

The Collaborative Management of Schools, Parents, and The Community in Improving Student Learning Achievement During the COVID-19 Pandemic at SMP in Linggo Sari Baganti District

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Abstract—The purpose of this research is to analyze the collaborative management of schools, parents, and the community in improving student learning achievement during the COVID-19 pandemic at SMP in Linggo Sari Baganti District. This research is a qualitative research. Collecting data in the research using observation, interview, and documentation techniques. The results show that effective collaborative management of schools, parents, and the community can improve student learning achievement during the COVID-19 pandemic at SMP in Linggo Sari Baganti District. This can be seen from student learning outcomes that reach the minimum standard of completeness set by the school. So, it is very important to have effective collaborative management between schools, parents, and the community to help student learning during the COVID-19 pandemic, so that student learning achievement continues to reach the standard.

Keywords— Collaborative Management, Education, COVID-19 pandemic, Learning Achievement

INTRODUCTION

The occurrence of the Covid-19 pandemic has resulted in the Indonesian government taking a policy that the education process is carried out by learning from home or also called online learning from home for an undetermined period of time.

At the junior high school level and the equivalent in Linggo Sari Baganti District, Pesisir Selatan Regency, West Sumatra, it is implemented with a mixed learning system. In addition to online, face-to-face learning with an odd-even shift system is also carried out in schools. Each class is divided into two groups, carrying out face-to-face and online learning alternately every week. The reason is that Linggo Sari Baganti District, Pesisir Selatan Regency, West Sumatra is still classified as a safe zone with a low impact of Covid-19 transmission.

The implementation of this limited online and face-to-face learning system certainly affects the educational outcomes that take place in schools. One of them affects the learning achievement of students. Therefore, in order for student learning achievement to remain optimal during the learning process with this mixed system, collaboration between schools, parents, and the community is needed in its implementation. Because, education is certainly not only the responsibility of the school, but is the responsibility of many parties, starting from parents, schools, and the community.

Cooperation is a joint effort or activity carried out by both parties in order to achieve a common goal.[1] Cooperation is also defined as the existence of personal involvement between the two parties in order to achieve optimal resolution of the problems faced.[2] The cooperation that exists between the school, parents, and the community, of course requires management, so that the cooperation is well established and runs effectively.[3]

Management is the overall activity relating to carrying out the work of the organization through the functions of planning, organizing, directing, and supervising to achieve organizational goals that have been set with organizational resources efficiently and effectively Management has an important role in running an institution or organization, in order to achieve the expected goals. Therefore, in establishing cooperation between schools, parents, and the community, management is needed in the implementation process.

LITERATURE REVIEW

Management comes from English management with the verb “to manage”, generally defined as to take care of. Subsequently, the definition of management developed more fully. Lawrence A. Appley as quoted by Tanthowi translates management as "the art of getting though people" or the art of getting work done through other people.[4] Management is also seen as an activity that involves more than two people or organizations working together and in which there are elements of planning, organizing, actuating, and controlling to achieve common goals. [5]

Meanwhile, cooperation comes from two words, namely work and same. “Work” means the activity of doing something, while “same” is an activity or effort carried out by several people (institutions and the government) to achieve a common goal. [6] Thus, cooperation is a joint effort between individuals or groups to achieve common goals. Cooperation is also a form of participation to gain understanding, support, trust, and appreciation from the general public. This participation includes direct and indirect administrative assistance in supporting the implementation of education in schools. [7]

While learning achievement is something that is expressed in the form of symbols, numbers, letters, and sentences that can reflect the results that have been achieved by each student within a certain time, and it can be stated that learning achievement is the result of learning. learning activities are accompanied by changes achieved by students. educate. [8] Helmawati said, that learning achievement is the result of learning. Achievement is obtained from evaluation or assessment. Achievements obtained from learning outcomes after being assessed and evaluated can be low, medium, or high. [9]

RESEARCH METHODOLOGY

This research is a qualitative research. According to Syaodih, qualitative research is a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. [10] This research is focused on the condition of natural objects, where the researcher is the key instrument and emphasizes meaning rather than generalizations. [11]

To collect data related to the research, the writer uses observation, interview, and documentation techniques.

