular activities involving parents. Furthermore, providing easy access to information and effective communication through technology can also increase parental involvement, for example by using digital platforms or special applications for schools, social media and other technological devices (Putri et al., 2023).

Several strategies have been implemented at TK Negeri Pembina East Banjarmasin and TK Negeri Pembina Central Banjarmasin to involve parents in building a school-parent partnership. This includes involving parents in discussions and meetings on relevant topics, celebrations of national holidays, accompanying children's activities at school and at home, participating in fundraising efforts, providing input or assistance in various activities, offering skills assistance, and engaging in projects and thematic culminating activities conducted by the school.

D. Teacher Involvement Strategies in Building Partnerships

Quality education is determined, in part, by the professionalism of educators. Therefore, according to Suriansyah (2015), improving teacher professionalism is essential for ensuring quality education. In terms of partnership strategies, teachers play a crucial role in the field of education. Adequate educational resources often lack significance without the presence of qualified teachers, and vice versa. Furthermore, according to Wulandari (2023), teachers serve as a foundation in efforts to improve the quality of service systems and educational outcomes.

Communication between teachers and parents is crucial to ensure effective learning and the best possible teaching for the growth and personal development of children (Arini, 2020). Additionally, according to (Mulyasa, 2012), communication involving the school, including the headmaster, staff, teachers, and parents, is a form of school accountability in education management.

In TK Negeri Pembina Central Banjarmasin and TK Negeri Pembina East Banjarmasin, teacher involvement strategies in building school-parent partnerships include regular meetings (at least twice a semester or four times a year), creating parent groups per class, maintaining, filling out, and reporting communication books to parents, establishing active and positive communication with parents, and conducting home visits or visits to homes if a child or parent is sick to provide encouragement and support.

CONCLUSIONS

Outstanding Early Childhood Education (PAUD) cannot be achieved by relying solely on one party. This research shows that the partnership model implemented has positively impacted the quality of education in both institutions. Close collaboration has resulted in increased parental participation in supporting their child's education at school and at home, improved effective communication between schools and parents through direct communication or other means, enhanced parental understanding of child development through seminars, meetings, and discussions. Additionally, there has been an improvement in teacher ability to build partnerships with parents through diverse and efficient strategies. The school-parent partnership model has immense potential to enhance the quality of PAUD, and it is crucial to continue improving existing partnership programs and fostering positive relationships between schools and parents for the creation of excellent PAUD education.

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