Observations were made by visiting schools, classes, and students' homes when the online or face-to-face learning process was taking place.

Interviews were conducted with principals, teachers, parents of students, and school committees, as well as several related communities.

Documentation is done by taking photos of learning activities and learning facilities and infrastructure, asking for documentation of student learning outcomes to school, documentation of school meetings with parents and committees, and documentation of school agreements with parents or the community.

While the data analysis technique used in this study refers to the concept of Miles and Huberman which is called the interactive model. [12] The analysis is carried out by: 1) Collecting data; 2) Data reduction; 3) Data presentation; 4) Draw conclusions; 5) Test the validity of the data.

DISCUSSIONS

Based on the research that the author conducted in 10 junior high schools in Linggo Sari Baganti District, Pesisir Selatan Regency, West Sumatra, the authors found that the collaborative management of school, parents, and the community in improving student learning achievement during the Covid-19 pandemic went quite well. This can be seen from student learning achievement which still reaches the minimum standard of completeness set by the school.

A. Collaborative Management School, Parents, and Community

Barnawi and Arifin in Makmur et al, say that teachers are professional educators whose main tasks are heavy, namely educating, teaching, guiding, directing, training, assessing, and evaluating early childhood education through formal education, basic education and secondary education. [13] In learning with an online system, of course it can no longer be done directly by the teacher. So, the role of parents is needed in this process.

Based on the results of an interview with one of the teachers of SMPN 3 Linggo Sari Baganti, the teacher provides materials, learning resources, and assignments to students through predetermined

media. Meanwhile, parents monitor the child's development, assist, and facilitate the learning process. Similarly, the guidance and counseling always communicates with parents regarding developments or problems in children.

School and community collaboration is also an important factor that affects the effectiveness and efficiency of the continuity of the education process. The community needs a lot of information from schools and schools also need support from the community. The cooperation that exists between the equivalent junior high school in Linggo Sari Baganti District and the community is in the form of communication with the school committee, finding joint solutions if there are obstacles in learning, for example related to the provision of technology equipment, network availability, and other infrastructure.

This collaboration is carried out by planning, organizing, monitoring, and evaluating that have been designed from the start. Where there are always regular meetings between the school and the parents of students, as well as the community regarding the online and face-to-face learning process.

Planning, principals, teachers, and other education personnel make lesson plans that will later be implemented during online or face-to-face learning and communicate to parents and the community about the learning system. This plan is agreed upon at a parent or school committee meeting.

Organizing, so that collaboration between schools, parents, and the community is more focused and goes according to plan, a communication media is formed using social media in the form of WhatsApp. Communication and coordination of student development is carried out in groups or through private channels.

Actuating, the schools, parents, and the community to share information and coordinate, and motivate each other so that student learning continues to run effectively even though it is mixed, online and face-to-face.

Controlling, is carried out by means of online or face-to-face meetings between the school, parents, and the community to control that cooperation continues to run according to its objectives. At the meeting, evaluations were also carried out as well as delivery and finding solutions to students' learning problems.

B. Supporting and Inhibiting Factors in Collaborative Management School, Parents, and Community

Supporting factors include: 1) Schools are located in areas with low Covid-19 impact, so that direct communication between schools, parents, and the community can sometimes be done face-to-face; 2) Parents and the community are willing to participate in cooperating with the school in assisting the online learning process; 3) Communication is easier to do because of the use of social media.

Meanwhile, the inhibiting factors include: 1) Lack of availability of electronic devices and inadequate networks for communication; 2) There are still some parents and people with low education so they cannot help the online learning process from home; 3) Community economic factors cause parents' low attention to the education process and children's schooling.

CONCLUSION

Based on the research that the author did, it can be concluded that the collaborative management of school, parents, and community in improving student learning achievement during the COVID-19 pandemic at junior high school in Linggo Sari Baganti District was carried out quite well. This can be seen from the learning outcomes of students who reach the minimum standard of completeness set by the school.

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